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Creating Inclusive Campuses through Recognizing Linguistic, Geographic, and Socio-economic Diversity

INTRODUCTION

It is not possible to truly understand the cultural and educational benefits of diversity without assessing the meaning and value attributed to pursuing higher education. When diversity is conceptualized as one's possession of aspects, experiences, perceptions, and skills that are distinguishable from another, it is easier to understand how higher education provides lessons about interacting with those different from oneself. Growing competition in the job market creates an increased need for citizens to obtain greater education and take advantage of advanced training opportunities, and as the world becomes a more global economy, students are striving to educate themselves in a more diverse setting. Colleges and universities provide students with the mobility and autonomy to develop social, interpersonal, problem solving, and analytical skills in a safe, structured environment. Where else can a person get four years of around-the-clock training in multiple cultures, values, and morals?

This very question has sparked debates and fueled numerous research studies regarding the positive and negative impacts of educating undergraduate students in an environment of heterogeneous peers. Presidential candidates have even lobbied that there is much to be learned from working with an inclusive and diverse group. Admissions professionals and diversity advocates stress the positive outcomes of interacting within the classroom. Corporations,

employers, and higher education professionals are studying the effects of diversity within their settings. While many studies focus on the impact of considering Affirmative Action policies in admissions decisions, methods of psychological development, and changes in self awareness, few studies look to understand why there is a difficulty in encouraging certain underrepresented groups to participate in higher education. The polices and recommendations that stem from current studies tend to focus on racial or ethnic diversity and have left out many groups, such as those with linguistic, regional, and economic differences. This results in a limited scope that ignores the unique barriers that various groups must overcome to participate in higher education, such as acquiring funding or learning English as a second language. This limited scope is analogous to growing a fruit orchard. One would not expect to grow apples and kiwis in the same climate, nor for these fruits to look and taste the same. Truthfully, one would be disappointed that they did not succeed. So the farmer honors and respects each fruits' difference and preference; he does his best to provide each with its needs to grow. Yet due to much legal debate, Affirmative Action policies have been enacted in stock policies with little room for tailoring to the target groups needs.

IMPACT OF AFFIRMATIVE ACTION POLICIES ON HIGHER EDUCATION

There is no question that Affirmative Action policies are highly debated before, during, and after they are enacted in institutions of higher education. When discussing Affirmative Action in collegiate admissions one must thoroughly understand the negatives and positives of instituting varying methods and policies of affirmative action, such as a race preference policy. In *Affirmative Action and Race Preference*, Carl Cohen and James Sterba¹ debate the use of race preference techniques in various institutional settings. Carl Cohen cites that race preference is

morally wrong, against the law, and in violation of the Constitution.² Cohen states race preference “is particularly injurious to universities because it entails the lowering of standards for admission and for appointment, because it corrupts the institutions that vainly seek to hide their racial double standards, and because it reinforces the stereotype of minority intellectual inferiority.”³ It is clear that Cohen feels race preference allows universities to choose applicants without consulting academic standards and leads officials and administrators to adopt a mentality which focuses on race and ethnicity instead of academic ability. For example, Cohen states that minority undergraduate students are highly recruited for graduate programs and often receive full financial funding in hopes that these new Ph.D.s will choose to work as faculty; however, most minority Ph.D.s choose to work outside of academics.⁴

While Cohen disagrees with race preference policies, most Affirmative Action policies in higher education are structured in the form of guidelines which highlight and detail strategies to recruit potential applicants from underrepresented groups. The University of Michigan, ranked as the 3rd best Public Undergraduate Program in 2002 by U.S. News and World Report, and the University of Michigan Law School, ranked 7th in 2003⁵, encountered legal trouble regarding their admissions policies. On April 1, 2003, the United States Supreme Court heard two important cases in defining the future role of Affirmative Action policy in academics. Both cases dealt with the extent to which the University of Michigan can legally use race in their admissions process. Briefs from FindLaw.com illustrate that in *Grutter v. Bollinger et al.*,⁶ the Supreme Court specifically sought to answer the following questions:

1. Does the University of Michigan Law School's use of racial preferences in student admissions violate the Equal Protection Clause of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), or 42 U.S.C. § 1981?

2. Should an appellate court required to apply strict scrutiny to governmental race-based preferences review *de novo* the district court's findings because the fact issues are "constitutional"?⁷

In *Gratz et al. v. Bollinger et al.*⁸ the Supreme Court considered the following,

Does the University of Michigan's use of racial preferences in undergraduate admissions violate the Equal Protection Clause of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), or 42 U.S.C. § 1981?⁹

On June 23, 2004, the US Supreme Court supported the University of Michigan Law School's "narrowly tailored use of race in admissions decisions to further a compelling interest in obtaining the educational benefits that flow from a diverse student body."¹⁰ However, the Supreme Court ruled against the Undergraduate admissions policy by stating "the University's use of race in its current freshman admissions policy is not narrowly tailored to achieve respondents' asserted compelling interest in diversity."¹¹ This case challenged the framework through which college admissions personnel make decisions and has led to numerous studies on the impact of diversity. The Supreme Court made it clear that it supports diversity of all forms in education; yet, it is not in support of creating point-based policies.

Implications from this case can be seen at the University of Georgia. In July of 2003, Dr. Keith D. Parker was appointed as the Associate Provost for the Office of Institutional Diversity. This department is specifically charged with collaborating with other departments to promote diversity, research, programs, as well as assisting in the recruitment and retention of underrepresented students, faculty, and staff.¹² Since its inception, the Office of Institutional Diversity has co-hosted numerous cultural events, conferences, and summer programs, such as the eX3 Conference¹³ for Youth and ASPIRE.¹⁴

In efforts to expand the scope of thought regarding diversity, the University Council at the University of Georgia approved a concept document on diversity on March 18, 2004. The

five page file details that “diversity encompasses the breadth of knowledge, skills and experiences in a student body.”¹⁵ Stating support in considering diversity factors along with test scores, grades, and curriculum in admissions decisions, the University Council effectively encouraged an expansion of diversity based policy. The concept document states that diversity should consist of the following elements:

- Racial and ethnic diversity
- Geographic Diversity
- Linguistic Diversity
- Experiential Diversity¹⁶

The Student Government Association (SGA) at UGA also recognizes the importance of diversity in education, within and outside the classroom. On March 22, 2004, the SGA issued a formal declaration of support and has created an administrative position, Director of Diversity Initiatives.¹⁷ This position serves to create policy within SGA to support diversity and further the effort of the Minority Affairs Committee. SGA has worked for years to create programming, such as the Diversity Tailgate and CAFÉ (Creating Awareness for Everyone) Hour, to provide students with opportunities to learn about different cultures in a non-academic setting. 2004-2005 SGA President Adam Sparks is quoted as saying “College is about having new experiences, personal growth, expanding the mind. How else to do that but by meeting people different from me?”¹⁸

DISTANCING IN HIGHER EDUCATION

Yet, some feel that they are incapable of learning in a heterogeneous environment, thus stereotypes, prejudice, and discrimination are still prevalent in American society. People are often unaware of how their actions may be perceived by someone from a different cultural background; sometimes, these actions are more intentional. In “Cognitive and Behavioral

Distancing From the Poor,” Dr. Bernice Lott describes distancing as the “separation, exclusion, devaluation, discounting, and designation as ‘other.’”¹⁹ For the purpose of this paper, distancing is the exclusion and avoidance of the powerless by the powerful. The following segments utilize inductive reasoning to illustrate how distancing plays out among various undergraduate groups that are currently left out of the Affirmative Action discussion, specifically those with linguistic, geographic, and economic barriers,.

LINGUISTIC DIVERSITY

With the influx of immigrants from across the globe, students are becoming more exposed to different languages. A growing number of students have English as a second language, and Spanish is becoming increasingly useful throughout society. Language allows a culture to communicate its thoughts, values, beliefs, joys, and sorrows. Many students are now choosing not only to learn a second or third language, but to study abroad also. This interest in studying outside of one’s home campus has supported numerous exchange programs and opportunities to complete transient work within the United States. As economies become more global, the importance of language acquisition and cultural understanding will also increase. Currently numerous nations stress curricula which incorporate classes based on the language, geography, and histories of other countries. For example,

The European Union is expanding language instruction to begin at age 7 and is encouraging partnerships between schools with Europe and those from other countries. Australia has had a decade long national initiative to add the teaching of Asian languages, history, and culture to all its schools.²⁰

Nationally, there is a pride and expectation for citizens and residents of the United States to conform to socializing values, norms, and beliefs. As a global superpower, the United States often expects its colleagues in foreign policy to speak English; moreover, most American

citizens are *only* fluent in English. This ethnocentrism has coerced numerous cultural group members into losing their connection with their ancestry in favor of assimilation and acquiring mainstream qualities. Schools serve as a socializing factor for all students and as an introduction and immersion of American culture for immigrants. Most educators realize that “schools play a critical role in the adjustment of immigrant children in their transition to a new society.”²¹ Often the reactions of immigrant students’ educators provide key factors which impact their academic development. Teachers “do not always understand why immigrants of color have [a] difficulty and often perceive the lack of assimilation...as deliberate or defiant.”²²

This viewpoint is even more highly stressed in higher education. Many collegiate professors lack the training, resources, and/or desire to assess the needs of linguistically diverse students. For example, the University of Georgia requires all applicants who list English as a second language to prove their English proficiency. The following requirements are listed on the Office of Undergraduate Admissions website:

If English is not your first language, then you must provide proof of English proficiency. There are four ways to do this:

1. Submit an official **SAT-I** verbal score of 430 or higher. *All first-year applicants must submit SAT-I scores.*
2. Submit a **TOEFL** score of 550 (or 213 on the computer-based TOEFL) or higher. *Note: transfer students applying to the Terry College of Business need a score of 600/250 or higher.* Remember that all score reports must be official. TOEFL scores must be less than two years old if you have not been studying at a U.S. institution since taking the exam.
3. Take the equivalent of English 1101 and 1102 (first-year composition) at an accredited U.S. institution and earn a minimum 2.5 combined GPA for the two courses. This must be reflected on an official transcript.
4. Submit proof of an earned bachelor's degree at an accredited U.S. institution.²³

It is as if these institutions of higher education are saying that if one does not speak English well, they are unable to assist in furthering an education. In contrast with policies from kindergarten through 12th grade, sanctions for perceived deviant behavior in higher education carry much

higher social and financial stakes. Many immigrant students will be first-generation college attendees, and without a degree, these students may be unable to use their bilingualism as an advantage in a corporate setting. Across the United States, students of all grade levels are interacting with peers who are acquiring English as a second language (ESOL). Yet due to a lack of focus and support from educational policies, many of these ESOL students struggle with misconceptions about their academic ability.

In her assessment of Cambodian American students at California State University, Long Beach, Jessica Zimmer describes a language barrier that is perceived in higher education. For many immigrants learning English is their first priority. She quotes Thira Srey, an administrator at the Long Beach-based nonprofit Cambodian Association of America, as stating that “Young people realize that if they want to get a job, the most important thing is that they are fluent in English...So first they learn English and some go on to college and get their diploma.”²⁴ However, the success of English language acquisition is highly contingent on these students receiving proper help in primary grades. Zimmer also describes the experience of Phavanta Moe in learning English. After moving from various refugee camps to America at the age of 12, Moe started public school and was placed in an ESOL program; however, he did not begin to succeed in learning English until he entered high school. Why? In middle school, Moe’s ESOL teacher spoke Spanish and was unfamiliar with his native language, Khmer. When asked to describe his experience with acquiring English as a second language, Moe states that “it would have helped tremendously to have someone able to understand [you], to see through you and understand your history and why you are here. That would have quadrupled my learning process.”²⁵

In contrast, South Florida has become the home of over one-fourth of the nation’s immigrants of Jamaican ancestry resulting from an overall increase of immigrants from 196,000

to 397,000 between 1980 and 1997.²⁶ In “Jamaican Students of Color in the American Classroom: Problems and Possibilities in Education,” Toni Fuss Kirkwood details two major problems faced by students who have adequate English skills:

- 1) placement in special reading classes or in classes of English for speakers of other languages, and
- 2) lack of knowledge about their own heritage.²⁷

These factors often combine to create students whose potential are underestimated and may feel that their cultural heritage is unimportant. As these Jamaican students progress in their education, they are lumped into social roles and lower expectations with African American students. No time is taken to differentiate between the ethnicities or acknowledge alternative language abilities (this is also seen in regards to Asians and Hispanics in America). While the barriers faced by Cambodian American in California and by Jamaican immigrants in South Florida are contrasting the results are the same. K-12 programs are producing students who consistently face language barriers, are often unchallenged academically, and are not encouraged to utilize their bilingual skills. Also, many of these children have no choice over their neighborhoods, school systems, or resources that their geographic location may afford.

GEOGRAPHIC DIVERSITY

The United States is a unique make up of fifty states and a concoction of numerous geographic regions with cultural treasures. Anyone who has traveled within the contiguous states knows that Northern cities are faster paced than rural Southern farms and are in stark contrast to the beaches of the West coast. The residential and climatic differences afford a plethora of lifestyles. Many universities have embraced these regional cultures, and some encourage out of state applicants with tuition differential waivers. Through interaction with

students from across the nation, undergraduates learn more about the towns, counties, and states in which they grew up and in which they chose to study.

In order to effectively assess the effects of distancing in the form of residential segregation, we must first understand some of the trends which support and create racially segregated neighborhoods. Douglas S. Massey and Nancy A. Denton²⁸, the United States Government, and numerous private research firms collect data to assist in understanding the impact of residential segregation. By utilizing research from the Russell Sage Foundation and special reports by USA Today and the Census Bureau, the existence of segregation among five racial groups and the causes of such in four metropolitan cities is highlighted.

In 2001, the Russell Sage Foundation published data from a Multi-City Study of Urban Inequality (MCSUI) to explain these residential segregation trends in Atlanta, Boston, Detroit, and Los Angeles among Whites, African Americans, Asians, and Hispanics. While each city's neighborhoods developed in various ways, the MCSUI claims that individual support from a person's neighborhood preferences and stereotypes combined with institutional support from political and economic structures contribute to the sustenance of residential segregation²⁹. While the data shows that all the racial/ethnic groups aspire for more residential integration, differences in socio-economic status, residential preferences based on stereotypes, perceptions of housing costs and availability, and immigrant versus nonimmigrant status are factors that prevent integration³⁰. These factors are common among all four metropolitan areas, and they point to the sometimes-overlooked impact of race/ethnicity.

Although the Fair Housing Act of 1968 prevents residential discrimination on the basis of "race, color, religion, or national origin"³¹, USA Today studied 219 metropolitan areas to discern the level of residential segregation among African Americans, Asians, and Hispanics. From

November 11-13, 1991, USA Today published a special series entitled “Segregation: Walls between Us.” Utilizing data from the 1990 Census, USA Today illustrated that in 1991 “the majority of the nation’s 30 million black people are as segregated now as they were at the height of the civil rights movement in the ‘60s”³². USA Today states that 57.0% and 51.3% of Blacks and Hispanics respectively live in central cities, while 47.8% and 50.3% of Asians and Whites respectively live in suburbs³³. An index, with a range from 0-100 (values above 60 indicating a high level of segregation), was created to illustrate the rate at which minorities would have to relocate to achieve racially balanced neighborhoods. Through ranking metropolitan cities from highest to lowest index values and identifying the top ten cities, USA Today identified a pattern of clustered minority neighborhoods. These cities (Detroit, Chicago, Philadelphia, New York, Atlanta, Boston, Los Angeles, Houston, Long Island, and Washington, DC) are home to numerous neighborhoods where minorities are three times more concentrated in comparison to the entire area³⁴. Many of these clustered neighborhoods were created through the process of white flight. Asserting that white flight commences when minority residents in an all-white neighborhood reaches 5% to 10%, USA Today claims that African Americans are more often victims of this trend than Asians and Hispanics, which often results in the lowering of property values, decreased educational funds, and stifled upward mobility³⁵. However, USA Today’s statistics show that the south is less segregated than the north, despite the evidence of historical racism and the fact that 53% of the nations Black residents live in the south³⁶.

Regardless of the geographic location of residential segregation, there is evidence that residing in racially segregated neighborhoods influences one’s academic success through altering a student’s access to educational resources. “The strongest predictors of academic performance were measures of academic preparation, which were, in turn, conditioned strongly on the degree

of neighborhood segregation experienced in childhood as well as by socioeconomic status”³⁷. In “The Continuing Consequences of Segregation: Family Stress and College Academic Performance,” Camille Charles, Gniesha Dinwiddie, and Douglas Massey conclude that, “Racial segregation is a structural feature of U.S. society that has continuing power to undermine the academic achievement of students long after they have seemingly left segregated living behind”³⁸. In order to explore the linkages between racial segregation and academic performance by looking for levels of exposure to “neighborhood disorder and violence”³⁹, Charles, et al. utilized data from the National Longitudinal Survey of Freshman (NLSF). Funded by the Mellon Foundation and Atlantic Philanthropies and collected to assist in assessing the factors that affect academics performance, “The NLSF is a representative sample of the cohort of freshman entering 28 selective colleges and universities in the fall of 1999...In the baseline survey, approximately 4,000 African Americans, Latinos, Asian, and whites were interviewed in an extended, two-hour face-to-face encounter (with around 1,000 in each group). Follow-up interviews were conducted during the spring term in 2000 and 2001”⁴⁰.

Charles, et al. assert that during the student’s first and second years, “African American students hailing from segregated neighborhoods had to deal with 70 percent more family stress than did whites and twice the amount experienced by Asians”⁴¹; this elevated stress level causes some students to divert their time and attention from their academic studies to handle family issues⁴². In their conclusion, Charles, et al states that,

Our analysis of data from the National Longitudinal Survey of Freshman suggests that segregation may have continuing negative consequences for students, even those who find themselves far away from segregated neighborhoods and living in a very privileged segment of American society. Among minority students who have been admitted to selective academic institutions, many come from segregated backgrounds and nearly all are likely connected socially to someone living in a segregated neighborhood.⁴³

These barriers and elevated stress levels may combine with misconceptions about the social progress and economic success of minority groups, such as the model-minority myth⁴⁴, to produce students who are not only under challenged academically, but also raised to believe that they are incapable of achieving academic and economic success.

SOCIO-ECONOMIC DIVERSITY

Depending on the cost of living, economic opportunities, and family background, students come from a variety of economic classes. Socio-economic status often determines and plays a major role in where an undergraduate student chooses to attend. Financial aid packages including loans, grants, and scholarships often help numerous students afford a quality education. Across the United States, it seems that community and technical colleges support students from the lower to middle class, research colleges and universities mainly service middle class students, and Ivy League and private institutions cater to upper class students. However, one will find that throughout there will be a mix of economic backgrounds and strata within each class. Interaction with students from other economic levels allows undergraduates to switch their focus from the presence or absence of material possessions to the formation of relationships. Students often bond while participating in community service and volunteer opportunities.

Colleges are often viewed as institutions established to provide in-depth, specialized training over a span of four years in an academic field. The time spent in college is devoted to developing basic analytic skills, learning theories, and gaining career experience. The value of attending college manifests itself in participants' increased marketability, networking opportunities, and the ability to obtain entry to mid-level positions with higher starting salaries.

Socio-economic status often determines and plays a major role not only in where an undergraduate student chooses to attend, but whether or not they even choose to attend.

Dr. William G. Bowen and Martin Kurzweil, concluded in a report by the Mellon Foundation “that while there was no evidence that students coming from the lowest economic quartile did significantly worse than their financially better off-counter parts once they were in college, it was the decisions made or not made by low-income students before college that revealed the greatest contrasts.”⁴⁵

America’s Untapped Resource: Low-Income Students in Higher Education details an interesting concept on economic diversity. Publicity is always given to discussions about race, ethnicity, and differences; however, research indicates that “the underrepresentation of low-income students is even greater.”⁴⁶ In “Socioeconomic Status, Race/Ethnicity, and Selective College Admissions,” Anthony P. Carnevale and Stephen J. Rose state that one must understand the benefits of attending a selective college in order to make a case for increasing diversity. Using Barron’s 146 top tier colleges as models, they “revealed that only 3 percent of the freshman...came from families in the lowest economic quartile”⁴⁷ and assert that students who attend have a “greater likelihood of graduating, greater access to graduate education, and a wage premium in the labor market.”⁴⁸ Carnevale and Rose state that with this knowledge, one must consider the economic status of the diverse students who are being heavily recruited. The authors lobby for an increase in financial aid availability, stress that there must be an emphasis on economic Affirmative Action, and state that “removing other kinds of obstacles to enrollment in four-year and selective colleges will only make matters worse for the qualified low income students if financial barriers remain.”⁴⁹

“A Deficit of Understanding: Confronting the Funding Crisis in Higher Education and the Threat to Low-Income and Minority Access” by Miami Dade College President, Dr. Eduardo Padrón, states that “tuition and fees at a public four-year college currently amount to 71 percent of the earnings of a low-income family—compared to 5 percent and 19 percent of the earnings of upper- and middle-income families, respectively.”⁵⁰ Padrón’s report also illustrates the impact of finances by stating that “for every \$1,000 increase in annual tuition, 6 to 8 percent of the Hispanic population loses access to higher education.”⁵¹ How are these students going to finance their education?

Harvard University has taken the lead among Ivy League institutions by researching the impact and implications of the GI Bill, Higher Education Act, and recent Supreme Court cases; hosting numerous focus groups; and reviewing reports on economic diversity.⁵² On February 29, 2004 at the American Council on Education’s 86th Annual Meeting, Harvard President Lawrence H. Summers announced plans to implement a four pronged approach to achieve economic diversity as follows:

- 1) Financial aid: Beginning next year, parents in families with incomes of less than \$40,000 will no longer be expected to contribute to the cost of attending Harvard for their children. In addition, Harvard will reduce the contributions expected of families with incomes between \$40,000 and \$60,000;
- 2) Recruiting: The College Admissions Office has intensified its efforts to reach out to talented students across the nation who might not think of Harvard as an option and make sure that they understand Harvard's long-standing commitment to enrolling students from a wide range of backgrounds and regardless of financial circumstances;
- 3) Admissions: Harvard is reemphasizing, in the context of its highly personalized process of admissions, the policy of taking note of applicants who have achieved a great deal despite limited resources at home or in their local schools and communities;
- 4) Pipeline: Harvard recently announced the establishment of the Crimson Summer Academy, an intensive summer program for academically talented high

school students from financially disadvantaged backgrounds in the greater Boston area. Each student will participate for three successive summers, beginning after ninth grade, receiving encouragement and preparation to attend a challenging four-year college or university.⁵³

While this program will take time to become fully implemented, Summers stressed the importance of changing the perception of lower income students about attending college by stating,

We want to send the strongest possible message that Harvard is open to talented students from all economic backgrounds. Too often, outstanding students from families of modest means do not believe that college is an option for them -- much less an Ivy League university. Our doors have long been open to talented students regardless of financial need, but many students simply do not know or believe this. We are determined to change both the perception and the reality.⁵⁴

However, it is often low expectations by peers, teachers, and other academic officials that discourage students from participating in higher education. Since academic resources and funding are mainly based on property taxes, disparities arise and create atmospheres which socialize about the importance of higher education.⁵⁵ In "Cognitive and Behavioral Distancing From the Poor," Dr. Bernice Lott, Emerita Professor of Psychology at the University of Rhode Island, cites personal experience with overcoming low expectations by stating "I had no teacher or counselor ever tell me about college scholarships or encourage me to apply for any college except the one that was tuition-free and that I could attend as a commuter."⁵⁶ These disparities are exactly what Harvard hopes to improve through their recruitment efforts and summer programs. Few would argue against the thought that attending college affords undergraduates opportunities for future economic growth. Yet, efforts to increase awareness about the benefits of higher education and proactive financial programs must be undertaken by public and private institutions to truly impact perceptions and expectations of lower income undergraduates.

RECOMMENDATIONS & CONCLUSION

Language, residential location, and socio-economic status provide numerous modes of diversity for individuals. Colleges and universities are striving to encourage the celebration of differences while creating an inclusive atmosphere and a safe learning environment. Students not only develop social, interpersonal, problem solving, and analytical skills; they also earn a degree. Many say that their experiences in study groups, clubs, and organizations are learning experiences to be valued along with classroom instruction.

In order to begin alleviating barriers and distancing, colleges and universities may wish to:

- Clearly define the concept of diversity for their institution so all offices and administrators have the same awareness
- Provide access for students to learn English as a second language throughout their primary and secondary education
- Increase emphasis for all students to acquire a second language
- Assess neighborhoods that are racially segregated and involve the community in fundraising to augment the school systems resources
- Provide support groups for minority students to alleviate stress caused by family issues and teach them skills to manage this stress
- Encourage students to form study groups
- Increase the number of academic scholarships available to students from lower and working class backgrounds

It is evident that more extensive studies on how language, residential location, and socio-economic status impact undergraduate students must be conducted. Once there is a clearer understanding about the types of students attending college across the nation, researchers should move to topics that address the reasons and barriers faced by the unrepresented and underrepresented groups. Many students may have the desire to attend college, but they may face financial barriers or be deemed inadmissible by the college of their choice due to language deficiencies. This understanding of distancing and barriers will help education professionals to create policies that will truly benefit the marginalized groups. Each of these categories may be

heavily influenced by race and/or ethnicity and cannot be truly reviewed in isolation. All of these factors combine with a generic curriculum in the primary grades, which may inadvertently leave children behind in the quest for admission to institutions of higher education. It is important for us to keep in mind that,

Teaching in the multicultural classroom requires more than simply offering education to children of diversity...new insights into the complexity of student diversity...is required if the integrity of a positive learning environment in the American classroom is to be maintained.⁵⁷

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ENDNOTES

¹ Carl Cohen is Professor of Philosophy at the University of Michigan. He has written extensively on moral and political philosophy and logic. His essays have appeared in *The Nation*, *Commentary*, *Ethics*, and many law reviews and other periodicals. Former chairman of the ACLU of Michigan, Cohen has served on Michigan's admissions committees, and as chairman of its faculty. James P. Sterba is Professor of Philosophy at the University of Notre Dame. The author of twenty-three books, most recently *Three Challenges to Ethics* (OUP, 2001) he is the past president of the International Society for Social and Legal Philosophy, American Section, of Concerned Philosophers for Peace, and of the North American Society for Social Philosophy. <http://www.oup.com/us/catalog/24092/subject/Law/?view=usa&ci=0195148940>.

² Cohen, Carl and James P. Sterba, *Affirmative Action and Race Preference: A Debate*. New York: Oxford UP, 2003, v.

³ Cohen, Carl and James P. Sterba, *Affirmative Action and Race Preference: A Debate*. New York: Oxford UP, 2003, 163.

⁴ Cohen, Carl and James P. Sterba, *Affirmative Action and Race Preference: A Debate*. New York: Oxford UP, 2003, 160.

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¹⁰ <http://www.supremecourtus.gov/opinions/02pdf/02-241.pdf>

¹¹ <http://www.supremecourtus.gov/opinions/02pdf/02-516.pdf>

¹² <http://www.uga.edu/diversity/strategicplan.pdf>

¹³ <http://www.uga.edu/diversity/ex3.html>

¹⁴ <http://www.uga.edu/diversity/aspirefinal.html>

¹⁵ <http://www.reg.uga.edu/pdf/uc/dlod-5x8lta11.pdf>

¹⁶ Ibid.

¹⁷ <http://www.uga.edu/news/artman/publish/040322sgastatement.shtml>

¹⁸ Ibid.

¹⁹ Lott, Bernice. "Cognitive and Behavioral Distancing From the Poor." *American Psychologist*. Feb. 2002: 100.

²⁰ Kagan, Sharon Lynn and Vivien Stewart. "International Education in the Schools: The State of the Field." *Phi Delta Kappan*. Nov. 2004: 230.

²¹ Kirkwood, Toni Fuss. "Jamaican Students of Color in the American Classroom: Problems and Possibilities in Education." *Intercultural Education*. 13.3: 307.

²² Ibid.

²³ <http://www1.admissions.uga.edu/international/index.html>

²⁴ Zimmer, Jessica. "Language Barriers: For the new generation of Cambodian Americans, the Khmer language both unites and divides." *Asian Week*. 21.40
http://www.asianweek.com/2000_06_01/feature_khmer_longbeach.html.

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http://www.asianweek.com/2000_06_01/feature_khmer_longbeach.html>.

²⁶ Kirkwood, Toni Fuss. "Jamaican Students of Color in the American Classroom: Problems and Possibilities in Education." *Intercultural Education*. 13.3: 305.

²⁷ Kirkwood, Toni Fuss. "Jamaican Students of Color in the American Classroom: Problems and Possibilities in Education." *Intercultural Education*. 13.3: 306.

²⁸ Current professors of Sociology at Princeton University and University at Albany, State University of New York respectively, compiled numerous articles and research projects in the late 80's and early 90's focused on understanding residential segregation; their findings have been integrated into the curricula and key concepts in understanding Race, Ethnicity, and Urban Sociology

²⁹ Charles, Camille Zubrinsky. Urban Inequality: Evidence from Four Cities. Eds. Alice O'Connor, Chris Tilly, and Lawrence D. Bobo. New York: Russell Sage Foundation, 2001, 217-218.

³⁰ Charles, Camille Zubrinsky. Urban Inequality: Evidence from Four Cities. Eds. Alice O'Connor, Chris Tilly, and Lawrence D. Bobo. New York: Russell Sage Foundation, 2001, 263-264.

³¹ Usdansky, Margaret L. "Housing Act Fails to Eliminate Bias Against Minorities." USA Today 11 November 1991: 2A.

³² Usdansky, Margaret L. "USA at Home: Streets Still Isolate Races." USA Today 11 November 1991: 2A.

³³ Usdansky, Margaret L. "Housing Act Fails to Eliminate Bias Against Minorities." USA Today 11 November 1991: 2A.

³⁴ "Metropolitan USA: Where Minorities Live." USA Today 11 November 1991: 6A.

³⁵ Usdansky, Margaret L. "USA at Home: Streets Still Isolate Races." USA Today 11 November 1991: 2A.

³⁶ Usdansky, Margaret L. "South Less Segregated than North." USA Today 12 November 1991: 1A. & Usdansky, Margaret L. "Regional Attitudes Reflect History." USA Today 12 November 1991: 6A.

³⁷ Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1355.

³⁸ Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1353.

³⁹ Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1355.

⁴⁰ Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1356.

⁴¹ Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1362.

⁴² Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1353.

⁴³ Charles, Camille Z., Gniesha Dinwiddie, and Douglas S. Massey. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance." Social Science Quarterly. 85.5: 1370.

⁴⁴ Coined by William Petersen on January 9, 1966 in "Success story: Japanese American style" for New York Times Magazine, the "model-minority myth" refers to thoughts that Asian Americans are best able to assimilate in to American culture and many studies have been conducted to support this claim. Under the myth, Asian Americans serve as the ideal minority, and achieve academic and financial success without additional help or assistance from the

mainstream culture. However, this is a myth and misperception; many Asian Americans live in poverty and or are unable to participate in society due to a language barrier.

⁴⁵ Boulard, Garry. "College Access Still Tied to Income, Report Says." Black Issues in Higher Education. 21.7: 6.

⁴⁶ Kahlenberg, Richard D., ed., America's Untapped Resource: Low-Income Students in Higher Education. New York: Century Foundation Press, 2004, 102.

⁴⁷ Boulard, Garry. "College Access Still Tied to Income, Report Says." Black Issues in Higher Education. 21.7: 6.

⁴⁸ Kahlenberg, Richard D., ed., America's Untapped Resource: Low-Income Students in Higher Education. New York: Century Foundation Press, 2004, 102.

⁴⁹ Kahlenberg, Richard D., ed., America's Untapped Resource: Low-Income Students in Higher Education. New York: Century Foundation Press, 2004, 155.

⁵⁰ Banerji, Shilpa. "Report: Higher Education Fiscal Crisis Hardest on Hispanic, Low-Income Students." Black Issues in Higher Education. 21.6: 10.

⁵¹ Ibid.

⁵² <http://www.president.harvard.edu/speeches/2004/ace.html>

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Lott, Bernice. "Cognitive and Behavioral Distancing From the Poor." American Psychologist. Feb. 2002: 104-105.

⁵⁶ Lott, Bernice. "Cognitive and Behavioral Distancing From the Poor." American Psychologist. Feb. 2002: 105.

⁵⁷ Kirkwood, Toni Fuss. "Jamaican Students of Color in the American Classroom: Problems and Possibilities in Education." Intercultural Education. 13.3: 308.