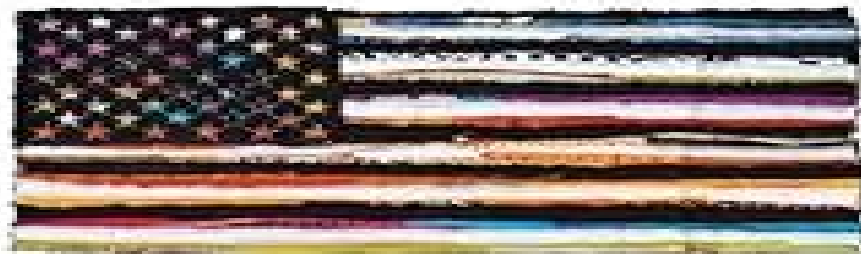


THE  
TYRANNY  
OF THE  
MERITOCRACY

DEMOCRATIZING  
HIGHER EDUCATION  
IN AMERICA



LANI  
GUINIER

Author of THE TYRANNY OF THE MAJORITY  
and THE MINER'S CANARY

# The Tyranny Of The Meritocracy Democratizing Higher Education In America

**Christopher Newfield**



## **The Tyranny Of The Meritocracy Democratizing Higher Education In America:**

The Tyranny of the Meritocracy Lani Guinier, 2015 Standing on the foundations of America's promise of equal opportunity, our universities purport to serve as engines of social mobility and practitioners of democracy. But as acclaimed scholar and pioneering civil rights advocate Lani Guinier argues, the merit systems that dictate the admissions practices of these institutions are functioning to select and privilege elite individuals rather than create learning communities geared to advance democratic societies. Having studied and taught at schools such as Harvard University, Yale Law School, and the University of Pennsylvania Law School, Guinier has spent years examining the experiences of ethnic minorities at the nation's top institutions of higher education, and here she lays bare the practices that impede the stated missions of these schools. Guinier argues for reformation, not only of the very premises of admissions practices but of the shape of higher education itself, and she offers many examples of new collaborative initiatives that prepare students for engaged citizenship in our increasingly multicultural society.

Intellectual Leadership, Higher Education and Precarious Times Tanya Fitzgerald, Helen M. Gunter, Jon Nixon, 2024-05-02 This book draws on interdisciplinary social science and philosophical frameworks to offer new dimensions to debate about intellectual leadership and higher education. The chapters are focused on provoking readers to think critically about intellectual leadership in precarious times. The contributors frame critical questions about the unevenness, ambivalences, and disruptions that now mark everyday life and interactions. Rather than thinking about freedom from precarious times and precarity, they consider freedom from within and how the sovereignty and autonomy of the individual to think and speak within the public realm might be retained if not reclaimed. In the precarious present and in times of precarity, what has changed and why? What might now be the new social reality within which we work? Each of the contributors has been invited to take up their own perspective on what is precarious and to examine the impacts on intellectual leadership. What does it mean to do intellectual work and be an intellectual leader? What are the implications for intellectual work and leadership if the academy itself is in precarious times?

American Higher Education in the Twenty-First Century Michael N. Bastedo, Philip G. Altbach, Patricia J. Gumport, 2023-01-31 Now in its fifth edition, an indispensable reference for anyone concerned with the future of American colleges and universities. Whether it is advances in information technology, organized social movements, or racial inequality and social class stratification, higher education serves as a lens for examining significant issues within American society. First published in 1998, *American Higher Education in the Twenty-First Century* offers a comprehensive introduction to the complex realities of American higher education, including its history, financing, governance, and relationship with the states and federal government. This thoroughly revised edition brings the classic volume completely up to date. Each chapter has been rewritten to address major recent issues in higher education, including the COVID-19 pandemic, the movement for racial justice, and turmoil in the for-profit sector. Three entirely new chapters cover broad access colleges, race and racism, and organized social movements. Reflecting on the implications of

ethnic and socioeconomic diversity within higher education the book also grapples with growing concerns about the responsiveness and future of the academy No other book covers such wide ranging issues under the broader theme of higher education s relationship to society Highly acclaimed and incorporating cutting edge research American Higher Education in the Twenty First Century is now more useful and engaging than ever Contributors Michael N Bastedo Philip G Altbach Patricia J Gumpert Peter Riley Bahr Joy Blanchard Julia Brickfield Michael Brown Katherine S Cho Daniela Conde Charles H F Davis III Hans de Wit Peter D Eckel Martin Finkelstein Denisa G ndara Liliana M Garces Roger L Geiger Leslie D Gonzales Jillian Leigh Gross Jessica Harris Nicholas Hillman Julia Rose Karpicz Robert Kelchen Adrianna Kezar Lisa R Lattuca Demetri Morgan Rebecca Natow Anna Neumann Audrey Peek Laura W Perna Gary Rhoades Tykeia N Robinson Roman Ruiz Wonson Ryu Lauren T Schudde Jeffrey C Sun David A Tandberg

**Higher education leadership for democracy, sustainability and social justice** Sjur Bergan,Ira Harkavy,Ronaldo Munck,2023-11-01 Democracy sustainability and social justice the leading role that higher education must play in maintaining these three principles This publication Higher education leadership for democracy sustainability and social justice arises from the global forum that the Council of Europe the International Consortium for Higher Education Civic Responsibility and Democracy the Organization of American States and the International Association of Universities organised at Dublin City University in June 2022 It also arises from the challenges of Covid 19 which both highlighted and contributed to the fragility of democracy with the increasing erosion of democratic participation the deepening of extreme inequities the strengthening of identity and nationalistic politics and the promotion of populist anti intellectualism involving attacks on science and knowledge itself In this book authors from Europe the United States and Latin America argue that democracy sustainability and social justice are inextricably linked and that we can impact none of them unless higher education plays an important role in identifying the issues and helping society devise a viable and robust response The book argues that higher education must do more than develop and disseminate knowledge and understanding Higher education must influence the way individuals and societies behave Higher education must lead The importance of this leadership is illustrated by the inclusion of the Dublin Global Forum in the programme of the Irish Presidency of the Committee of Ministers of the Council of Europe and will be borne out by the positions and actions of the higher education community

*Whiteness in the Ivory Tower* Nolan L. Cabrera,2024 Whiteness is the foundation of racism and racial violence within higher education institutions It is deeply embedded in the ideologies and organizational structures of colleges and universities that guide practices policies and research The purpose of this book is not to simply uncover these practices but rather to intentionally center the harm that Whiteness causes to communities of Color broadly in order to transform these practices For example Cabrera explores what academic freedom and tenure could look like if they actually divorced themselves from Whiteness Readers will dive into these and other pressing issues guided by both critical social analysis as well as hope for the possibilities of human liberation from oppression This is important reading for

university and college professors scholars diversity officers student affairs professionals and everyone looking for ways to center the needs of historically marginalized students Book Features Extends the work of Beverly Daniel Tatum classic text Why Are All the Black Kids Sitting Together in the Cafeteria Explores what truly embedding anti racism and decolonial praxis into higher education institutions could look like Uses critical race theory to analyze the cause of racism and the effect Whiteness has on people of Color Offers a critical but concurrently hopeful view that anti racist futures are both possible and necessary Higher Education for Diversity, Social Inclusion and Community Sjur Bergan,Ira Harkavy,2018 How does the Council of Europe put into practice its commitment to the promotion of a culture of democracy through education Over the past decade or so our societies have been facing increasing difficulties in reconciling acceptance of diversity and social inclusion with the need for community The search for simple solutions to complex problems the fact that fake news and alternative facts are no longer seen as nonsensical expressions our responses to migration and the refugee crisis and the growth of populism in many parts of Europe present challenges to our societies and not least to education Authors from Europe North America and South Africa outline how higher education could respond to these challenges The first section makes a strong case for the continuing importance of higher education and research to modern society The second focuses on higher education institutions and the need for inclusive and diverse campuses The third section considers opportunities to improve the inclusion of refugees and immigrants in higher education Whereas the focus in Europe is mostly on refugees in the United States it is largely on immigrants further accentuated by the debate on the Dreamers **The Merit Myth** Anthony P. Carnevale,Peter Schmidt,Jeff Strohl,2020-05-26 An eye opening and timely look at how colleges drive the very inequalities they are meant to remedy complete with a call and a vision for change Colleges fiercely defend America s deeply stratified higher education system arguing that the most exclusive schools reward the brightest kids who have worked hard to get there But it doesn t actually work this way As the recent college admissions bribery scandal demonstrates social inequalities and colleges pursuit of wealth and prestige stack the deck in favor of the children of privilege For education scholar and critic Anthony P Carnevale it s clear that colleges are not the places of aspiration and equal opportunity they claim to be The Merit Myth calls out our elite colleges for what they are institutions that pay lip service to social mobility and meritocracy while offering little of either Through policies that exacerbate inequality including generously funding so called merit based aid for already wealthy students rather than expanding opportunity for those who need it most U S universities the presumed pathway to a better financial future are woefully complicit in reproducing the racial and class privilege across generations that they pretend to abhor This timely and incisive book argues for unrigging the game by dramatically reducing the weight of the SAT ACT measuring colleges by their outcomes not their inputs designing affirmative action plans that take into consideration both race and class and making 14 the new 12 guaranteeing every American a public K 14 education The Merit Myth shows the way for higher education to become the beacon of opportunity it was intended to be A Perfect

Mess David F. Labaree, 2019-04-04 Read the news about America's colleges and universities rising student debt affirmative action debates and conflicts between faculty and administrators and it's clear that higher education in this country is a total mess. But as David F. Labaree reminds us in this book it's always been that way. And that's exactly why it has become the most successful and sought after source of learning in the world. Detailing American higher education's unusual struggle for survival in a free market that never guaranteed its place in society a fact that seemed to doom it in its early days in the nineteenth century he tells a lively story of the entrepreneurial spirit that drove American higher education to become the best. And the best it is today America's universities and colleges produce the most scholarship earn the most Nobel prizes hold the largest endowments and attract the most esteemed students and scholars from around the world. But this was not an inevitability. Weakly funded by the state American schools in their early years had to rely on student tuition and alumni donations in order to survive. This gave them tremendous autonomy to seek out sources of financial support and pursue unconventional opportunities to ensure their success. As Labaree shows by striving as much as possible to meet social needs and fulfill individual ambitions they developed a broad base of political and financial support that grounded by large undergraduate programs allowed for the most cutting edge research and advanced graduate study ever conducted. As a result American higher education eventually managed to combine a unique mix of the populist the practical and the elite in a single complex system. The answers to today's problems in higher education are not easy but as this book shows they shouldn't be. No single person or institution can determine higher education's future. It is something that faculty administrators and students adapting to society's needs will determine together just as they have always done. *Degrees of Inequality* Suzanne Mettler, 2014-03-04 America's higher education system is failing its students. In the space of a generation we have gone from being the best educated society in the world to one surpassed by eleven other nations in college graduation rates. Higher education is evolving into a caste system with separate and unequal tiers that take in students from different socio-economic backgrounds and leave them more unequal than when they first enrolled. Until the 1970s the United States had a proud history of promoting higher education for its citizens. The Morrill Act the G.I. Bill and Pell Grants enabled Americans from across the income spectrum to attend college and the nation led the world in the percentage of young adults with baccalaureate degrees. Yet since 1980 progress has stalled. Young adults from low to middle income families are not much more likely to graduate from college than four decades ago. When less advantaged students do attend they are largely sequestered into inferior and often profit driven institutions from which many emerge without degrees and shouldering crushing levels of debt. In *Degrees of Inequality* acclaimed political scientist Suzanne Mettler explains why the system has gone so horribly wrong and why the American Dream is increasingly out of reach for so many. In her eye opening account she illuminates how political partisanship has overshadowed America's commitment to equal access to higher education. As politicians capitulate to corporate interests owners of for profit colleges benefit but for far too many students higher

education leaves them with little besides crippling student loan debt. Meanwhile the nation's public universities have shifted the burden of rising costs onto students. In an era when a college degree is more linked than ever before to individual and societal well-being, these pressures conspire to make it increasingly difficult for students to stay in school long enough to graduate. By abandoning their commitment to students, politicians are imperiling our highest ideals as a nation. *Degrees of Inequality* offers an impassioned call to reform a higher education system that has come to exacerbate rather than mitigate socioeconomic inequality in America.

*Up the University* Robert C. Solomon, Jon Solomon, 1993 Higher education today is big business. Subsidized by tuition and taxpayers' dollars, universities have become giant corporations in which bloated administrations scrounge for funds and professors are hustlers in search of perks and grants. What suffers most of all is education. Teaching is merely what low-ranked professors and graduate students do when they aren't researching and publishing books and articles that will raise them to the ranks where they no longer have to teach. In this report from the front lines, two award-winning professors offer a simple and radical prescription for today's universities: Make teaching the top priority once again. The Solomons' no-nonsense and controversial proposals include abolishing tenure, slashing administration, and reevaluating research. In a series of short, incisive chapters, they examine grades, lectures, academic journals, and college presidents and outline suggestions for mandatory public service before college education, parents about education, and putting sports into perspective. They insist on taking teaching seriously, not merely talking about it. Finally, here is a book about tearing down the walls, eliminating the red tape, putting an end to money grubbing, and creating a real relationship between the university and the community. Enough of the ivory tower, say the Solomons, focusing their discussion not on the prestigious eastern colleges but on large state campuses and community schools throughout the entire country. Filled with practical solutions, *Up the University* is a must-read for anyone who cares about the future of our democracy.

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*Unmaking the Public University* Christopher Newfield, 2011-04-30 An essential American dream: equal access to higher education was becoming a reality with the GI Bill and civil rights movements after World War II. But this vital American promise has been broken. Christopher Newfield argues that the financial and political crises of public universities are not the result of economic downturns or of ultimately valuable restructuring but of a conservative campaign to end public education's democratizing influence on American society. *Unmaking the Public University* is the story of how conservatives have maligned and restructured public universities, deceiving the public to serve their own ends. It is a deep and revealing analysis that is long overdue. Newfield carefully describes how this campaign operated using extensive research into public university archives. He launches the story with the expansive vision of an equitable and creative America that emerged from the post-war boom in college access and traces the gradual emergence of the anti-egalitarian corporate university practices that ranged from racial policies to research budgeting. Newfield shows that the culture wars have actually been an economic war that a

conservative coalition in business government and academia have waged on that economically necessary but often independent group the college educated middle class Newfield's research exposes the crucial fact that the culture wars have functioned as a kind of neutron bomb one that pulverizes the social and culture claims of college grads while leaving their technical expertise untouched Unmaking the Public University incisively sets the record straight describing a forty year economic war waged on the college educated public and awakening us to a vision of social development shared by scientists and humanists alike *The Development of Higher Education in America* Walter Marshall William Splawn, 1929

*Declining by Degrees* Richard H. Hersh, John Merrow, 2015-04-07 What is actually happening on college campuses in the years between admission and graduation Not enough to keep America competitive and not enough to provide our citizens with fulfilling lives When A Nation at Risk called attention to the problems of our public schools in 1983 that landmark report provided a convenient cover for higher education inadvertently implying that all was well on America's campuses Declining by Degrees blows higher education's cover It asks tough and long overdue questions about our colleges and universities In candid coherent and ultimately provocative ways Declining by Degrees reveals how students are being short changed by lowered academic expectations and standards why many universities focus on research instead of teaching and spend more on recruiting and athletics than on salaries for professors why students are disillusioned how administrations are obsessed with rankings in news magazines rather than the quality of learning why the media ignore the often catastrophic results and how many professors and students have an unspoken non aggression pact when it comes to academic effort Declining by Degrees argues persuasively that the multi billion dollar enterprise of higher education has gone astray At the same time these essays offer specific prescriptions for change warning that our nation is in fact at greater risk if we do nothing

**Between Citizens and the State** Christopher P. Loss, 2014-04-07 This book tracks the dramatic outcomes of the federal government's growing involvement in higher education between World War I and the 1970s and the conservative backlash against that involvement from the 1980s onward Using cutting edge analysis Christopher Loss recovers higher education's central importance to the larger social and political history of the United States in the twentieth century and chronicles its transformation into a key mediating institution between citizens and the state Framed around the three major federal higher education policies of the twentieth century the 1944 GI Bill the 1958 National Defense Education Act and the 1965 Higher Education Act the book charts the federal government's various efforts to deploy education to ready citizens for the national bureaucratized and increasingly global world in which they lived Loss details the myriad ways in which academic leaders and students shaped and were shaped by the state's shifting political agenda as it moved from a preoccupation with economic security during the Great Depression to national security during World War II and the Cold War to securing the rights of African Americans women and other previously marginalized groups during the 1960s and 70s Along the way Loss reappraises the origins of higher education's current day diversity regime the growth of identity group politics and the



privatization of citizenship at the close of the twentieth century At a time when people's faith in government and higher education is being sorely tested this book sheds new light on the close relations between American higher education and politics *Breaking Ranks* Colin Diver, 2022-04-12 Some colleges will do anything to improve their national ranking That can be bad for their students and for higher education Since U S News World Report first published a college ranking in 1983 the rankings industry has become a self appointed judge declaring winners and losers among America's colleges and universities In this revealing account Colin Diver shows how popular rankings have induced college applicants to focus solely on pedigree and prestige while tempting educators to sacrifice academic integrity for short term competitive advantage By forcing colleges into standardized best college hierarchies he argues rankings have threatened the institutional diversity intellectual rigor and social mobility that is the genius of American higher education As a former university administrator who refused to play the game Diver leads his readers on an engaging journey through the mysteries of college rankings admissions financial aid spending policies and academic practices He explains how most dominant college rankings perpetuate views of higher education as a purely consumer good susceptible to unidimensional measures of brand value and prestige Many rankings he asserts also undermine the moral authority of higher education by encouraging various forms of distorted behavior misrepresentation and outright cheating by ranked institutions The recent Varsity Blues admissions scandal for example happened in part because affluent parents wanted to get their children into elite schools by any means necessary Explaining what is most useful and important in evaluating colleges Diver offers both college applicants and educators a guide to pursuing their highest academic goals freed from the siren song of the best college illusion Ultimately he reveals how to break ranks with a rankings industry that misleads its consumers undermines academic values and perpetuates social inequality **The Democratization of Higher Education in America** Martin A. Trow, 1962

*American Higher Education in Decline* Kenneth H. Ashworth, 1979 In the last twenty years America's higher education system has jeopardized our society's very future by allowing a serious decline in educational quality Responding to modern egalitarianism and the need to attract students colleges and universities have initiated wildly innovative programs noncampuses and nontraditional degrees Worse they have lowered all standards Nonacademic entrepreneurs attracted by generous federal funds now demand equal status with established schools And they are dangerously near receiving this full recognition from irresolute regional accrediting associations *The Academic Revolution* David Riesman, 2001-11-30 The Academic Revolution describes the rise to power of professional scholars and scientists first in America's leading universities and now in the larger society as well Without attempting a full scale history of American higher education it outlines a theory about its development and present status It is illustrated with firsthand observations of a wide variety of colleges and universities the country over colleges for the rich and colleges for the upwardly mobile colleges for vocationally oriented men and colleges for intellectually and socially oriented women colleges for Catholics and colleges for Protestants colleges for

blacks and colleges for rebellious whites The authors also look at some of the revolution's consequences They see it as intensifying conflict between young and old and provoking young people raised in permissive middle class homes to attacks on the legitimacy of adult authority In the process the revolution subtly transformed the kinds of work to which talented young people aspire contributing to the decline of entrepreneurship and the rise of professionalism They conclude that mass higher education for all its advantages has had no measurable effect on the rate of social mobility or the degree of equality in American society Jencks and Riesman are not nostalgic their description of the nineteenth century liberal arts colleges is corrosively critical They maintain that American students know more than ever before that their teachers are more competent and stimulating than in earlier times and that the American system of higher education has brought the American people to an unprecedented level of academic competence But while they regard the academic revolution as having been an historically necessary and progressive step they argue that like all revolutions it can devour its children For Jencks and Riesman academic professionalism is an advance over amateur gentility but they warn of its dangers and limitations the elitism and arrogance implicit in meritocracy the myopia that derives from a strictly academic view of human experience and understanding the complacency that comes from making technical competence an end rather than a means Christopher Jencks is Malcolm Wiener Professor of Social Policy at the Kennedy School of Government at Harvard University He is the author of *Rethinking Social Policy Race Poverty and the Underclass The Homeless* and co editor of *The Black White Text Score Gap* David Riesman is Henry Ford II Professor Emeritus of Sociology at Harvard University He is the author of *Thorstein Veblen Abundance for What The Lonely Crowd and Variety in American Education* *The Great Mistake* Christopher Newfield, 2016-11-15 A remarkable indictment of how misguided business policies have undermined the American higher education system Winner of the CHOICE Outstanding Academic Title of the Choice ACRL Higher education in America still thought to be the world leader is in crisis University students are falling behind their international peers in attainment while suffering from unprecedented student debt For over a decade the realm of American higher education has been wracked with self doubt and mutual recrimination with no clear solutions on the horizon How did this happen In this stunning new book Christopher Newfield offers readers an in depth analysis of the great mistake that led to the cycle of decline and dissolution a mistake that impacts every public college and university in America What might occur he asserts is no less than locked in economic inequality and the fall of the middle class In *The Great Mistake* Newfield asks how we can fix higher education given the damage done by private sector models The current accepted wisdom that to succeed universities should be more like businesses is dead wrong Newfield combines firsthand experience with expert analysis to show that private funding and private sector methods cannot replace public funding or improve efficiency arguing that business minded practices have increased costs and gravely damaged the university's value to society It is imperative that universities move beyond the destructive policies that have led them to destabilize their finances raise tuition overbuild facilities create a

national student debt crisis and lower educational quality Laying out an interconnected cycle of mistakes from subsidizing the private sector to the poor get poorer funding policies Newfield clearly demonstrates how decisions made in government in the corporate world and at colleges themselves contribute to the dismantling of once great public higher education A powerful hopeful critique of the unnecessary death spiral of higher education The Great Mistake is essential reading for those who wonder why students have been paying more to get less and for everyone who cares about the role the higher education system plays in improving the lives of average Americans The State Must Provide Adam Harris, 2022-08-09 A book that both taught me so much and also kept me on the edge of my seat It is an invaluable text from a supremely talented writer Clint Smith author of How the Word is Passed The definitive history of the pervasiveness of racial inequality in American higher education America's colleges and universities have a shameful secret they have never given Black people a fair chance to succeed From its inception our higher education system was not built on equality or accessibility but on educating and prioritizing white students Black students have always been an afterthought While governments and private donors funnel money into majority white schools historically Black colleges and universities HBCUs and other institutions that have high enrollments of Black students are struggling to survive with state legislatures siphoning away federal funds that are legally owed to these schools In The State Must Provide Adam Harris reckons with the history of a higher education system that has systematically excluded Black people from its benefits Harris weaves through the legal social and political obstacles erected to block equitable education in the United States studying the Black Americans who fought their way to an education pivotal Supreme Court cases like Plessy v Ferguson and Brown v Board of Education and the government's role in creating and upholding a segregated education system He explores the role that Civil War era legislation intended to bring agricultural education to the masses had in creating the HBCUs that have played such a major part in educating Black students when other state and private institutions refused to accept them The State Must Provide is the definitive chronicle of higher education's failed attempts at equality and the long road still in front of us to remedy centuries of racial discrimination and poses a daring solution to help solve the underfunding of HBCUs Told through a vivid cast of characters The State Must Provide examines what happened before and after schools were supposedly integrated in the twentieth century and why higher education remains broken to this day

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### **The Tyranny Of The Meritocracy Democratizing Higher Education In America Introduction**

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