

How Will the SCOTUS Affirmative Action Ruling Affect the Integrity of University Leaders?

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*On June 29, 2023, the Supreme Court of the United States (“SCOTUS”) ruled on addressing the legality of race-conscious affirmative action in college admissions programs in *Students for Fair Admission, Inc.* Based on the ruling, our study examined the literature to answer one research question: How will the SCOTUS affirmative action ruling affect the integrity of university leaders? We now understand how post-affirmative action could affect the integrity of university leaders. We now know more about (1) leaders’ perspectives post-SCOTUS ruling, (2) leaders’ influences on the educational culture, and (3) the effects that leaders’ integrity could have after the SCOTUS Title VI 2023 ruling. We make five conjectures about what we believe will guide university leaders’ integrity post-SCOTUS ruling.*

Keywords: affirmative action, admissions, college, integrity, leadership, rebellion, riots, workplace equity

INTRODUCTION

“The race-conscious admissions programs at Harvard and the University of North Carolina were unlawful, curtailing affirmative action at colleges and universities around the nation”

(The New York Times, 2023)

In this study, we examined the related literature, and as a result we make five conjectures based on historical context of college admissions and leadership integrity. Integrity may or may not deter student

enrollment within Ivy League schools, predominantly white institutions (PWI), historically black colleges and universities (HBCU), or create barriers to entry in various industries. History of admissions has been used to justify the current state of affairs, stemming from arguments on reparations largely and equity in college admissions (Bell, 2020; Black et al, 2016; Francis & Tannuri-Pianto, 2012; Rooney & Schaeffer, 1998). Therefore, research must be conducted to ascertain an in-depth understanding of the future of college admissions post-SCOTUS ruling. Our current analysis reviewed: 1) affirmative action public policy, 2) college admission processes [prior to the SCOTUS ruling], and 3) the leadership integrity of university administrators.

To operationalize our study, we adhered to the Cambridge Dictionary standard for the word integrity: which means “*the quality of being honest and having strong moral principles that you refuse to change: example, No one doubted that the president was a man of the highest integrity.*”

A Historical Perspective of the Ivy League Schools

Admissions to Ivy League schools are sought after the most within the United States and around the world; U.S. News Staff (2023) ranked Princeton #1, Harvard #3 (tie), Yale #5, University of Pennsylvania #6, Brown #9 (tie), Columbia #12 and Cornell #12 (tie). However, few students, desperate to gain admission to Ivy League schools of the 21st Century, know the 19th-century history of rebellions that took place on Ivy League school campuses. Before modernity re-branded them, before their multibillion-dollar endowments, Figure 1 shows a screenshot of page 54 from *Higher Education in Transition*, proof of 19th-century Ivy League campus chaos, riots, and rebellion. Ironically, Harvard was founded in 1636 as a religious endeavor to educate the clergy. Nonetheless, it is hard to deny the evidence that debauchery took place at Harvard and Yale. Brubacher and Rudy (1997) reveal information about the Ivy League schools’ origins and evolution not commonly known. One must wonder why students continue to clamor for admission to institutions with such histories.

Recently, the University of Pennsylvania president was forced to resign over her regrettable answers at a Congressional hearing about U-Penn’s policies governing speech that supports the genocide of Jews on the campus. One article reports that “*The president of the University of Pennsylvania, M. Elizabeth Magill, resigned on Saturday, four days after she appeared before Congress and appeared to evade the question of whether students who called for the genocide of Jews should be punished*” (Saul, et al, 2023, para). Sally Kornbluth of M.I.T. and Claudine Gay of Harvard were also on the hot seat but only Kornbluth appears to have avoided being forced to resign for their awkwardly worded responses to the question of antisemitism; they were present at the same Congressional hearing attended by Magill.

With such complex answers to a simple moral question, Ivy League campus cultures seem to have tied the tongues of their elite college presidents, leaving them unable to speak out against a historical evil. Given the rambunctious histories of these Ivy Leagues, what chance would those presidents have had back on campus if they had answered yes to the question? Would a yes answer have led to a “brawl at the Harvard Commons” or a “riot at Harvard commencement?” We can be sure that those Ivy League school presidents brought with them to the Hearing their versions of transformative leadership and visions (Burns, 1978), social architectures, credibility and relational dynamics (Bennis & Nanus, 1985; Kouzes & Posner, 2006); espoused values and underlying assumptions (Schein, 2010) tailored to their respective schools’ cultures when answers were given to Congresswoman Elise Stefanik’s question about genocide of the Jews (Alfaro, 2023). Moreover, culture is likely more predictive of poverty and poor SAT/ACT test scores than is race: poor Whites test very poor on standardized tests too (Baker, 2022; Baker, 2023); it is safe to say that President Gay of Harvard is among the 1.62 million Black millionaires in the United States of America, shown to be statistically equal to Asian, White and Hispanic millionaires (Bell, 2023). The new Harvard president, therefore, knows that qualified minority students can be located and admitted to Harvard following the SCOTUS ruling on affirmative action in college admissions.

FIGURE 1
DEBAUCHERY ON 19TH CENTURY IVY LEAGUE SCHOOL CAMPUSES

54 Higher Education in Transition

April 5, 1814. There were crackers in the institution today, and the evening was a most painful one to me. We met in faculty in a room of one of the tutors, and determined to dismiss two or three of the students...

April 6, 1814. The faculty met in the evening, and a pistol was fired at the door of one of the tutors. I ought to be very thankful to God for his support this day.

January 19, 1817. A very serious riot commenced, with the manifest intention of preventing the usual religious exercises of that sacred day.... A great deal of glass was broken; an attempt was made to burn the out buildings, and the bell was rung incessantly.”

We should by no means assume, however, that all was peace and quiet on campuses in more northern latitudes. Student rioting at Yale, which had begun in the 1760s, reached a climax in the renowned “Bread and Butter Rebellion” of 1828 and the “Conic Section Rebellion” of 1830. At the same time, town-and- gown riots in New Haven grew ever more serious. In 1841, in the “First Firemen’s Riot,” Yale students bested the local fire laddies in a general street fight and destroyed their equipment. In 1854, a fight between New Haven “townies” and the Yale boys resulted in the death of a local bartender. Four years later, a “Second Firemen’s Riot” occurred, in the course of which a student shot and killed one of the firemen.”

Historian William H. Prescott, while a student at Harvard, lost the sight of one eye as the result of a brawl in the Harvard Commons. On another occasion a riot at a Harvard commencement blocked the way of President Everett and the British ambassador. One Harvard tutor of this period went through the rest of his life with a limp after an encounter with a group of student rioters. On another occasion, the college expelled forty-three of a class of seventy-three seniors on the eve of commencement, one of them the son of John Quincy Adams. By 1849, Harvard Commons had become so troublesome that President Jared Sparks ordered it abolished.”

Andrew Dickson White, recalling his own student days at Hobart and Yale in the 1850s, wrote: “I had, during my college life, known sundry college tutors seriously injured while thus doing police duty; I have seen a professor driven out of a room, through the panel of a door, with books, boots, and bootjacks hurled at his head; and even the respected president of a college, a doctor of divinity, while patrolling buildings with the janitors, subjected to outrageous indignity.”

In order to tighten their control of student unrest, many of the leading colleges formed a “gentleman’s agreement” not to admit to their institutions students expelled from other schools. The weak point in this college combination against insubordination was Union College under President Eliphalet Nott. Justifiably or not, other Eastern college officials thought of Union as a kind of academic “Botany Bay” where students suffering under penal disabilities elsewhere could find an easy refuge. It was charged that this was the way Union built up its large enrollment of the time. Nott always vigorously denied these charges, although at the same time he refused to take part in the college combination against expellees.”

Thomas Sowell has been arguing for many decades against “mismatching minority students in the name of diversity;” his argument is that proportional representation from a pool of unqualified Blacks creates more problems than solutions, where according to him, “1/4 of M.I.T. Blacks fail to graduate” because their math skills are the bottom 10% of all M.I.T. students (Sowell, 2023a). Admitting unqualified students to Ivy League schools is akin to a form of reparations shown to have unintended consequences (Bell, 2020).

Some argue that continuing with race-based preference is good for the student body as a whole; Weisman and Li (2017), in their abstract state “*We find that relaxing the racial-preferences constraint can produce a ‘less-able’ student body even when the college administrator places greater weight on student body ability than she does on the college endowment.*” Yet, Asian and White students and their parents are so involved in gaining admissions to the Ivy League schools that they, along with Edward Blum’s organization, brought litigation that claimed discrimination in admissions by two schools, resulting in a landmark ruling from the Supreme Court of the United States (SCOTUS), centered around the Equal Protection Clause of the 14th Amendment. The Civil Right Division of the U.S. Department of Justice defines the Types of Educational Opportunities Discrimination (2023):

The Civil Rights Act of 1964 is the landmark legislation prohibiting discrimination in several areas including housing, employment, and education. The sections of the Act relating to education are Title IV, which authorizes the Attorney General to address certain equal protection violations based on race, color, national origin, sex, and religion in public schools and institutions of higher education; Title VI, prohibiting discrimination by recipients of federal funds on the basis of race, color, and national origin; and Title IX, permitting the United States to intervene in pending suits alleging discrimination. Additionally, the Equal Educational Opportunities Act of 1974 prohibits, among other conduct, deliberate segregation on the basis of race, color, and national origin. (justice.gov)

The Students for Fair Admissions, Inc. (“SFFA”), which is a nonprofit membership group of more than 20,000 students, parents, and others who believe that racial classification and preferences in college admissions is unfair, sued Harvard College over its admissions process, alleging that the process violates Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d et seq. (“Title VI”) by discriminating against Asian American applicants in favor of White applicants.

Thereafter, Sidley (2023) stated that on June 29, 2023, the U.S. Supreme Court issued a long-awaited decision addressing the legality of race-conscious affirmative action in college admissions programs in *Students for Fair Admissions, Inc. (SFFA) v. President & Fellows of Harvard College (Harvard) and SFFA v. University of North Carolina (UNC)*, Nos. 20-1199 & 21-707. In a 6–3 ruling, the Court held that Harvard and UNC’s admissions programs, which account for race at various stages, violate the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution (UNC/Harvard decision). Affirmative Action is a policy that aims to expand opportunities for underrepresented people in the workplace and education. The concept of affirmative action gives focus to demographics where history shows a low percentile of leadership and professional responsibilities. It has often been used to oppose discrimination against the more popular groups of people.

The approach to Affirmative Action in leadership can vary widely between organizations and regions, and its success often depends on careful planning, support from leadership, and ongoing commitment to diversity and inclusion. We define a leader as a strategic visionary who guides others who are diverse in thought and perspective to insinuate actionable change. Further, integrity is a highly valued observed quality that others see in you in which authenticity and consistency aid in aligning a leader’s actions to build a positive environment and make succinct, expedient decisions on conflict.

“When managers feel pressure from deciding on opposing options, attractive or unattractive, conflict occurs. Managers become the source of bad conflict when beleaguered by anxiety; they put off final decisions. The two levels of conflict are psychological (intrapersonal) and social (interpersonal). Removing managers as a source of conflict, in most cases, requires managers to weigh options wisely and make concise decisions” (Bell, 2013).

Leaders within academic settings and organizations are challenged in varying ways. In recent events, such as the SCOTUS Title VI ruling regarding the Affirmation Action policy, the integrity of leadership is being viewed microscopically as affirmative action affects the complete and equitable involvement of women, minority groups, and individuals with disabilities. Thus, our research question is poignant but essential.

The Research Question

For the research purpose to be achieved, the organizational and theory application related to leadership integrity, associated with the post-SCOTUS-ruling on Title VI (1964), we set out to answer the following question:

***RQ 1:** How will the SCOTUS affirmative action ruling affect the integrity of university leaders?*

We aim to obtain a clear and precise outlook in determining if leadership integrity deters and/or aids students in their quests. It is essential that the following be understood in lieu of the research question: (1) leaders' perspectives post SCOTUS ruling, (2) leaders of integrity and the influences on the educational culture, and (3) the effects of leadership integrity after the recent SCOTUS Title VI 2023 ruling. The results of this analysis produced valuable information for academia as well as the corporate environment regarding the outlook and practices of diversity, specifically regarding Title VI.

LITERATURE REVIEW

Warikoo et al. (2020) describe a solution to multiple challenges consisting of Affirmative Action's origins in higher education worldwide. This study analyzes the emergence of affirmative action in higher education across national contexts. It identifies three distinct clusters of affirmative action policies: (1) early nation-building projects, (2) mechanisms to attenuate social inequality in response to identity-based social movements, and (3) twenty-first century 'indirect' affirmative action policies. Further, Warikoo et al. (2020) suggest that affirmative action policies are influenced by various national and university problems and goals and that they are not static but evolve over time.

Affirmative Action Public Policy

Petts (2022) investigates U.S. parents' perceptions of affirmative action implementation across race-explicit and non-race-explicit practices, such as legacy/alums status, standardized test scores, and first-generation status. This study finds that race-explicit affirmative action is less desirable than non-race-explicit practices, especially among White parents, and that minimizing racial threats can increase the support for affirmative action among Whites. Moreover, Sabbagh (2011) bases the study on a comparative and historical approach that examines the legal, political, and social factors that shape affirmative action policies' design, implementation, and outcomes in different contexts. Additionally, Sabbagh (2011) suggests that affirmative action policies are not static but evolve over time, depending on the changing needs and demands of the beneficiaries, the opponents, and the public. The article also discusses the challenges and limitations of affirmative action policies, such as the need to balance different groups' interests, avoid stigmatization and resentment, and measure the policies' effectiveness and impact.

Warikoo et al. (2020), Petts (2022), and Sabbagh (2011) provide analyses that, through their separate research initiatives, found that Affirmative Action is not static in nature and essentially does evolve over time.

College Admission Requirements

HBCUs are higher education institutions that were founded before 1964 with the primary purpose of educating African Americans. The higher education institutions that enroll high proportions of students from racial and ethnic minority groups, such as Hispanic-serving institutions (HSIs), Asian American and Native American Pacific Islander-serving institutions (AANAPISIs), and tribal colleges and universities

(TCUs), states that these institutions have a long tradition of providing access and opportunity to students of color who face barriers and discrimination in the mainstream educational system. NBC News (2023) states that the mentioned institutions play a pivotal role in diversifying various fields and professions, such as law, medicine, science, and engineering, by producing a large share of graduates from underrepresented groups.

Amsterdam News (2023) stated that while there are concerns that the SCOTUS Title VI 2023 ruling will potentially increase racial isolation and segregation, some HBCU educational leaders are also viewing the SCOTUS Title VI 2023 ruling as an opportunity to attract minority students who may have been previously overlooked. Additionally, it provides opportunities where minority students can thrive academically, socially, and culturally. HBCU Gameday (2023) states that some HBCUs have announced plans to revamp their admissions policies and practices, aiming to become more selective and competitive while maintaining their commitment to diversity and equity.

Consequently, since the SCOTUS Title VI 2023 ruling, projections have been associated with the HBCU enrollment statistics. As stated by Jones (2023), the HBCU Transformation Project, a collaboration between the Thurgood Marshall College Fund and the United Negro College Fund, estimated that the number of students enrolled at HBCUs will increase by 90,000 during the next three years. Roberts (2023) insinuates that this would represent a 31% increase from the 291,767 total enrollment at HBCUs in the 2018-19 academic year. Similarly, Asiedu (2023) reported that Howard University's applications have grown from about 11,600 in 2013 to more than 32,000 in 2023, a 175% increase. Undergraduate enrollment at Howard also increased from 6,500 in 2019 to almost 10,000 in 2023. These projections and statistics suggest that HBCUs are likely to see a surge in enrollment as a result of the Supreme Court ruling, which will make it harder for students of color to gain admission to predominantly white institutions that used to consider race as a factor. However, the exact percentage increase in HBCU college admission will depend on various factors, such as the availability of resources, funding, and scholarships for HBCUs and their students, the quality and diversity of academic programs and faculty at HBCUs, and the preferences and choices of prospective students and their families.

College Admission Review Process

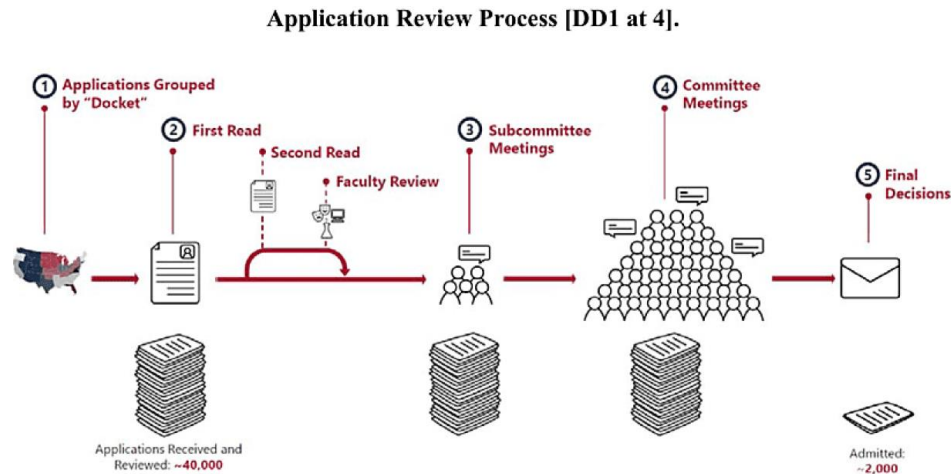
When the 40-member admissions committee begins deliberating, it discusses the relative breakdown of applicants by race. According to Harvard's director of admissions, the process (See Figure 2) aims to ensure no "dramatic drop-off" in minority admissions from the prior class. An applicant receiving most of the committee's votes is tentatively accepted for admission. At the end of this process, the racial composition of the tentative applicant pool is disclosed to the committee. The last stage of Harvard's admissions process, called the "lop," inspects the list of tentatively admitted students to arrive at the final selected class. Applicants that Harvard considers cutting at this stage are placed on the "lop list," which contains four pieces of information: legacy status, recruited athlete status, financial aid eligibility, and race. In the Harvard admissions process, "race is a determinative tip for" a significant percentage "of all admitted African American and Hispanic applicants."

Supreme Court of the United States (2022) explains that Harvard and the University of North Carolina (UNC) are two of the oldest institutions of higher learning in the United States today. Each year, thousands of students apply to these two schools; however, few are admitted. Harvard and UNC employ a highly selective admission process to make their admissions decisions. Admission to each school can depend on the student's SAT and ACT scores, grades, recommendation letters, or extracurricular involvement. It can also depend on the student's race. For example, 35,000 to 40,000 prospective students start by submitting the Common Application or the Universal College Application for approximately 2,000 spots at Harvard.

Historically, the applications are initially reviewed by an admissions officer or a "first reader," who assigns a numerical score of 1 – 4 in six categories: academic, extracurricular, athletic, school support, personal, and overall. For the "overall" category—a composite of the five other ratings—the first reader considers the applicant's race. Harvard's admissions subcommittees then review all applications from a particular geographic area. These regional subcommittees make recommendations to the entire admissions committee while considering an applicant's race. Consequently, the admission process for UNC is similar

to that at Harvard University. Every application is reviewed first by an admissions officer or first reader, who assigns a numerical rating to each of several categories. Readers must consider the applicant’s race as a factor in their review. Readers then make a written recommendation on each assigned application, and they may provide an applicant a substantial “plus” depending on the applicant’s race. At this stage, most recommendations are provisionally final. A committee of experienced staff members then conducts a “school group review” of every initial decision a reader makes and either approves or rejects the recommendation. In making those decisions, the committee may consider the applicant’s race.

FIGURE 2
HARVARD APPLICATION REVIEW PROCESS



As two of the oldest and most renowned institutions of higher learning in the U.S., Harvard University and the University of North Carolina (UNC) strive to foster diverse and inclusive student communities that represent American society’s richness and complexity. To accomplish this aim, they consider race among many factors in their comprehensive admissions processes: academic achievement, extracurricular involvement, personal qualities, and other criteria. However, as previously stated, a group called Students for Fair Admissions (SFFA) has sued these schools in court, alleging that they discriminate against Asian American applicants and violate the Equal Protection Clause of the Fourteenth Amendment. The first section of the Fourteenth Amendment, The Equal Protection Clause, states, “nor shall any State ... deny to any person within its jurisdiction the equal protection of the laws. It mandates that individuals in similar situations be treated equally by the law” (Failinger 2009). The clause became effective in 1868 and was created to validate the equality changes in the Civil Rights Act of 1866. The clause guarantees that “all citizens would have the guaranteed right to equal protection by law” (Failinger 2009). The foundation of historical cases such as 1954’s *Brown v. Board of Education* and the deconstruction of the Supreme Court’s racial segregation verdict, the clause is now the center of this new landmark SCOTUS decision.

Historically, Harvard has long been involved in Supreme Court cases addressing the use of race in admissions decisions. Kiracofe et al. (2020) in the landmark case of the Regents of the University of California v. Bakke (1978), the Supreme Court upheld that using racial quotas was unconstitutional in the admissions process. However, a school’s use of affirmative action to focus on admitting more minority applicants was constitutional. The court also ruled that setting racial quotas violates the Equal Protection Clause of the Fourteenth Amendment. Because of this decision, schools and universities have adopted unique methods to achieve diversity. Crusto (2023) explored the lawsuit brought by the Students for Fair Admissions (SFFA) v. The University of North Carolina – Chapel Hill (UNC-CH) was one of the two significant cases decided by the Supreme Court alongside SFFA v. Harvard University. SFFA brought forth this action. This same group is behind the lawsuit against Harvard University for the same alleged violations of Constitutional rights. The group is interested in the Equal Protection Clause of the Fourteenth

Amendment, asserting that race-conscious admissions in public universities violate this clause and the Civil Rights Act of 1964 due to discrimination by UNC-Chapel Hill based on race.

ONE OF THE INTRICACIES OF LEADERSHIP...INTEGRITY

Kouzes and Posner (2017) claim that “credibility is the foundation of leadership.” With their claim, Kouzes and Posner (2017) provide what people look for and admire in their leaders, which are leaders who are honest, competent, inspiring, and forward-looking. As previously stated, integrity is a highly valued principle in which authenticity and consistency aid in aligning a leader’s actions to build a positive environment. A fundamental aspect of leadership is the leader’s ability to be upright and honorable, demonstrating integrity and being a strategic visionary who guides others who are diverse in thought and perspective to insinuate actionable change. Becker (1998, p. 157) argued “*that to objectivists integrity is loyalty, in action, to rational principles (general truths) and values...That is, integrity is the principle of being principled, practicing what one preaches regardless of emotional or social pressure, and not allowing any irrational consideration to overwhelm one’s rational conviction.*” Schein (2010) suggested that the essence of leadership integrity lies in setting an ethical example that others aspire to follow while cultivating an environment of trust and transparency. Further, Li et al. (2016) state that “*ethical leadership training serves as a catalyst, enhancing decision-making processes and ensuring policies are enacted with the utmost integrity and fairness.*” Moreover, leaders must institute regular ethics training programs to cultivate ethical decision-making. These initiatives equip leaders with the necessary skills to navigate intricate ethical dilemmas, fostering a culture of ethical decision-making. Ethical leadership training ensures the implementation of policies with integrity and fairness. When integrity is called into question, reputation can be destroyed.

Dr. Martin Luther King, Jr. has been historically noted as one of many prominent pillars within the African-American community who played a pivotal role in the drive for equal rights for African Americans within the United States. The Federal Bureau of Investigation (1968) released to the public in 2017 a dossier on the Reverend Dr. Martin Luther King, Jr. where Dr. King is quoted stating “*History has thrust me into this position. It would be immoral and a sign of ingratitude if I did not face my moral responsibility to do what I can in the civil rights struggle.*” Although engulfed with the disparities of the civil rights struggle, the integrity of leaders is typically challenged in varying ways. The Federal Bureau of Investigation (1968), within their dossier regarding Dr. Martin Luther King, Jr., stated that within their investigation, Dr. King received funds from the Ford Foundation and later held two workshops in Miami, Florida, in February 1968, to train negro ministers in urban leadership. Further, the Federal Bureau of Investigation (1968) also claimed that Dr. King’s personal conduct included “*drinking, fornication, and homosexuality, which occurred at the mentioned conferences.*” In addition to “*embarking with a previous mistress.*” Karabel (2023) stated that Dr. Martin Luther King, Jr. was quoted as stating, “a society that has done something special *against* the Negro for hundreds of years must now do something special *for* him” (Explosive Martin Luther King document amid JFK files, 2017). The screenshot shown in Figure 3 is from page 19 of the actual FBI dossier under the heading “King’s Personal Conduct” (National Archives.gov).

“Everyone makes mistakes, but only a person with integrity owns up to them” (Behavioral Essentials, 2019). Although mistakes are made, and as previously stated, a fundamental aspect of leadership is the leader’s ability to be upright and honorable, demonstrating integrity. Recall that by definition integrity is “*the quality of being honest and having strong moral principles that you refuse to change.*” The FBI in 1968 knew that a preacher who indulges in willful sin against God would destroy his own credibility if the claims were proved true! Integrity is a requirement for leadership because all leadership is based on being trustworthy. Integrity is mainly in the eyes of the beholder. The Bible says of David, “*He shepherded them according to the integrity of his heart and guided them by the skillfulness of his hands*” (Psalm 78:72 NKJV).

FIGURE 3

INTEGRITY OF THE PERSONAL CONDUCT OF REV. DR. MARTIN LUTHER KING JR.

I. KING'S PERSONAL CONDUCT

With the funds that he had received from the Ford Foundation, King held the first of two workshops in Miami, Florida, in February, 1968, to train Negro ministers in urban leadership. One Negro minister in attendance later expressed his disgust with the behind-the-scene drinking, fornication, and homosexuality that went on at the conference. Several Negro and white prostitutes were brought in from the Miami area. An all-night sex orgy was held with these prostitutes and some of the delegates in attendance.

One room had a large table in it which was filled with whiskey. The two Negro prostitutes were paid \$50.00 to put on a sex show for the entertainment of guests. A variety of sex acts deviating from the normal were observed.

Previous Sexual Experiences

This activity is not new to King and his associates. As early as January, 1964, King engaged in another, two-day, drunken sex orgy in Washington, D. C. Many of those present engaged in sexual acts, natural as well as unnatural, for the entertainment of onlookers. When one of the females shied away from engaging in an unnatural act, King and other of the males present discussed how she was to be taught and initiated in this respect.

Throughout the ensuing years and until this date King has continued to carry on his sexual aberrations secretly while holding himself out to public view as a moral leader of religious conviction.

Post Supreme Court Ruling Perspectives

As historically Black colleges and universities (HBCUs) Buzz (2023) stated, the recent decision by the Supreme Court of the United States (SCOTUS) on affirmative action has had a significant impact on the diversity and equity of higher education in the country, especially for HBCUs (HBCU Buzz, 2023). Understanding the historical view of the Affirmative Action public policy, the historical aspects associated with the college admission process prior to the ruling, and a historical viewpoint of leadership integrity aids in determining the future state post the SCOTUS Title VI 2023 ruling.

Understanding Education and Workplace Affects

Estlund (2005) and Turner (2004) both examine the issue of affirmative action in the workplace and in the education setting, focusing on the legal and practical implications of the SCOTUS' decision in Grutter v. Bollinger 2003. This landmark case upheld the use of race as one of many factors in university admissions, based on the compelling interest of achieving a diverse student body. The authors explore how this rationale can be applied to employment decisions, especially in educational institutions that seek to foster a diverse and inclusive environment for their faculty, staff, and students.

Estlund (2005) argues that affirmative action in the workplace is justified by the remedial theory, which aims to correct the past and present effects of discrimination and to prevent future discrimination. She contends that affirmative action can help diversify the pool of qualified candidates for managerial and professional positions, often drawn from elite schools that use race-conscious admissions policies. She also discusses the limits and challenges of affirmative action in the workplace, such as the need to avoid quotas, consider race-neutral alternatives, and balance the interests of different groups. Turner (2004) analyzes the diversity justification for affirmative action based on the educational and social benefits of having a diverse workforce. He reviews the legal precedents and principles that govern the use of race and other factors in employment decisions and provides some guidelines and best practices for educational institutions wanting

to pursue diversity. He emphasizes the importance of having a clear and consistent policy, considering a broad range of attributes, conducting individualized and holistic reviews, and minimizing the burden on non-preferred groups.

Both articles offer valuable insights and recommendations for educational institutions that want to implement affirmative action policies lawfully and effectively. They also highlight affirmative action's complex and controversial nature and the need for ongoing research and evaluation of its outcomes and impacts.

Ethical Decision-Making Framework

The above literature review aids in identifying the historical aspect of Affirmative Action, how leadership integrity is affected in the subsequent SCOTUS ruling, and understanding the educational and workplace effects. Essentially, identifies an approach to affirmative action public policies through organizational theory and applications. From the research reviewed, it is ethically sound for equality across all diversified groups to be innate. Moreover, due to the historical ramifications of inequality, public policy has been the profound outlook of a treaty to the public sector. In retrospect, and with the SCOTUS public policies, a determination of dynamic progression of policies is equitable to the inequalities amongst individuals and groups.

As a result, identifying the organizational theories and applications and how the recent SCOTUS Title VI 2023 ruling will affect the educational and organizational distribution of privilege in society. The mentioned conducted via promotion of leadership integrity could influence the outlook of educational admissions, organization hiring as well as the viewpoint of social justice.

NEW AFFIRMATIVE ACTION CHALLENGES

Schein (2006) posited that affirmative action policies could lead to underrepresentation, particularly in education and employment. Addressing these challenges is essential for maintaining and improving Affirmative Action policies to ensure they promote diversity, equality, and opportunity while minimizing unintended negative consequences. The implementation of Affirmative Action in leadership positions has been identified as a contentious issue. Andre et al. (2014) conveyed that detractors believe that affirmative action fosters favoritism, which could inadvertently harm minority groups and escalate racial tensions. Affirmative Action in leadership roles can be controversial, similar to Affirmative Action in other areas such as education and employment. The controversy often revolves around several key points: (1) Merit vs. Diversity; (2) Reverse Discrimination; (3) Efficacy, (4) Legal Challenges; and 5) Alternative Approaches.

The Research Question Answered

Another challenge comes from critics who contend that affirmative action could inadvertently result in reverse discrimination. On the other hand, supporters underscore the necessity of rectifying historical disparities. These critics contend that giving preferential treatment to individuals from historically disadvantaged groups might inadvertently disadvantage individuals from majority or non-targeted groups, who may be equally or more qualified. Finally, the viewpoint of those opposing the affirmative action policy, arguing that it discriminates against white males, is examined. In Huang's (2022) study, it was found that all the resources scrutinized revealed the existence of a whiteness ideology, either overtly or covertly. Huang (2022) contends that this whiteness ideology is the prevailing narrative in discussions about admissions to higher education institutions. Earlier in this study, the following research question was asked:

RQ 1: How will the SCOTUS affirmative action ruling affect the integrity of university leaders?

Answer: Leadership integrity will be affected in a positive direction for minority-serving institutions, and it appears that the decision might benefit schools outside of the Ivy League schools. However, some communities might harden their preconceived notions of students from certain ethnicities as being "token" or "second class."

Initially, in relation to the research question, the goal was to understand the following: (1) leaders' perspectives post SCOTUS ruling, (2) leaders' integrity and their influences on the educational culture, and (3) the effects of leadership integrity subsequent of the recent SCOTUS Title VI 2023 ruling.

Leaders' Perspectives Post SCOTUS Ruling

After adopting the SCOTUS Title VI 2023 ruling for admission into certain universities, education will not be the only arena affected. The change of Title VI, which discusses civil rights laws that include higher education, has the potential to affect Title VII, which discusses workplace discrimination. The effects could spill over into the workforce as the number of minority admittance at top-ranking schools will lower, and the number of minority graduates from said universities will also decrease, affecting demographics in the workplace. The new ruling could affect companies' ability to include race in hiring. According to Indeed's Career Guide, Leadership integrity is "having strong moral principles, standing by your words, and doing the right thing" (Indeed Editorial Team 2020). With this said, several identifiers have been associated with the perspective of leadership since the adoption of the SCOTUS 2023 Affirmative Action ruling.

For example, the study of leadership roles, such as those in the White House, and their impact on the public sector, including students and employees within organizations, is examined. Savage (2017) and Syrluga & Anderson (2017) reported that during the Trump Administration, the Justice Department and the White House targeted specific universities like Harvard University to alter existing public policy concerning Affirmative Action. Savage (2017) also emphasizes that "the civil rights laws were deliberately written to protect everyone from discrimination, and it is frequently the case that not only are whites discriminated against now, but frequently Asian-Americans are as well. Another example is Li, et al., (2016) research, which elaborates that top management team (TMT) task-related diversity strongly affects a firm's strategic focus on ambidextrous innovation through strategic decision-making activities. This article focuses on the TMT (top management team) diversity characteristics, such as functions and education, since the two tend to affect strategic change. Once affirmative action cycles through education, there will be fewer diverse TMT members, which could affect the integrity of decisions made. Finally, Kouzes and Posner (2006) discovered that the essence of leadership integrity lies in 'Modeling the Way' and 'Inspiring a Shared Vision,' which entails demonstrating ethical conduct and motivating others to adopt a collective vision.

Leaders of Integrity and the Influences on the Educational Culture

Exploration of how leadership integrity can positively influence the effects of the educational as well as corporate culture and dynamic. Kouzes & Posner (2006) have determined that leaders who embody integrity are perceived as credible and reliable. Such leaders inspire those around them through their actions, fostering an environment of openness and truthfulness. Leadership integrity plays a pivotal role in addressing implicit biases prevalent within educational institutions. Through promoting transparent policies and communication, leaders counter biases, ensuring equitable opportunities for all stakeholders. Transparent communication not only mitigates biases but also fosters an atmosphere of trust and openness among various stakeholders. Formal delegation of authority and responsibility will be critical to the integrity of the CEO, as who they hire represent their vision in the organization (Bell & Bodie, 2012b). Integrity is perceived by others, thus, impression management, a topic covered in nuance in Chapter 2 of *Managerial Communication for Professional Development* (Bell & Martin, 2019).

For example, after the news of the SCOTUS Title VI 2023 ruling, Harvard inaugurated its first black president, Claudine Gay. McCluskey (2023) stated that in a historic first, Harvard University inaugurated new president Claudine Gay on Friday, September 29, 2023, the first Black person and second woman to lead the university. "I stand before you on this stage with the weight and the honor of being a first," Claudine Gay is the 30th president since Harvard University's founding in 1636. She spoke of her vision for the Ivy League school in her inaugural speech. In Claudine Gay's inaugural speech, she states:

"The political philosopher John Rawls – who spent 30 years on the Harvard faculty – would teach his magisterial work, A Theory of Justice, alongside the works of those who most powerfully disagreed with him, encouraging his students to 'listen for the music' –

harmony, counterpoint, and all. In that same spirit, when we embrace diversity –of backgrounds, lived experiences, and perspectives—as an institutional imperative, it is not with a secret hope for calm or consensus. It is because we believe in the value of dynamic engagement and learning that happens when ideas and opinions collide. Communities that welcome diverse perspectives thrive not because they endorse all as valid but because they question all on their merits.”

As previously mentioned, Estlund (2005) argues that affirmative action in the workplace is justified by the remedial theory, which aims to correct the past and present effects of discrimination and prevent future discrimination. With this said, and based on Claudine Gay’s inaugural speech, her goal was to have “the courage to convert disruption into forces of renewal and reinvention within the forthcoming years.”

The Effects of Leadership Integrity Subsequent of the Recent SCOTUS Title VI 2023 Ruling

Recent studies have emphasized the intersection of affirmative action policy and leadership ethics. Burns (1978) defines leadership as “leaders including followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations –of both leaders and followers...” Transformative leadership is echoed as a catalyst for change (Bell & Bodie, 2012a). Marchiondo et al. (2023) emphasize the significant impact of the attitudes of academic leaders on fostering institutional diversity, emphasizing the fundamental basis established by the different perspectives of these leaders. Furthermore, the transformative potential of affirmative action, particularly in the empowerment of women to pursue leadership positions, is emphasized by Ncube Dingindawo et al. (2016). In McGregor’s (2003) influential study, an in-depth analysis is conducted on the notion of merit related to affirmative action programs. The study significantly contributes to understanding fair assessments and developing ethical frameworks for decision-making. The scholarly inquiries place significant emphasis on the crucial importance of leadership integrity in the implementation of affirmative action. Further, Marchionodo et al. (2023), Ncube Dingindawo et al. (2016), and McGregor (2003) are cohesive in including a range of perspectives and recognizing past inequities; individuals in positions of authority can implement open and equitable assessment processes while steadfastly upholding affirmative action measures with the utmost ethical conduct. According to Marchionodo et al. (2023), this ethical framework promotes the cultivation of variety and facilitates the conversion of educational institutions into strongholds of inclusion. Leaders prioritizing justice, transparency, and trust aim to establish conditions that enable the complete realization of every individual’s potential. This approach empowers and inclusively transforms education for all, as supported by Marchionodo et al. (2023), Ncube Dingindawo et al. (2016), and McGregor (2003).

SUMMARY AND CONCLUSION

In summary, the polarity of this study is indicative that the SCOTUS Title VI 2023 ruling indeed causes concern for current as well as forthcoming minority students who are seeking admission to Ivy League schools. The consensus appears to be that the potential increase in racial isolation and segregation viewpoint will be the preconceived unconscious bias of the varying groups and will cause a diaspora of social justice inconsistencies, further perpetuating a society in which minority students are considered the ‘second class.’ However, the initial statistics project that HBCU admissions will not only increase to provide opportunities for students who would not otherwise have an opportunity within an Ivy League institution, but the analysis also provided that minority schools, such as HBCUs, will revamp their admissions policies and practices as well as their admission processes.

Essentially, the integrity of leadership from an HBCU perspective has encompassed a viewpoint for students to excel with regard to receiving a higher education and building a positive and psychologically safe environment for students to thrive. As previously stated, leadership integrity is a highly valued principle in which authenticity and consistency aid in aligning a leader’s actions to build a positive environment.

The SCOTUS Title VI 2023 ruling regarding an affirmative action policy aids in this study's examination of leadership integrity within education through organizational and theory applications. Sowell (2023b) profoundly stated the following:

*“While group equalities in the same endeavors are by no means common, what is common are **reciprocal inequalities** among groups in different endeavors. The equality among different groups of human beings – presupposed by those who regard disparities in outcomes as evidence or proof of discriminatory bias – might well be true regarding innate potentialities. But people are not hired or paid for their innate potentialities. They are hired, paid, admitted to colleges, or accepted into other desired positions based on their **developed capabilities** relevant to the particular endeavor. In these terms, reciprocal inequalities might suggest equal potentialities without providing any basis for expecting equal outcomes.”*

From a mathematical perspective, reciprocal inequality is taking both a and b , which can change the direction of the inequality as addressed in the general rule of when $a < b$ then:

- If $(1/a) > (1/b)$ when a and b are positive. Essentially, it is inverting the inequality. If $2 < 3$, then $1/2 > 1/3$
- If $(1/a) > (1/b)$ when a and b are negative. Essentially, inverts the inequality. If $-3 < -2$, then $1/-3 > 1/-2$
- If $(1/a) > (1/b)$ when a is negative and b is positive. Do not invert the inequality. If $-3 < -2$, then $1/-3 < 1/2$

In conclusion, if the variables are distinct, then inverting the inequality is the focus. In relation to this study, regarding equal opportunities between varying groups, reciprocal inequalities elaborate that “the narrower defined the endeavor, the less likely are different groups to be comparably represented” (Sowell 2023b). Sowell (2023b) utilizes the example of a study conducted in the United States. The study mentioned that half of the National Merit Scholarships finalists were first-born. In a five-child family dynamic, the firstborn was the finalist more often than the other four siblings combined.

Affirmative Action's challenges from a historical and contemporary perspective, identification of the intricacies associated with leadership integrity, identifying the leadership perspective and effects subsequent of the SCOTUS Title VI 2023 ruling, and identifying if the positive and negative influence associated with leadership integrity within the educational culture, are all elements which define the distinct equitable variables in this study.

Because the SCOTUS decision is so new, we offer the following five conjectures about the nature of leadership integrity post-SCOTUS ruling on race-based admissions to colleges and universities. According to Webster's Dictionary online, a conjecture is an “*inference formed without proof or sufficient evidence.*” Our five conjectures are surmises about leadership integrity post-SCOTUS ruling.

First Conjecture

Due to the discovery of the aforementioned statistical projections, post-SCOTUS ruling, we conjecture an initial assessment and analysis framework for future research that will be conducted to examine the relationship between PWIs and HBCUs. The study is very early, and dynamics will surely change.

Second Conjecture

There will be an emergence of revamped admissions processes for PWIs, Ivy League schools and HBCUs; therefore, we conjecture that assessment will be influential, challenging the ethics of leaders' decisions regarding higher education admission for minority students. “Because of my integrity, you uphold me and set me in your presence forever” (Psalms 41:12 NKJV). In other words, leadership integrity will be determined by foundational ethical frameworks of always striving to do good. Teleological ethics will likely be challenged—an ethics of conduct based on the Word of God.

Third Conjecture

The post-SCOTUS-ruling will cause a “ripple effect” among organization’s hiring practices; therefore, we conjecture that further statistical analyses will be used to extract data from various organizational studies; forecasted timelines will determine the effects of race-related hiring practices within organizations. These metrics will emerge as best practices, providing a benchmark for data collection required to determine industry effects. Further assessment of race relations within education and other organizations within the United States will foster precision and accuracy of placement.

Fourth Conjecture

The first African American (Black is interchangeable with African American) president of Harvard was inaugurated in September 2023; therefore, we conjecture that utilizing Estlund’s (2005) remedial theory will determine if inaugurating the first Black president of Harvard results in corrective actions. The new Harvard president should be able to prevent future discrimination across all race groups with the correct metrics, following the law. Gay resigned after six months as Harvard president because her integrity was called into question.

Fifth Conjecture

The negative effects will be dire to leadership integrity following the SCOTUS Title VI 2023 ruling if Ivy League schools attempt to deceive the law; therefore, we conjecture that mandatory training on “*Title VI, prohibiting discrimination by recipients of federal funds on the basis of race, color, and national origin*” for administrators will be needed to curtail cheating with metrics and to anticipate employee attitudes, biases and feelings of hostility towards minorities seeking entry into schools where they are underrepresented. Cheating the law will lead to more pronounced litigation, public embarrassment, and reduced endowments for the Ivy League schools.

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