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There is proof diversity makes colleges better.

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There is proof diversity makes colleges better

Dr. Aldemaro Romero Jr., SIUE's vice president for Enrollment Management, says the university's efforts to increase enrollment in historically underrepresented groups have been effective.

Since the time of the Civil Rights Movement the issue of racial and gender diversity has been widely discussed in academia. First it was considered that institutions of higher education should include a number of different cultures within their student bodies. Then came the legal aspect of increasing diversity. In 1954, the U.S. Supreme Court issued its landmark decision in Brown v. Board of Education that found segregation in public schools to be unconstitutional. The Court in Brown had declared that “separate educational facilities are inherently unequal.”

The Brown decision set the stage for the equal protection and anti-discrimination clauses of the United States Constitution. Since then, the U.S. Supreme Court has issued a series of rulings that have continually refined the legal standards that govern the legal and constitutional aspects of school integration. The legal evolution of the school integration cases is manifested in the continuing analysis of the cases and the Court’s evolving jurispruence. Despite this evolving jurisprudence, the legal standards governing school integration have remained highly consistent.

The Brown decision set a new standard for American schools. In the face of the Brown decision, school districts, states, and the federal government were faced with a mandate to integrate their schools. However, only a small fraction of school districts were able to do so voluntarily. Over the course of the 1960s, the U.S. Department of Justice worked with school districts around the country to develop plans to desegregate their schools.

The results of the Brown decision were mixed. Some school districts were able to integrate their schools voluntarily. However, many school districts were unable to do so voluntarily. In those cases, the U.S. Department of Justice worked with the school districts to develop plans to desegregate their schools. The plans were designed to ensure that students were assigned to schools based on ability rather than race.

The plans were successful in many cases. However, in some cases, the plans were not as successful. In some cases, the plans were challenged in the courts. The courts upheld the plans in many cases, but in some cases, the plans were overturned.

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