

Separate but Equal, Again: Neo-Segregation in American Higher Education

Yale University Case Study
The National Association of Scholars

Yale University segregates students by race. Racial segregation is part of Yale's student recruitment, admissions, student orientation, student activities, counseling, academic programs, curriculum, and graduation. These initiatives include:

- An orientation program with “emphasis on the experiences of traditionally underrepresented students and issues related to racial identity”
- Four ethnically sorted cultural houses headed by Yale deans
- “Peer Liaison” mentors based in the cultural houses
- Segregated graduation programs

There are three root causes of neo-segregation at Yale.

1. Yale's attempt to deal with the academic deficiencies of black students alternately by segregating them into remedial programs or mainstreaming them into programs they couldn't handle.
2. The readiness of black students to adopt race nationalist ideas and theatrics in preference to the ideals of racial integration.
3. Yale's willingness to buy temporary racial peace on campus by conceding to segregationist demands, even when this meant sacrificing academic standards and principles of equal application of rules regardless of race.

Yale's neo-segregation was born in the racial strife of the 60s and 70s. One such controversy was the 1969-1970 Black Panther affair, the Black Student Association of Yale (BSAY) brought Panther leader Bobby Seale to campus. BSAY played a major part both in stirring up anger in the community and then presenting themselves as the only neutral party that could calm things down.

Decades later, the same dynamics are still in play. The 2015 attack on Professor Nicholas Christakis was caught on video and seen by millions, but Yale's current president, Peter Salovey, took no action in Christakis' defense. Shortly after this event, Salovey announced that Yale had allocated \$50 million to meet the demands of aggrieved black students.

ABOUT THE NEO-SEGREGATION PROJECT

“Separate but Equal Again: Neo-Segregation in American Higher Education” sheds unprecedented light on these matters and serves to encourage positive change in race relations at U.S. colleges and universities. It features interviews with students and faculty members, as well as a database documenting 16 categories of neo-segregation at 173 colleges. These categories include segregated housing and other physical spaces, segregated orientation and commencement ceremonies, segregated student associations, scholarships designated only for minorities, race-centered classes, and “diversity pipeline programs” in which mentorship and hiring targets students and faculty of particular races.

This report is the first to name, list, and categorize the forms of racial segregation that have been institutionalized by colleges and universities. In addition to extensive raw data, “Separate but Equal, Again” contains several case studies showing how these programs came to be the norm in American higher education.

Segregated recruiting. 68 percent of surveyed colleges give admitted students segregated previews their campuses.

Segregated orientations. 46 percent of surveyed colleges have segregated orientation programs.

Segregated housing. 43 percent of surveyed colleges have segregated residential arrangements.

Segregated clubs. Ethnically exclusive clubs and centers are often overseen by ‘ethnic’ deans and counselors.

Segregated graduation ceremonies. 72 percent of surveyed colleges hold segregated graduation ceremonies.

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About the National Association of Scholars: The National Association of Scholars is a network of scholars and citizens united by their commitment to academic freedom, disinterested scholarship, and excellence in American higher education. It upholds the standards of a liberal arts education that fosters intellectual freedom, searches for the truth, and promotes virtuous citizenship.