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**The Dilemma of Higher Education Reform in a Post-Affirmative Action Society:
A Review of Anti-Affirmative Action Legislation to Inform Policy Modification**

LaVar Jovan Charleston

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Increasingly, state systems within the United States are reviewing admissions policies to address issues of discrimination surrounding affirmative action programs (Fischer & Massey, 2007). Furthermore, the controversy over affirmative action is creating a wide-range of responses from various states—some preemptive, some reactive— which have brought issues of access to the surface across state systems. The passing of anti-affirmative action legislation in several states including California, Washington, and more recently Michigan, have brought about new challenges for institutions with a commitment to increase diversity such as the University of Michigan. Though some programs have been implemented to respond to these challenges, most have failed to provide a substantive alternative to affirmative action programs (Flores & Horn, 2003). Thus, the purpose of this manuscript is to analyze the effectiveness of post-affirmative action legislation, evaluate its ramifications on state systems, and offer implications for policy reformation in the wake of anti-affirmative action legislation.

**Factors that Impact College Matriculation for African American Students: Implications
for Policy and Praxis**

Brandi Nicole Van Horn

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The purpose of this article is to determine, critically analyze, and synthesize the most salient factors that impact college matriculation for African American students. The author drew upon the extant research literature published within the last decade to determine relevant theories and effective policies and practices that correlate with college matriculation for African American students. The ultimate goal is to provide an integrative analysis and evaluation of variables that influence college access and implications useful for educational policymakers and practitioners in the fields of secondary and postsecondary education.

**Examining Academic Leadership Position Attainment in Higher Education:
Evidence from NSOPF: 99**

Raul A. Leon and Jerlando F. L. Jackson

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Building on earlier work of hiring practices for administrators in higher education, this study examines the likelihood of women and people of color securing these positions. More specifically, this study examined position attainment with regard to academic leadership positions using the National Study of Postsecondary Faculty (NSOPF: 99). Drawing from scholarship on position attainment and administrative diversity, this study used logistic regression models to explore differences in position attainment by race/ethnicity and gender.

**Administrative Work in Higher and Postsecondary Education:
A Critical Review of Empirical Research**

Kimberly Kile and Jerlando F. L. Jackson

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A critical review of research on administrative work in higher and postsecondary education revealed a historical shift in studies that initially examined the general act of administration, to a contemporary focus on administrators as the unit of analysis. It is our contention that this shift was due, in part, because researchers realized that in order to better understand the “act of administration,” focus must be placed on the “actors.” Moreover, administrative work in higher and postsecondary education has become more complex, thus requiring more attention to be placed on the challenges faced by individual administrators. Due to the rising importance of administrators to address institutional accountability requirements, expanding campus-based programs, fiscal health, and growing levels of ethnic and racial diversity on campus, a review of this nature is imperative for contemporary higher and postsecondary education. Accordingly, our review revealed several weaknesses of the literature base, including atheoretical inquiries, and findings informed by small sample sizes. This review identifies implications for practice and provides direction for future research.

Revolutionary Wishes in *The Bluest Eye* and *Sula*: Toni Morrison's Developing Anti-Capitalist Vision

Antonio Maurice Daniels

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This essay uses the theoretical construct of Marxist theorist Fredric Jameson to contend that Toni Morrison's *The Bluest Eye* and *Sula* unveil Morrison's developing anti-capitalist and Utopian visions. Although characters in these aforementioned first two novels of Morrison are situated in impossible conditions, they still engage in imagining alternatives to their capitalist realities. This essay seeks to evince what is possible when we engage in Utopian thought, even when postmodern conditions attempt to place barriers on our ability to exercise Utopian thought. *Sula* is revealed to be the novel with the greatest Utopian potential of all of Morrison's novels, and Sula Peace, the protagonist, is the character with the most Utopian potential of all of Morrison's characters.

An Analysis of One State's Use of Race Neutral Policies to Achieve Diversity

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This research sought to determine whether Florida has been successful in achieving greater racial diversity in its public colleges and universities without the use of racial preferences in the years after it implemented the One Florida Initiative (OFI) and opened two Minority Serving Institution (MSI) law schools. The study looked at enrollment in the state's public law schools, historically one of the more stubborn of all professional schools nationally when it comes to attempts to enroll a more racially diverse student body in order to increase diversity in America's law firms. The objective was to determine what impact the OFI and the addition of two MSI law schools, which coincided with but occurred separately from the OFI, might have had on diversity in Florida's law schools and ultimately its legal profession. The concept of Critical Race Theory was utilized to examine its role in relation to affirmative action and desegregation case law. Quantitative methodology was employed within this research. Secondary data sets from the State University System of Florida, Florida Board of Governors and the Florida Bar Association were analyzed. The data compiled included average Law School Admission Test scores and statistics on the number of students that applied, were admitted, enrolled, and ultimately graduated from Florida's public law schools between 1998 and 2006. This research was conducted using a Z-test of proportion and one-way analysis of variance using SPSS. The quantitative aspect of the research revealed that minority representation in Florida's legal profession improved after the two events studied. And, while further improvement is warranted, this study concluded that minorities were also represented in larger numbers in Florida's public law schools.

Dental Environment: Incorporating the Work Systems Approach

Renaldo Cortez Blocker

University of Wisconsin-Madison

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This conceptual paper argues a need for researchers to engage in research related to patient and physician safety in the dental environment, and suggests a work system approach in evaluating the dental environment. The Systems Engineering Initiative in Patient Safety (SEIPS) model is offered as a significant vehicle for ameliorating patient safety and quality in the dental environment. This paper relies upon the theoretical constructs of Smith and Carayon-Sainfort's (1989) Balance Theory of Job Design and Irwin's et al's (2009) Consolidated Flow Model.

Urban African American Male High School Students' Educational Aspirations for College: The Influence of Family, School and Peers

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This exploratory quantitative study used the predisposition stage of the College Choice Model by Hossler and Stage (1999) as the theoretical framework to examine the effect of family, school, and peers on the educational aspirations of 60 urban African American male high school students from the Midwest. Three significant factors relating to educational aspirations of urban African American male high school students were discovered. The results of the regression and correlation analysis revealed that support from teachers and counselors, peer, and financial support were the most significant predictors of educational aspirations of urban African American male high school students.

Watching from the Margins: Graduate Students in the Student Affairs Paradigm

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Rachael A. Barrett

Georgia Southern University

Keegan N. David,

Northern Illinois University

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A plethora of the literature on various aspects of the student experience focuses on undergraduate students while little research has been conducted on the educational process of graduate students. This suggests that the majority of student affairs programming focuses on activities and services for the undergraduate population. This void in the literature and in programming may cause the graduate student population to be overlooked on many campuses. Moreover, the emphasis of student preparation programs on undergraduate students contributes to the omission of graduate students within the literature and programming. Thus, this study examined the methods and type of programming utilized by student affairs administrators to offer programs and activities to graduate students at four sites representing a cross-section of institutional types (public and private; research, doctoral and comprehensive). Analysis of the data revealed two broad categories of themes with several underlying, but connected themes, across all four institutions. The two themes focused on the undergraduate population and inclusion of graduate students in campus programming. Findings of the study illuminate the need for student affairs professionals to develop knowledge about the student population in its entirety and corresponding needs, interests, and resources needed to serve various groups within the population. Moreover, the results also illustrate the need for collaborative, interdepartmental efforts at the institutional level to ensure graduate students do not have to watch from the margins.



ANNOUNCES

CALL FOR PAPERS

Annals of the Next Generation is a refereed, scholarly journal that seeks to provide a venue to showcase the next generation of African American scholars by publishing the research of graduate students. This publication will highlight research from multiple disciplines and areas, and allow these young scholars to present their work to an international audience. A manuscript submitted to *Annals of the Next Generation* should be a Microsoft Word file. Manuscripts should be formatted into a 8 ½ x 11 document with one inch margins, should be Times New Roman 12 point typeface, and should not be more than 40 double-spaced pages (including references). The submission should conform to the *Publication Manual of the American Psychological Association (APA) (5th edition)*. The title page should contain the article name, authors' names and complete affiliations, and the address for manuscript correspondence (including e-mail address, telephone, and fax numbers). A descriptive abstract of no more than 100 double-spaced words should be included in the manuscript.

Manuscripts will be acknowledged by the Editor upon receipt. After an internal editorial review, manuscripts will be forwarded anonymously to at least two external reviewers. The review process will take anywhere from 6 weeks to 3 months. Once the manuscript has been reviewed, the author(s) will be notified about the status of the manuscript. Every effort should be made by the author(s) to remove any identifying markers from the manuscript. Manuscripts accepted for publication are subject to copyediting. Manuscript submission indicates the author's commitment to publish in *Annals of the Next Generation* and to give the journal first publication rights. No manuscript known to be under consideration by another journal will be reviewed. It is a condition of publication that author(s) vest copyright of their manuscripts, including abstracts, to **The Center for African American Research and Policy (CAARP)**.

February 1st and June 1st are the annual submission deadlines. All submissions should be submitted to the online submission system at (<http://www.caarpweb.org/publications/ang.php>). If you have any questions, please contact Antonio Daniels, Editor of *The Annals of the Next Generation*, via email to adaniels@caarpweb.org.