



Asian American Coalition for Education

Testimony of Mr. Yukong Zhao, before the Congressional Subcommittee on Higher Education and Workforce-Development Hearing Titled “How SCOTUS’s Decision on Race-Based Admissions is Shaping University Policies”

September 28, 2023

Mr. Chairman and other members of the committee:

I am Yukong Mike Zhao, a survivor of China’s Cultural Revolution, during which my family endured political persecution, devastating personal loss, and extreme poverty. In 1992, I came to America as a poor foreign student. In this land of opportunity, I achieved my American dream, later becoming the Director of Global Planning at Siemens Energy and raising a happy family in Orlando, Florida.

Through affirmative action, as shown in Appendix A of my testimony, colleges used higher admission standards, de facto racial quotas, and racial stereotypes to discriminate against Asian American applicants. This discrimination unjustly created unbearable study loads, stress and psychological harm on our children. Because of this second-class treatment, many Asian American applicants hid their racial identity when applying to colleges.

In 2014, I and other co-founders of Asian American Coalition for Education (AACE) started our journey of galvanizing Asian communities to support Students for Fair Admissions for its lawsuits against Harvard and the University of North Carolina. AACE and partner organizations filed civil rights complaints against Harvard, Yale, and other colleges. We organized rallies, encouraged students to join the lawsuits, and filed five amicus briefs in support. Today, our alliance has grown into over 300 organizations nationwide.

This June, the Supreme Court struck down race-based affirmative action.

This is a historic victory for Asian Americans, as our children should no longer be treated as second-class citizens in college admissions. This is also a historic victory for all Americans, as the ruling will help restore meritocracy, the bedrock of the

American Dream, and ends race-based policies in higher education, thereby advancing America toward a color-blind society as Martin Luther King dreamed of 60 years ago.

However, advocates of diversity, equity, and inclusion have not given up.

On August 14th, the Departments of Education and Justice issued guidance, in defiance of the Supreme Court, that advocates continued use of race and race proxies in outreach and other programs.

This guidance again misses the point—the root cause of racial disparities in college enrollment is the failure of the K-12 education, particularly in inner cities, to prepare black and Hispanic children for colleges. Improving K-12 education is a better and constitutional way to enhance racial diversity in higher education.

Further, while America is faced with a STEM talent shortage and our K-12 education is behind other industrial nations, the Biden Administration irresponsibly suggests colleges should further eliminate objective and rigorous admissions standards.

In response, AACE issued a policy statement attached as Appendix B, where we urged American colleges to:

- Stop the use of race and race proxies in college admissions
- Adopt a blind rating system by hiding student name and other information that would disclose race
- Make students' race data inaccessible by participants of the student evaluation process
- Base admissions criteria on the needs of the educational programs, not racial diversity or equity, and
- Restore objective measures, especially standardized testing, as a major criterion in admissions. The troubling fact is, today nearly 81%, of all colleges have made standardized testing optional.

From my personal experience, I want to tell you: During China's Cultural Revolution, Mao Zedong abolished the National College Entrance Exam in order to

bring “class equity” to proletariats. After destroying the meritocracy, Chinese colleges produced millions of revolutionaries who could not conduct research or manage enterprises. As a consequence, China’s technological innovation stalled, and its economy collapsed.

America cannot afford to repeat this mistake by destroying meritocracy in the name of racial equity. When our nation is faced with unprecedented competition from international rivals, it is imperative to restore meritocracy in our educational institutions in order to maintain America’s technological leadership and economic prosperity.

The Supreme Court’s landmark rulings provide a historic opportunity for American colleges to correct their mistakes by promoting equality and meritocracy. I hereby call upon federal, state and local governments to support our policy recommendations to do just that.

Thank you!

Appendixes:

- A. The Anti-Asian Discrimination in College Admissions & Its Harms
- B. AACE Policy Statement: It’s Time for All American Colleges to Restore Meritocracy in Their Admission Processes

Appendix A:



The Anti-Asian Discrimination in College Admissions & Its Harms

Asian American Coalition for Education

September 2023



The Discrimination History Against Asian Americans



1. “1882 Chinese Exclusion Act,” the first race-based policy discriminating a racial group in America
2. Japanese internment during World War II
3. Racial Segregation before Civil Rights Movement
4. Discriminated by Affirmative Action in 21st Century of America



- In 19th Century: There were “**too many**” Chinese in America.
- In 21st Century: There are “**too many**” Asians in American colleges.

The Tip of the Iceberg: Evidence Provided by Some Asian American Students Who Have Spoken



- **Since 2006**, [Jian Li](#), [Michael Wang](#), [Hubert Zhao](#) and a few other Asian American students have courageously filed complaints with the Office for Civil Rights (OCR), Department of Education.
- **Michael Wang, 2013**, Perfect ACT Score, 13 AP Classes, competed in national speech, was in top 150 in a national maths competition, 3rd place in a national piano contest, and performed in the choir that sang at President Obama's 2008 inauguration. He is interested in law/political science, but was rejected by six Ivy League schools while less qualified students got in.
- **September 3, 2015**, a Floridian father filed a complaint against Harvard University. His son not only excelled academically and at sports, but also performed a lot of community service and won several national competitions in economics and rocketry. Yet he was still unfairly rejected by Harvard due to his being Asian. The top four of his graduating class at a Florida high school, were Asian-Americans. Not a single one got accepted by any elite university in the U.S. At the same time, five non-Asian students were accepted by Ivy League schools, a fact that cries out for an explanation as their combined academic and personal qualifications were clearly not as good.
- **In recent Years**, more and more students have spoken out, revealed the anti-Asian discrimination they endured during their college application processes, including [Jon Wang](#), and [Calvin Yang](#) who joined SFFA's lawsuits against Harvard University.



Stanley Zhong, an exceptional student rejected by 16 colleges in 2023

- **Academic Performance:** GPA (UW/W): 3.97/4.42. SAT: 1590 & National Merit Scholarship finalist
- **Finalist of major global programming competitions:**
 - Advanced to the Google Code Jam Coding Contest semi-final
 - Led his team to the 2nd place in MIT Battlecode's global high school division (1st place in the US)
- **An innovator and entrepreneur: Created an e-signing startup (RabbitSign.com) that's**
 - Grown to tens of thousands of users organically.
 - Recognized by an Amazon Web Services Well-Architected Review as "one of the most efficient and secure accounts" they have reviewed.
 - Featured by Amazon Web Services case study for its exemplary use of AWS Serverless and compliance services.
 - Interviewed by Viewpoint with Dennis Quaid, a series of short documentaries on innovations. (past guests included President George H.W. Bush & Fortune 500 CEOs.)
- **Co-founded a non-profit that brought free coding lessons to 500+ kids in underserved communities in California, Washington, and Texas.**
- **Hired by Google (full-time) but rejected by 16 colleges** including Stanford, MIT, CMU, UC Berkeley, UCLA, UC San Diego, UC Santa Barbara, UC Davis, California Polytechnic State University, Cornell, Univ of Illinois, Univ of Michigan, Georgia Tech, CalTech, Univ of Wisconsin, and Univ of Washington.

Harvard and other Ivy League Schools' Discrimination against Asian Americans Applicants: Research #1



Daniel Golden (*Pulitzer Prize Winner, Former Wall Street Journal Reporter, 2007*):

- The discrimination against Asian Americans by Harvard and other elite universities was so severe that Golden dedicated a special chapter “The New Jews” to compare it to the discrimination suffered by Jewish Americans in the 1920’s and 1930’s.
- He stated that “*most elite universities have maintained a triple standard in college admissions, setting the bar highest for Asians, next for whites and lowest for blacks and Hispanics.*”
- He also provided various qualitative examples as to how Harvard and other elite schools use various stereotypes to discriminate against Asian-American applicants.

Source: Golden, Daniel, *The Prices of Admission, How America’s Ruling Class Buys Its Way into Elite Colleges — and Who Gets Left Outside*, published in 2007

Civil Rights Violations:

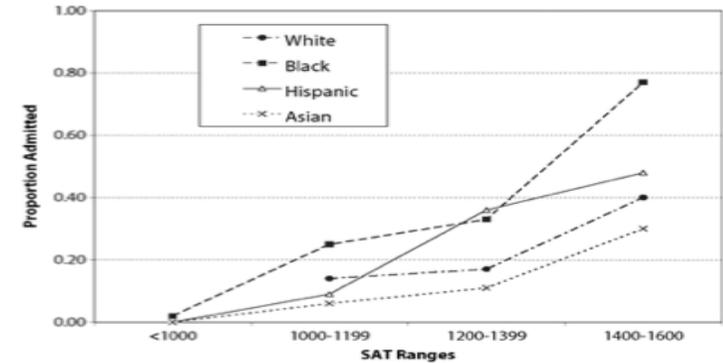
- **The Use of The use of higher admission standards to unduly burden Asian American Applicants**
- **The Use of racial stereotypes**



Harvard and other Ivy League Schools' Discrimination against Asian Americans Applicants: Research #2

Thomas Espenshade (Princeton Professor) Alexandra Radford (2009):

- Asian Americans have the lowest acceptance rate for each SAT test score bracket;
- Asian-Americans have to score on average approximately 140 points higher than White students, 270 points higher than a Hispanic student, and 450 points higher than a Black student on the SAT, after adjusting non-academic factors.



Item	Public Institutions	Private Institutions
	ACT-Point Equivalents (out of 36)	SAT-Point Equivalents (out of 1600)
Race		
(White)	—	—
Black	3.8	310
Hispanic	0.3	130
Asian	-3.4	-140
Social Class		
Lower	-0.1	130
Working	0.0	70
(Middle)	—	—
Upper-Middle	0.3	50
Upper	0.4	-30

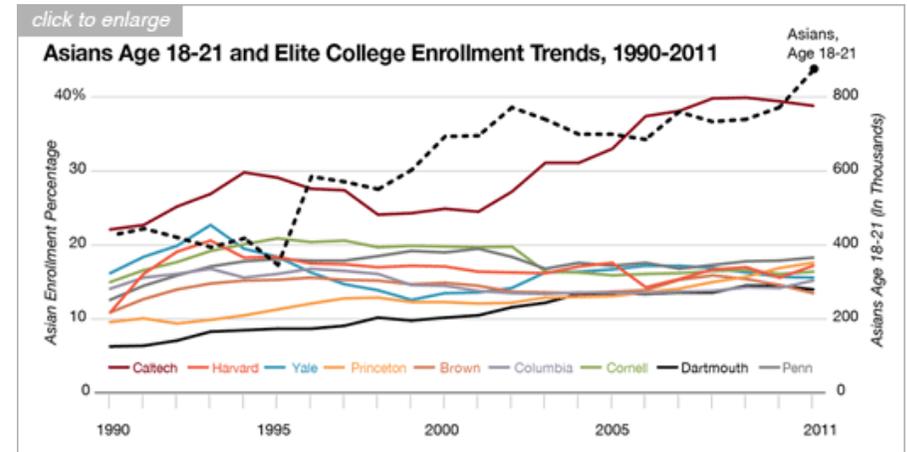
Civil Rights Violation: The use of higher admission standards to unduly burden Asian American Applicants

Harvard and other Ivy League Schools' Discrimination against Asian Americans Applicants: Research #3



Ron Unz (2012):

- The share of Asians at Harvard peaked at over 20% in 1993, then immediately declined and thereafter remained roughly constant at a level 3–5 percentage points lower, despite the fact that the Asian-American population has more than doubled since 1993. “The relative enrollment of Asians at Harvard was plummeting, dropping by over half during the last twenty years, with a range of similar declines also occurring at Yale, Cornell, and most other Ivy League universities.”
- Asian-American applicants' academic & other credentials have further improved over the last twenty years: Dominating all STEM related competitions; >40% Intel Talent Search & Siemens Science Competition Finalists; And >31% of Presidential Scholars (based on all-round evaluation) over the last five years.



Source: Unz, Ron, “The Myth of American Meritocracy,” *The Conservative*, Page 14-51, December 2012

Civil Rights Violation: The Use of racial rebalancing or a *de facto* racial quota



Harvard and other Ivy League Schools' Discrimination against Asian Americans Applicants: Research #4

Richard Sander (UCLA Professor, 2014):

- *"No other racial or ethnic group at these three of the most selective Ivy League schools is as underrepresented relative to its application numbers as are Asian-Americans."*
- Conducted a study of over 100,000 undergraduate applicants to UCLA over three years and found absolutely no correlation between race and non-academic "personal achievement."

Source: Students for Fair Admission, Inc.'s Complaint Against Harvard University, filed in the U.S. District Court for the District of Massachusetts Boston Division, November 17, 2014

Recap: Specific laws violated: The Fourteenth Amendment to the U. S. Constitution and Title VI of the Civil Rights Act of 1964.

- **The Use of racial rebalancing or a *de facto* racial quota**
- **The Use of higher admission standards unduly burden Asian American applicants**
- **The Use of racial stereotypes (not treat applicant as individuals)**

It is one of the biggest civil rights issues Asian Americans face!



Evidences Disclosed by Former Admissions Officers

- **On September 22, 2016**, [Inside Higher Education](#) reported a survey of admission officers. It further revealed 42% of admission officers from private colleges and 39% of admission officers from public colleges believe that colleges hold Asian American applicants at higher standard.
- **On May 25, 2016**, Dr. Michele Hernandez, former Dartmouth admission officer, revealed in [Huffington Post](#) that Ivy admission officers often use racial stereotypes to discriminate against Asian American students.
- **On June 9, 2015**, Sara Harberson, the former associate dean of admissions at the University of Pennsylvania wrote in her *Las Angeles Times* column: *"For example, there's an expectation that Asian Americans will be the highest test scorers and at the top of their class; anything less can become an easy reason for a denial. And yet even when Asian American students meet this high threshold, they may be destined for the wait list or outright denial because they don't stand out among the other high-achieving students in their cohort. The most exceptional academic applicants may be seen as the least unique, and so admissions officers are rarely moved to fight for them."*


Register Login Become a Member

Admissions Directors on Asian-American Applicants

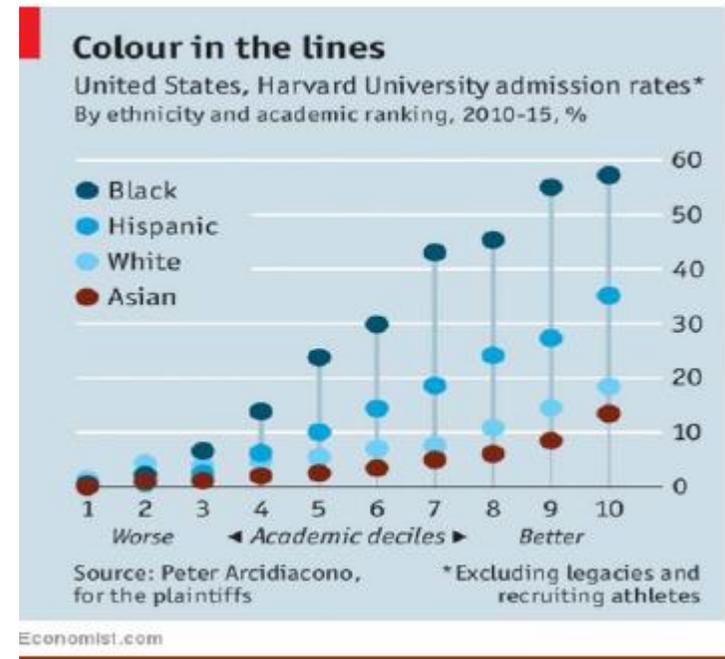
Statement	Public Private	
	% Yes	% Yes
Do you believe that some colleges are holding Asian-American applicants to higher standards?	39%	42%
At your college, do Asian-American applicants who are admitted generally have higher grades and test scores than other applicants?	41%	30%

The Discriminatory Admission Practices against Asian Americans: Harvard Example



Evidence revealed by Students for Fair Admissions after reviewing 160,000 application records and interviewing many admissions officers and other stakeholders:

- 1. De Facto Racial Quotas:** Harvard uses “ethnic stats” and other tools to manipulate the process so that it achieves essentially the same racial balance year over year. If, at the end of the admissions process, Harvard has admitted more (or less) of any racial group than it did the year before, then it reshapes the class to remedy the problem.
- 2. Highest Admission Standards:** Asian American applicants has the lowest admission rate in every academic brackets. Professor Peter Arcidiacono’s model shows that an Asian American applicant with a 25% chance of admission would see his odds rising to 35% if he were white, 75% if he were Hispanic, and 95% if he were African American.
- 3. Racial stereotypes:** In spite of their exceptional credentials on all objective measures, Asian-American applicants are consistently rated the lowest by Harvard’s personal ratings, which crudely categorize them as unlikeable, indistinguishable, or weak in grit, leadership and risk-taking.
- 4. Harvard’s Office of Institutional Research** in 2013 concluded the College’s admissions process disadvantages Asian Americans: “Asian high achievers have lower rates of admission.”

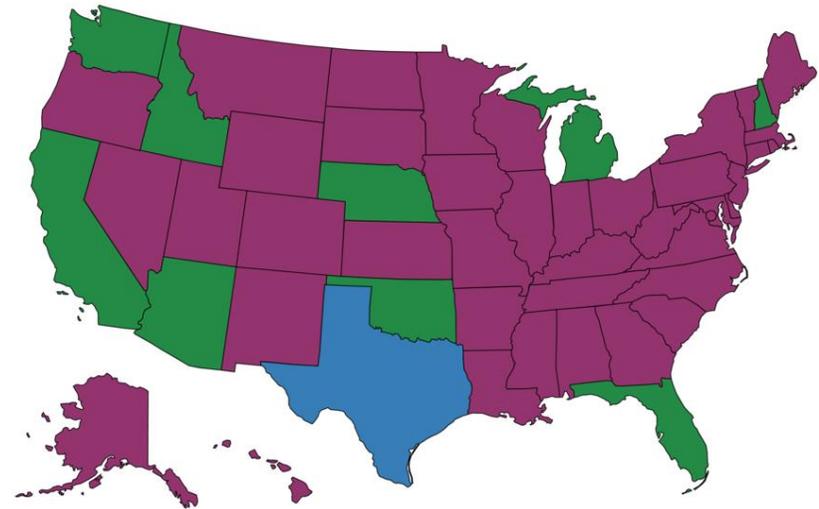


The Discrimination against Asian Americans on College Admissions Was Widespread to 41 States before June 2023



Nine States Ban Race Based Affirmative Actions

2020	Idaho	Statute
2012	Oklahoma	Legislatively referred constitutional amendment
2011	New Hampshire	Statute
2010	Arizona	Initiative constitutional amendment
2008	Nebraska	Initiative constitutional amendment
2006	Michigan	Initiative constitutional amendment
1999	Florida	Executive order by governor
1998	Washington	Initiative statute
1996	California	Initiative constitutional amendment

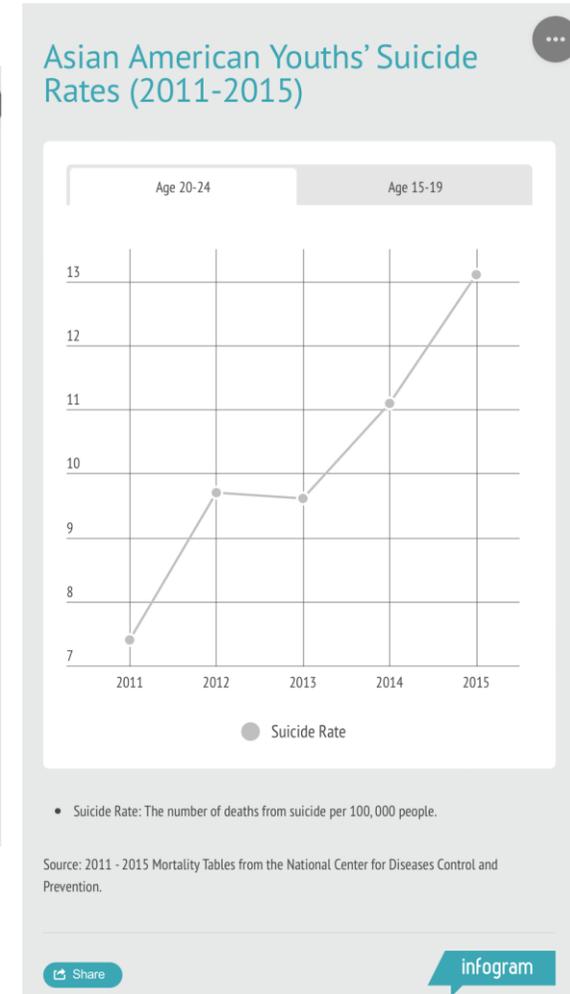
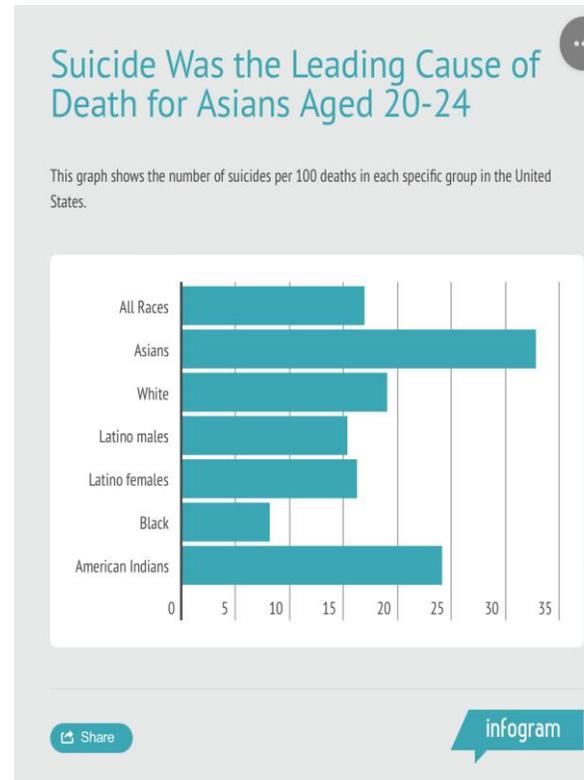


Harvard & UNC Cases Matter to admissions of thousands of colleges nationwide!



The Harm to Asian American Children

- 1. Increases Pressure and Stress, Youth Suicide Rates likely caused by higher admission standards and de facto racial quotas, which created unbearable study load for some Asian youth. Among many causes, the leading cause of Asian youth suicide was [school problem](#).**
- 2. Undermines Trust in American Institutions and Feeling of Self-Worth.** The children of highest-income, best-educated racial group has to hide their racial identity in order to get admitted by America's elite schools. Feeling as second-class citizen.



The Harm to America in General



1. **Creates Racial Barriers between Asian-Americans and Other Racial Groups.**
2. **Undermines the American meritocracy.**
3. **Exacerbates our nation's STEM talent shortage, and jeopardizes America's technological leadership, economic prosperity and national security!**



DIB Report Reveals U.S. STEM Shortage as Major Vulnerability to National Defense

by ADC | Feb 16, 2021 | Congress/DoD, On Base



The Department of Defense released its [Fiscal Year 2020 Industrial Capabilities Report](#), which analyzed major developments and impacts of the coronavirus pandemic, as well as industrial base investments and initiatives carried out in 2020.

“The report promotes a strategy for a robust, resilient, secure, and innovative industrial base, which will require a substantial commitment of capital investment and resources, and continuation of the reforms undertaken in the past several years,” according to a DoD [press release](#).

A key takeaway from the report identified by [National Interest](#) found that the United States lags in STEM (Science, Technology, Engineering, and Mathematics) education leading to a severe shortage of technical talent in the U.S. workplace.

Appendix B:



Asian American Coalition for Education Policy Statement

It's Time for All American Colleges to Restore Meritocracy in Their Admission Processes

Since our nation's birth, meritocracy and equal opportunity have been among the key principles which enabled America to attract talent from all over the world, build this country into the most advanced nation in the world, and achieve unmatched progress in social justice. Equal opportunity and meritocracy are the bedrock of the American Dream, which promises each citizen an equal opportunity to achieve success and prosperity through hard work, determination, and initiative.

For decades, college admissions have failed to provide equal opportunity to all Americans by adopting many policies that undermined meritocracy. Race-based affirmative action imposed unjust discrimination against Asian and other racial groups. As the Supreme Court clearly explained in its decisions, the college application process is a zero-sum game—while the intent of affirmative action might have been to help some racial groups, this could only be achieved by harming other racial groups. In addition, colleges frequently favor the children of faculty, staff, alumni, and donors. Furthermore, athletic programs have been abused by allowing otherwise academically unqualified applicants into universities and providing an opportunity for corruption in the admissions process, as was exposed by the college admissions scandal of 2019. Further still, in the wake of the Covid-19 pandemic and George Floyd's tragic death, over one thousand colleges and universities made standardized tests optional for their admissions.

Driven by “racial equity” ideologies, these assaults on equal treatment and meritocracy have caused tremendous harm to America. First, it creates racial division and racial discrimination by treating Americans differently based on their race or ethnicity. In addition, by not admitting the best and brightest into our nation's top colleges, these ideologies exacerbate our nation's STEM (Science, Technology, Engineering and Math) talent shortage, jeopardizes America's technological leadership in the world, and harms our national security. Furthermore, it creates a “mismatch” effect by admitting unqualified students into

the colleges, where many of them fail to graduate or underperform and develop unjustified resentment towards this country. When our nation is faced with unprecedented competition from international rivals, it is imperative to restore meritocracy in our educational institutions in order to maintain America's technological and economic competitiveness.

On June 29, 2023, the Supreme Court found race-based affirmative action to be both unconstitutional and in violation of the Civil Rights Act, thus eliminating one of the major barriers for America to achieve equal treatment and meritocracy.

However, on July 26, 2023, the U.S. Department of Education held a "National Summit on Equal Opportunity in Higher Education," where many speakers hand-picked by the Biden Administration openly advocated "creative" ways to circumvent the Supreme Court's rulings. Contrary to the summit's name of promoting equal opportunity, this summit promoted many measures intended to create equal outcome, such as canceling standardized tests, using "transfers" from community colleges as a backdoor to enhance racial diversity in four-year colleges, and using direct admissions to circumvent the admissions process entirely.

On August 14, 2023, the U.S. Departments of Education and Justice issued guidance titled "[Questions and Answers Regarding the Supreme Court's Decision in Students for Fair Admissions, Inc. v. Harvard College and University of North Carolina.](#)"

In blatant violation of the rulings, which also bans use of race proxies in college admissions, the guidance advocates that "[i]n identifying prospective students through outreach and recruitment, institutions may, as many currently do, **consider race** and other factors that include, but are not limited to, geographic residency, financial means and socioeconomic status, family background, and parental education level. For example, in seeking a diverse student applicant pool, institutions may direct outreach and recruitment efforts toward schools and school districts that serve predominantly students of color and students of limited financial means. Institutions may also target school districts or high schools that are underrepresented in the institution's applicant pool by focusing on geographic location..."

Recklessly, while America is faced with a serious STEM (Science, Technology, Engineering and Math) shortage and our K-12 education is well behind China and other industrial nations, the Department of Education does not focus on how to improve our nation's educational quality. In this guidance, it even suggests

“institutions may investigate whether the mechanics of their admissions processes are inadvertently screening out students who would thrive and contribute greatly on campus. An institution may choose to study whether application fees, **standardized testing requirements, prerequisite courses such as calculus**, or early decision timelines advance institutional interests (inexplicitly racial diversity).” Clearly, The Biden Administration supports colleges’ further elimination objective and rigorous admissions standards in their pursuit of “increasing access for underserved population[s]”

Condoned by the Biden Administration, the radical left in America has not given up their ideologies of using social engineering programs to undermine American meritocracy.

On behalf of over 300 Asian American organizations nationwide, AACE calls for colleges nationwide to take the following concrete steps to restore meritocracy in their admissions processes:

1. Colleges should faithfully implement the Supreme Court’s decisions on affirmative action

The Supreme Court found the use of race in admissions to be both unconstitutional and a violation of the Civil Rights Act. As such, proxies for race or ethnicity are also illegal in admissions.

While educational institutions may be tempted to use essays, zip codes, high school of graduation, socio-economic status, or other non-race factors to intentionally favor certain races, the Supreme Court has already addressed the use of race proxies. Responding to a dissent’s allegation that non-race factors could be intentionally used to further racial diversity, Chief Justice John Roberts wrote: “[D]espite the dissent’s assertion to the contrary, universities may not simply establish through application essays or other means the regime we hold unlawful today. (A dissenting opinion is generally not the best source of legal advice on how to comply with the majority opinion.) ‘[W]hat cannot be done directly cannot be done indirectly. The Constitution deals with substance, not shadows,’ and the prohibition against racial discrimination is ‘levelled at the thing, not the name.’”

To this effect, AACE recommends the following measures:

1.1. Stop using race or ethnicity in the applications process

1.2. Adopt blind rating approach

Much like blind grading, remove information from an application (at the time when an application is rated or judged for a decision on admission or denial) that would indicate an applicant's race, such as first and last name, zip code, parent's names and educational institutions, or names of social clubs;

1.3. When considering applicants' experiences, treat each applicant as an individual and not as a member of any racial group

As the Supreme Court rulings specified regarding a student writes race in an essay: "A benefit to a student whose overcame racial discrimination, for example, must be tied to that student's courage and determination. Or a benefit to a student whose heritage or culture motivated him or her to assume a leadership role or attain a particular goal must be tied to that student's unique ability to contribute to the university. In other words, the student must be treated based on his or her experiences as an individual—not on the basis of race."

1.4. Handle student race data lawfully. If required by the law, statistical data regarding students' race should be collected and stored in a separate database not accessible by admissions officers or other participants of student evaluation during the admissions process. It can be only used for post-admission statistical reporting.

1.5. Eliminate use of proxies for race or ethnicity, such as geographic areas of residence, zip code, family background, school districts, or names of individual schools, throughout the admissions process. Similarly, use of community outreach programs to recruit students from allegedly underserved or under-resourced areas is a thin proxy for race that should cease to be used. To faithfully implement the Supreme Court's rulings, colleges should treat all students of all racial groups the same.

1.6. Keep admissions data for at least seven years, in line with the statute of limitation for civil rights violations.

AACE and our partnering organizations will continue to actively monitor colleges and universities' admissions practices. Any use of race or race proxies during college admissions is a blatant violation of the Supreme Court's rulings and will trigger legal action, to include class action lawsuits and demands for damages and injunctive relief.

2. Colleges should base their admissions criteria on their educational programs, not woke skin-color diversity and racial equity

Colleges and universities should tailor their admissions criteria to the purpose of their academic programs. For example, in addition to sufficient academic readiness, admissions criteria for business or public policy programs should place reasonable weight on applicants' leadership skills and the diversity of students' ideas and experiences than those of other majors of study. In a similar vein, admission criteria for STEM programs should place more value on academic performance on STEM subjects. Perceived introvertedness should not be considered a weakness for STEM applicants.

Though an individual student's unique experiences or personality characteristics may contribute to student learning, it should not be the dominant factor to consider in admissions. Colleges should prioritize criteria that measure an applicant's potential to succeed in college. In this regard, uniqueness is an unhelpful characteristic, as many successful students, and people generally, share many similar characteristics, such as a solid academic foundation, strong intellectual curiosity, motivation, grit in overcoming adversity, and civic behaviors.

3. Rely on objective measures in admissions

Objective measures, such as standardized test scores, grade point average, and number of Advanced Placement classes and scores, and winning of objectively judged competitions, should be the primary means of judging applicants. Relevant subjective measures such as leadership skills could be used for appropriate fields of studies, such as business management or public policies. However, over reliance on subjective measures may lead to manipulation, abuse, or racial discrimination through more nebulous means. The troubling fact is, today nearly 81%, of all colleges have made standardized testing optional. Colleges and universities that ceased using standardized tests before or since the COVID 19 pandemic should restore use of standardized tests.

4. Cease use of legacy and other favoritism programs

AACE firmly believes that programs that favor children of faculty, staff, alumni, and donors are immoral and should not be legal. Thankfully, the solution to legacy and other favoritism programs is simple: Stop giving preference to children of faculty, staff, alumni, and donors.

5. Regulate and monitor athletic recruits

According to studies and recent criminal investigations, athletic programs have led to corruption and unfair treatment of other college applicants. Such programs need to be strictly regulated and monitored in several ways.

First, the number of athletic recruits should correlate with the needs of the athletic program; in other words, the number of athletic recruits admitted should be no more than is necessary for the program. Second, students enrolled through athletic programs must participate in their sports programs. Third, colleges and universities must audit their athletic programs to ensure student athletes actually participate in their sports teams with proven skills and ensure an athletic program is not used as a pay-for-admissions workaround to the admissions process. Fourth, student athletes should be subject to the adequate academic standards similar to all other applicants.

Finally, AACE urges American governments at the federal, state, and local levels to take concrete measures to address the root causes of the failing K to 12 education system in American inner cities.

It is not meritocracy, but politicians' failure to provide adequate K-to-12 education to too many black and Hispanic children that has caused a lack of racial diversity in colleges and universities. Without enough college-ready black and Hispanic high school graduates in the pipeline, colleges had to use race-based affirmative action to artificially improve their admissions. Affirmative action treated Asian Americans as scapegoats to cover up the failures of those politicians who manage America's inner cities.

For too long, American society has ignored this policy failure of those who run America's inner cities. After the Supreme Court's rulings on affirmative action, it is time to hold these politicians and governments accountable. Improving K-to-12 education in America through structure reform including school choice is the only constitutional and effective way to enhance diversity in American higher education.

Asian American Coalition for Education

August 25, 2023