



**Critical Race Theory in Higher Education: 20  
Years of Theoretical and Research Innovations:  
ASHE Higher Education Report, Volume 41,  
Number 3 (J-B ASHE Higher Education Report  
Series (AEHE))**

*Dorian L. McCoy, Dirk J. Rodricks*

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# Critical Race Theory in Higher Education: 20 Years of Theoretical and Research Innovations: ASHE Higher Education Report, Volume 41, Number 3 (J-B ASHE Higher Education Report Series (AEHE))

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
Critical race theory (CRT) was introduced in 1995 and for almost twenty years, the theory has been used as a tool to examine People of Color's experiences with racism in higher education. This monograph reviews the critical race literature with a focus on race and racism's continued role and presence in higher education, including:

- legal studies and history,
- methodology and student development theory,
- the use of storytelling and counterstories, and
- the types of and research on microaggressions.

The goal of the editors is to illuminate CRT as a theoretical framework, analytical tool, and research methodology in higher education. As part of critical race theory, scholars and educators are called upon to extend their commitment to social justice and to the eradication of racism and other forms of oppression.

This is the 3rd issue of the 41st volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

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