



# Leading Institutional Change: Key Elements and Strategies for Promoting Institutional Access and Diversity Goals

**College Board Access and Diversity Collaborative  
2008-09 National Seminars for  
Higher Education Officials**

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# Introduction: Session Background

- A. Welcome and Introductions
- B. Access and Diversity Collaborative *Objectives and Seminar Structure*
- C. Coherent Policy Development and Implementation *Basics*

# Introductions

- Attendee Introductions
- Faculty Introductions
- Key Issues of Interest
- Assumptions About Knowledge Bases

# Session Overview

- I. Setting the Stage for Effective Policy Development: Understanding History and Context
- II. Foundations for Effective Leadership and Engaging Stakeholders
- III. Key Policy Elements: Practical, Operational Guidance
- IV. Evaluating Success: Knowing the Endgame
- V. Beyond the Bully Pulpit: Moving Forward and the Process of Policy Change

# Objectives and Focus

## ❑ Origins

- Perceptions of a void in connecting law-policy-research-experience
- The U.S. Supreme Court confirms basic rules related to racial and ethnic diversity policies in higher education—in 2003, and again in 2007

## ❑ Theory of Action

- Multidisciplinary action among higher education leaders will more effectively shape an institutionally grounded agenda and ensure better student learning outcomes and institutional impact

## ❑ Policy Resources

- <http://professionals.collegeboard.com/policy-advocacy/diversity/collaborative>

## ❑ Work Moving Forward

- Policy leadership focus
- Enhanced communications focus
- More comprehensive substantive focus

# Session Structure

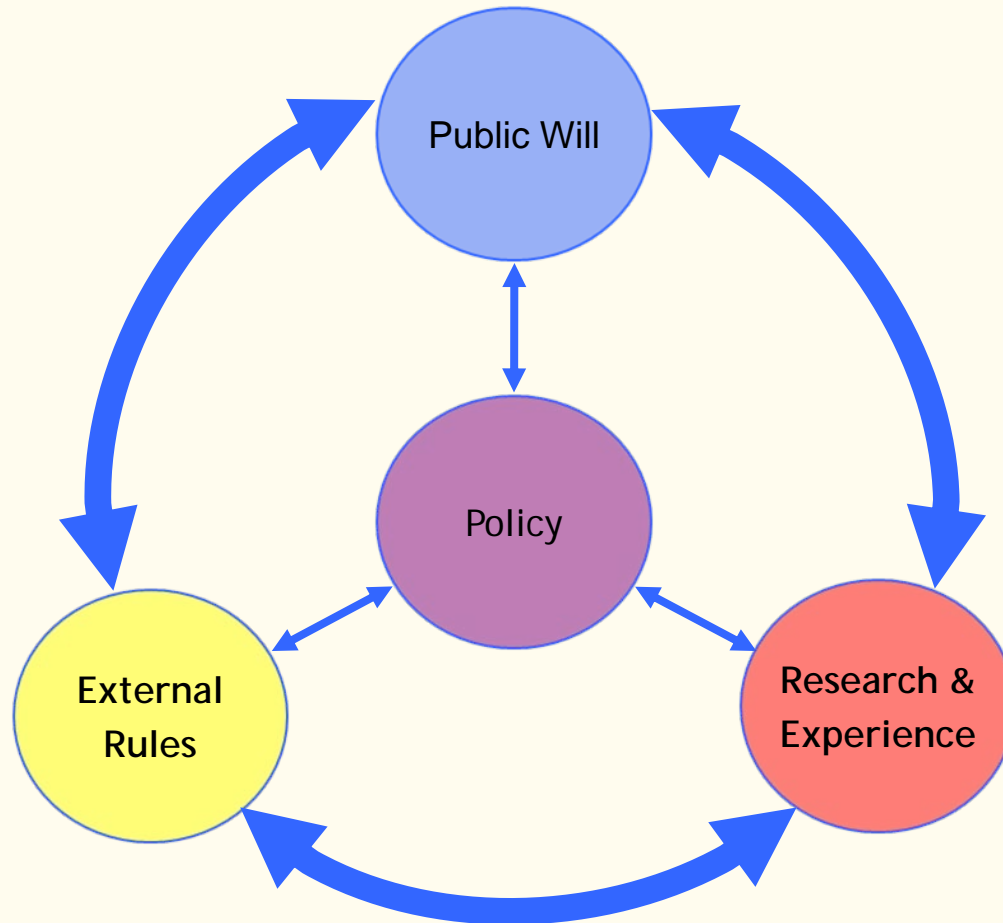
- I. Setting the Stage for Effective Policy Development: Understanding History and Context
- II. Foundations for Effective Leadership and Engaging Stakeholders
- III. Key Policy Elements and Issues: Practical, Operational Guidance
- IV. Evaluating Success: Knowing the Endgame
- V. Moving Forward on Campus: Leading Policy Change
- VI. Session Wrap-Up

# Policy Design and Implementation

## The Big Picture

- ❑ Clarity regarding educational goals and objectives and the ways in which institutional policy is designed to advance those goals and objectives
- ❑ Coherent and aligned systems and policies
  - E.g., strategic plans; state system-university-department policies; faculty and student policies, etc.
- ❑ Connections among multiple spheres of influence
  - Institutional experience and perspectives
  - Research foundations
  - External rules
    - ❖ Law
    - ❖ Accreditation standards
  - Public will and stakeholder support
- ❑ A focus on process and substance
  - Including periodic evaluation against good benchmarks

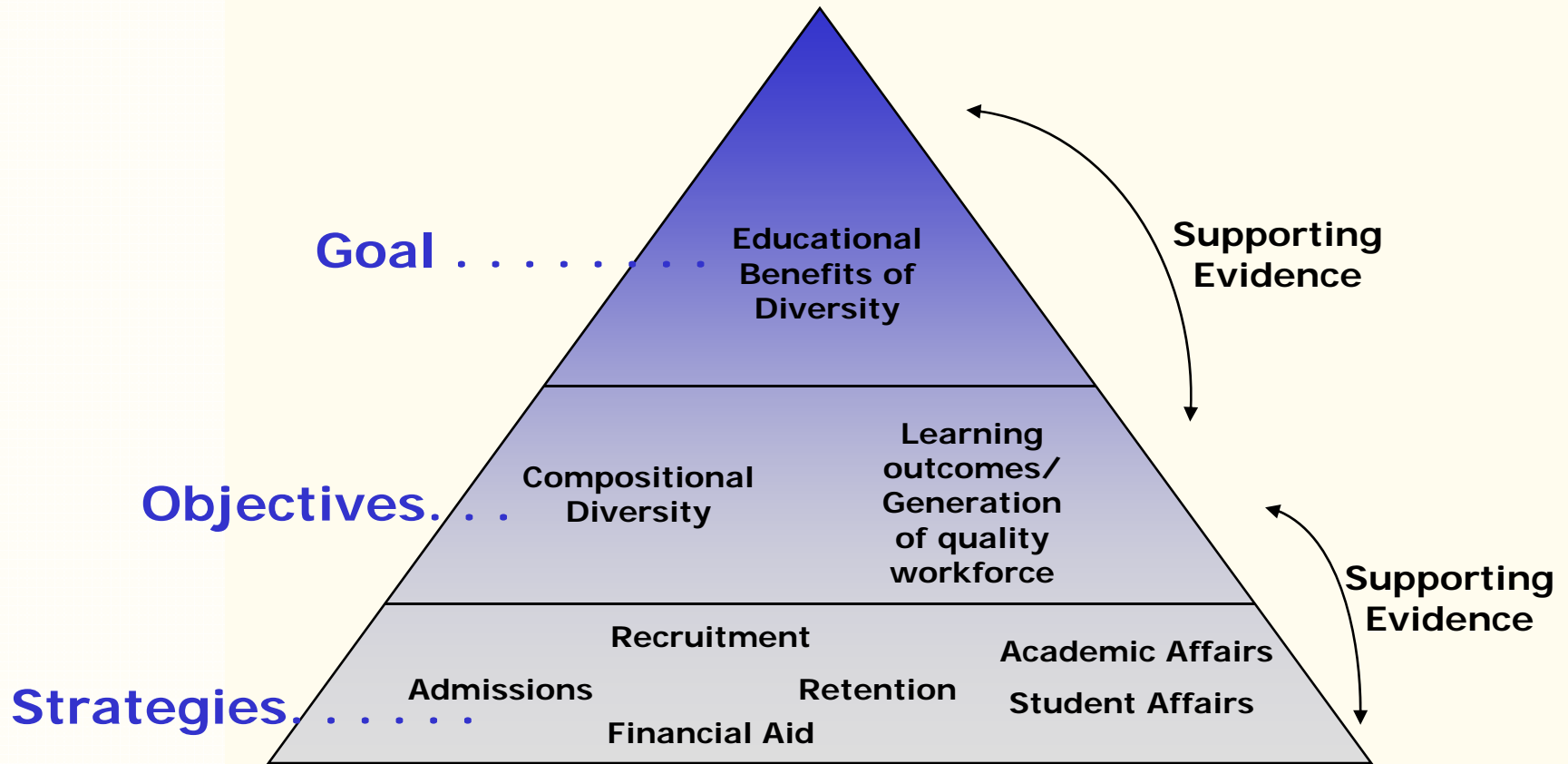
# Key Spheres of Influence



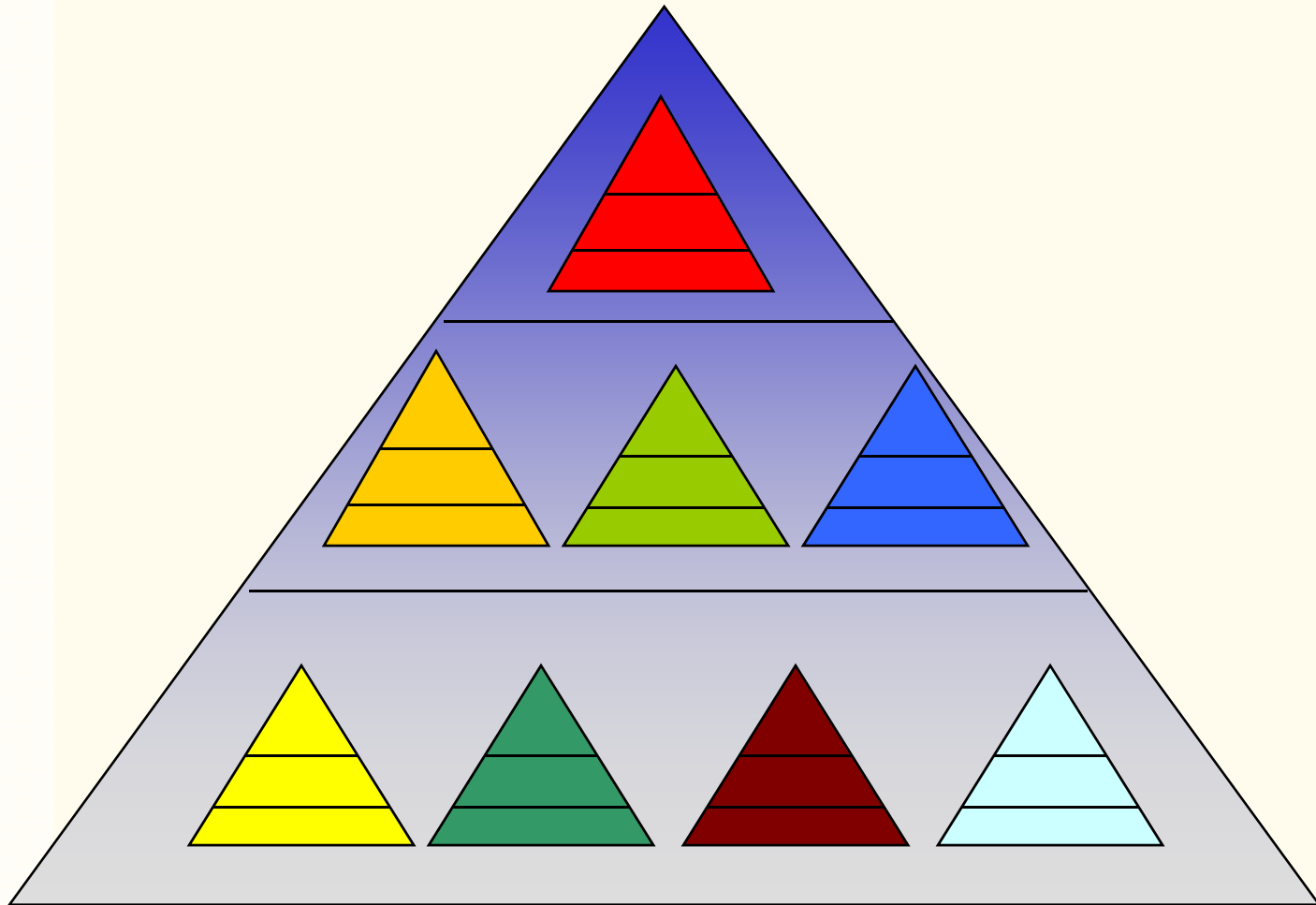


# Coherent Policy Design: Mapping the University of Michigan Model +

Educationally sound and legally defensible race-/ethnicity-conscious practices must be the product of a well-designed, institutionally aligned, and integrated process.



# Coherent Policy Design: Key Elements of a College and University System



# I. Setting the Stage for Effective Policy Development: Understanding History and Context

- A. Major Legal and Political Trends
- B. Key Demographic Trends and Projections
- C. Educational Research and Experience

# A. Major Legal and Political Trends

## Major Points of Historical Focus: 20<sup>th</sup> Century Developments

### Remedying Unlawful Discrimination

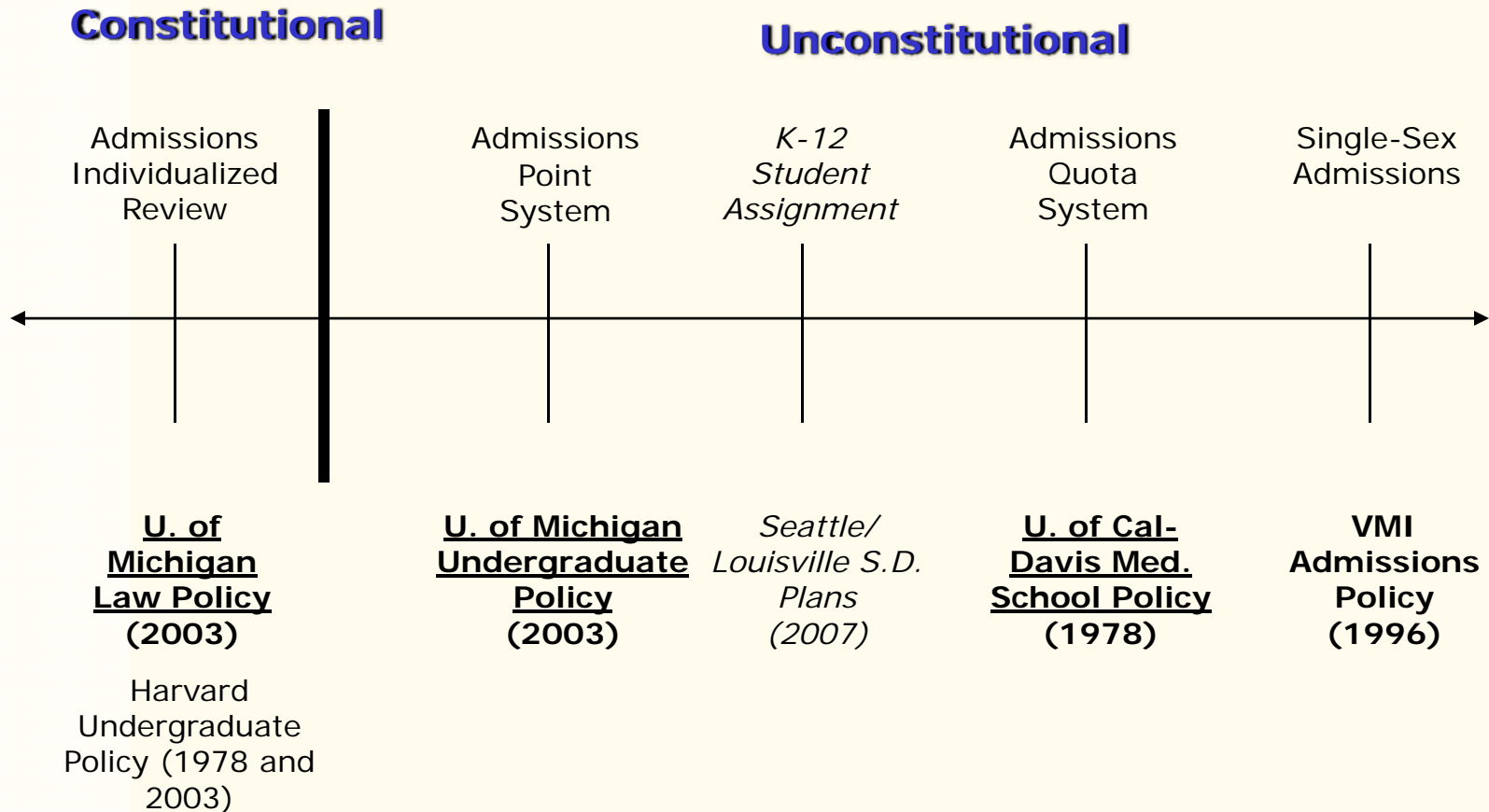
- ❑ Federal requirement for de jure higher education systems and institutions to eliminate vestiges of discrimination
  - Foundations in *Brown v. Board of Education*
  - *U.S. v. Fordice*
- ❑ Federal agency enforcement of non-discrimination laws to eliminate vestiges of discrimination
  - U.S. Department of Education Office for Civil Rights
  - U.S. Department of Justice
- ❑ Federal court action regarding race-conscious practices, including
  - *Podberesky v. Kirwan* (4<sup>th</sup> Cir. 1994)
  - *Hopwood v. Texas* (5<sup>th</sup> Cir. 1996)

### Pursuit of Social Justice Goals

- ❑ State policies designed to advance social justice/equity goals
  - Statewide efforts to achieve more equitable distribution of opportunities
  - Mandatory preferences for minority students
- ❑ Movement from traditional legal "remedial" focus to more open-ended goals
  - Elimination of societal discrimination
  - Elimination of discrimination, broadly

# A. Major Legal and Political Trends

## Three Decades of Admissions-Related U.S. Supreme Court Decisions



# A. Major Legal and Political Trends

## The Emerging Composition of the U.S. Supreme Court...and Its Consequences

2003



GRUTTER MAJORITY

GRATZ MAJORITY

2007



Seattle S.D. Majority



# A. Major Legal and Political Trends

## Under FEDERAL Law, What We Know About Diversity-Related Goals and Objectives

### ❑ YES YOU CAN (or must)

- Diversity-related goals can be compelling and support race- and ethnicity-conscious policies.
  - ❖ They must be mission-driven and educationally focused.
  - ❖ They *may* (likely) address issues of equal opportunity—if appropriately framed, and limited in scope and time.
- Objectives by which success is gauged must be established.
  - ❖ Critical mass objectives can support diversity-related goals.

### ❑ NO YOU CAN'T

- Certain goals cannot be advanced by race- and ethnicity-conscious policies
  - ❖ Curing societal discrimination
  - ❖ Achieving statistical/ population parity among subgroups of individuals
  - ❖ Racial balancing

# A. Major Legal and Political Trends

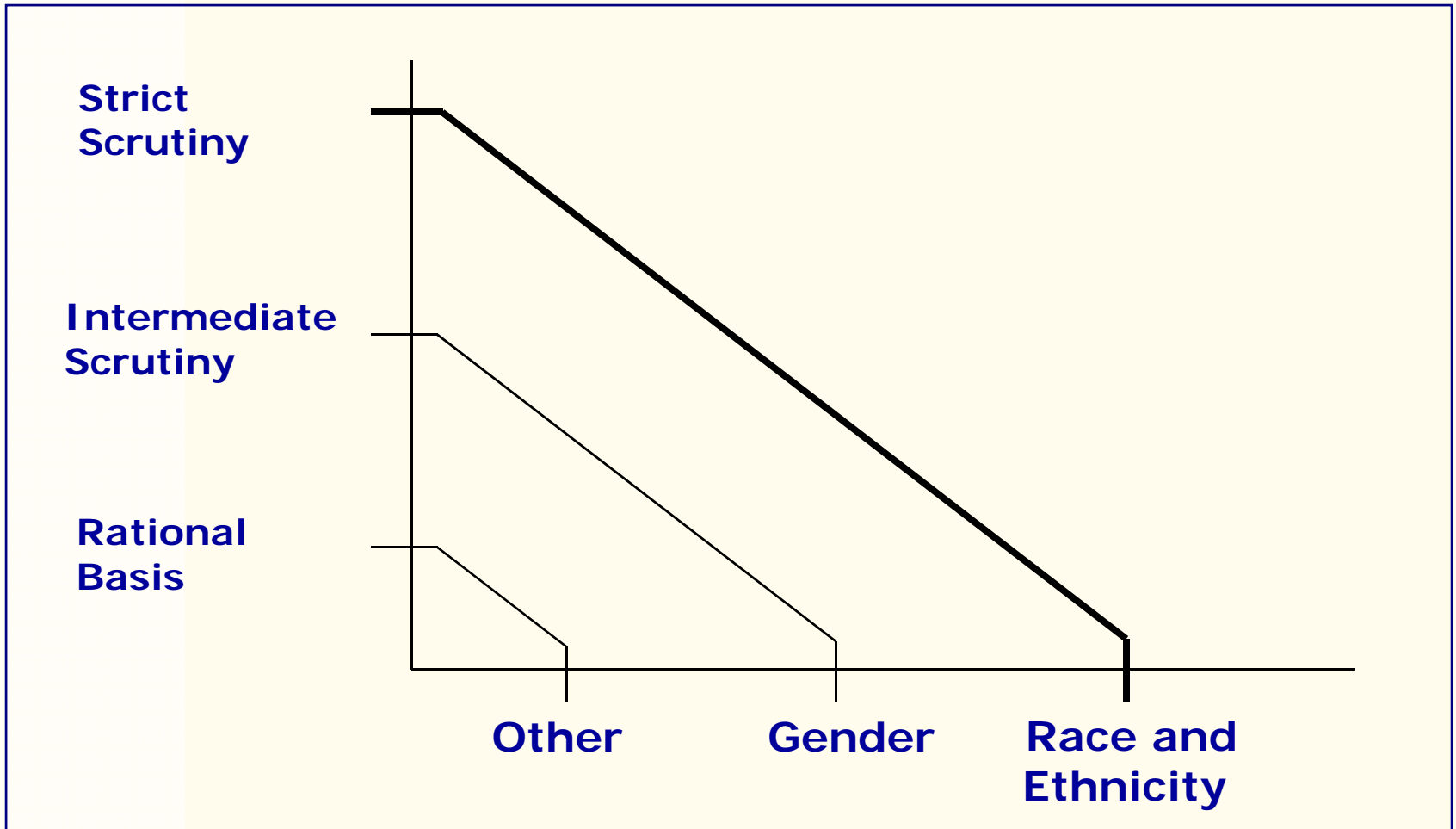
Under FEDERAL Law, What We Know About Strategies Designed to Achieve Goals

- ❑ Race-, ethnicity- and gender-conscious policies
  - Must reflect coherence between ends and means.
    - ❖ Policies must be well-calibrated and based in evidence
      - Race and ethnicity preferences must materially advance compelling goals without an over-reliance on race and ethnicity
      - Race, ethnicity, sex and gender preferences cannot be overbroad and based on stereotypes or generalizations
  - Must be the product of meaningful review and evaluation over time.



# A. Major Legal and Political Trends

Standards of Legal Review When Policies Exhibit Preferences Based Upon...



# Key Policy/Political Questions

## The Voters Enter the Fray: State Rules that Supplement Federal Law on Race, Ethnicity and Gender Preferences

### ❑ State Initiatives banning the use of race, ethnicity and gender in higher education

- 1996: California—Proposition 209
- 1998: Washington—I-200
- 1999: Florida— “One Florida Plan” [Executive Order]
- 2006: Michigan—Proposal 2

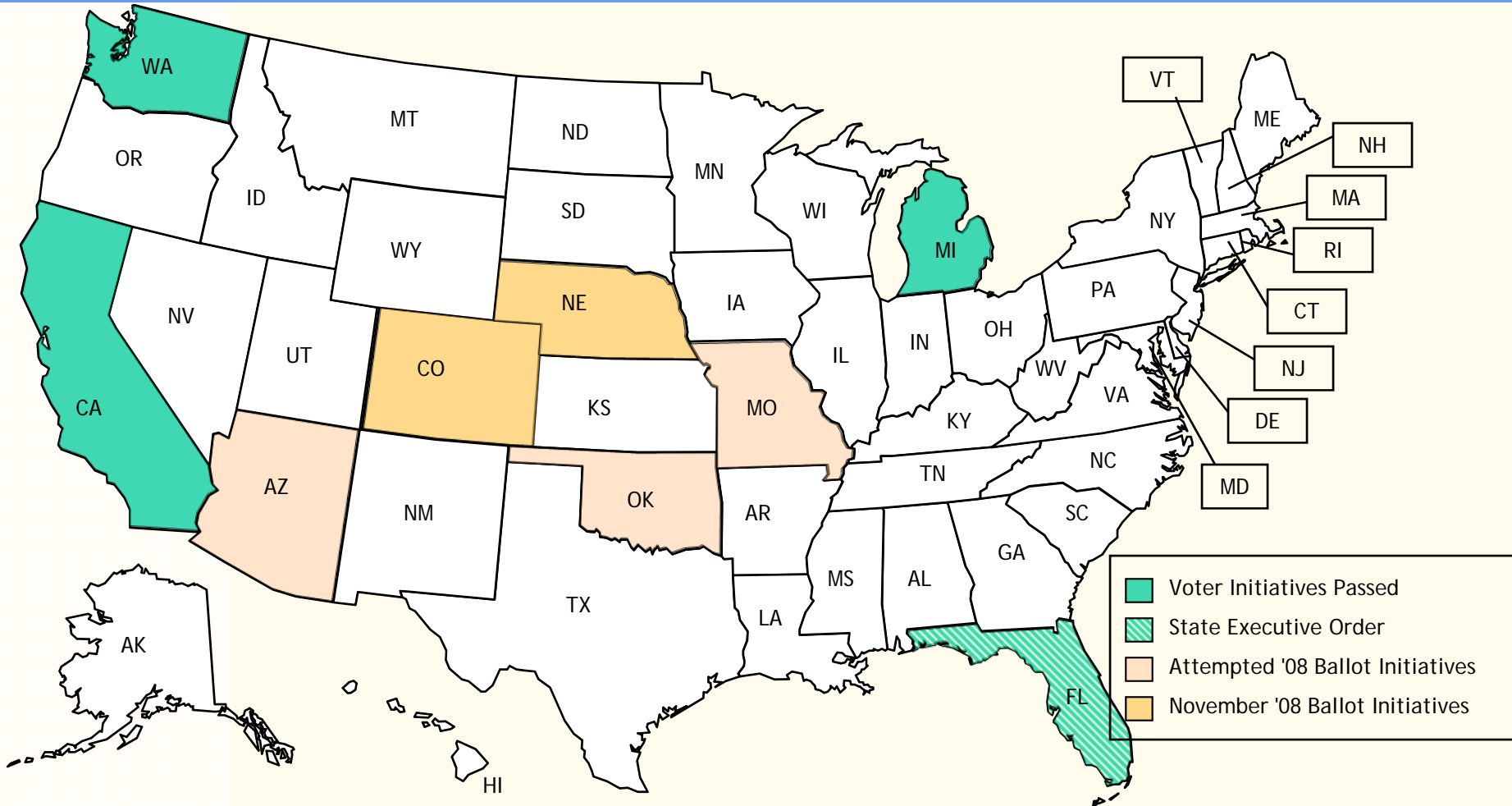
### ❑ Voter Initiatives, 2008

*"The state shall not discriminate against or give preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin in the operation of public employment, public education or public contracting."*

- Colorado - on November ballot--Defeated
- Nebraska - on November ballot--Passed
- Arizona - *Not on the November ballot*
- Missouri - *Not on the November ballot*
- Oklahoma - *Not on the November ballot*

# Major Political Developments

## Mapping Voter Preferences



# A. Major Legal and Political Trends

## Understanding the Federal-State Interplay

### ❑ U.S. Supreme Court/Federal Law

- Affirms and sets forth necessary conditions relating to a higher education institutions' choices to pursue diversity-related goals

### ❑ Voter Initiatives/State Law

- Dictate policy for public higher education institutions—defining "the choice" to be made regarding the pursuit of race- and ethnicity-conscious policies
- Actions not undermine or call into question the Supreme Court principles upon which non-affected institutions may act

# A. Major Legal and Political Trends

## The Post-Election Reality

- ❑ The "affirmative action" perspectives of the Presidential candidates and their potential consequences
  - Consequences for federal policy and enforcement
    - ❖ U.S. Department of Education: Policy and OCR Enforcement
      - Recent federal guidance and reactions
  - Impact on institutional policy development

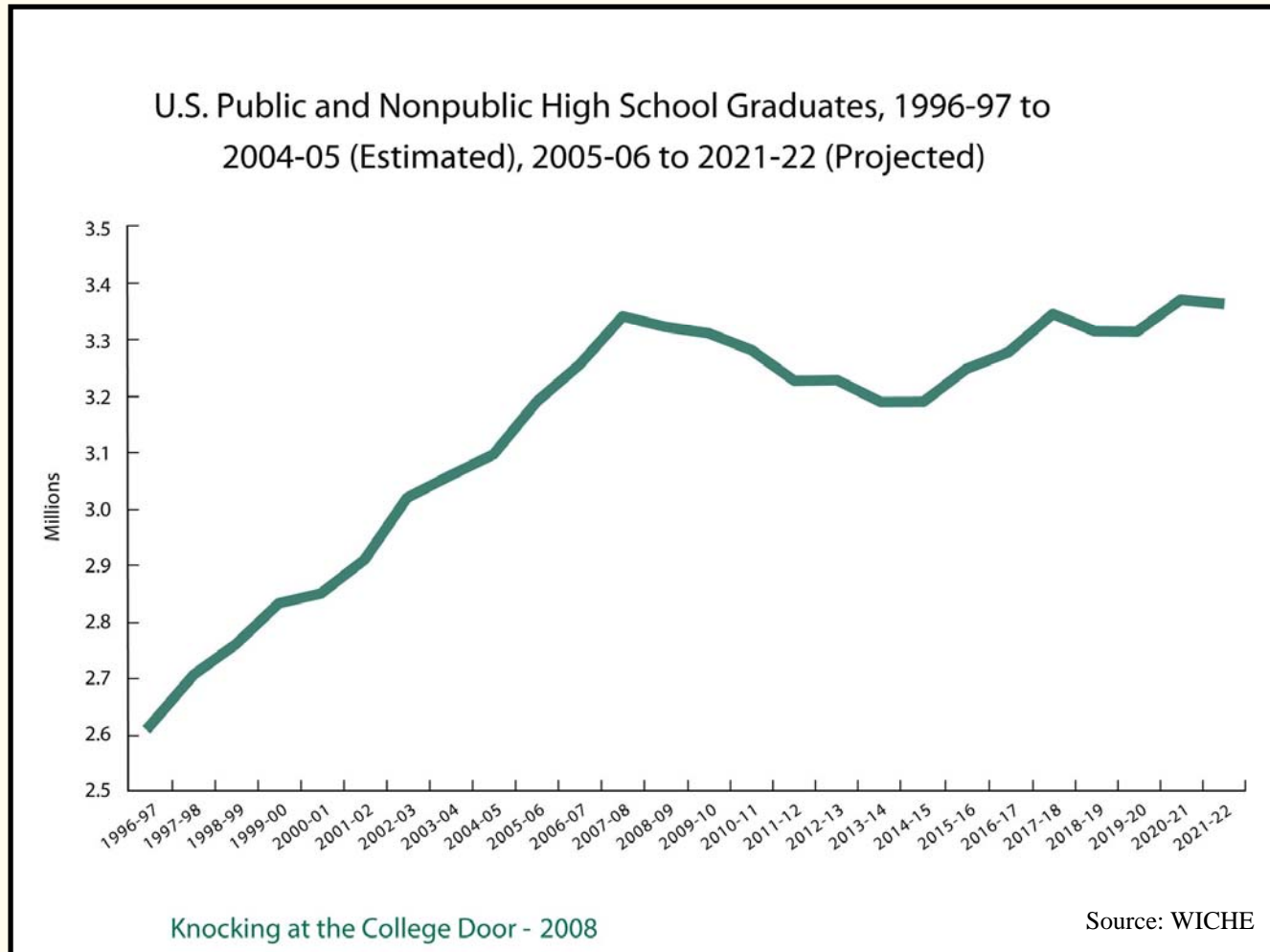
# A. Major Legal and Political Trends

## MAJOR TAKEAWAYS

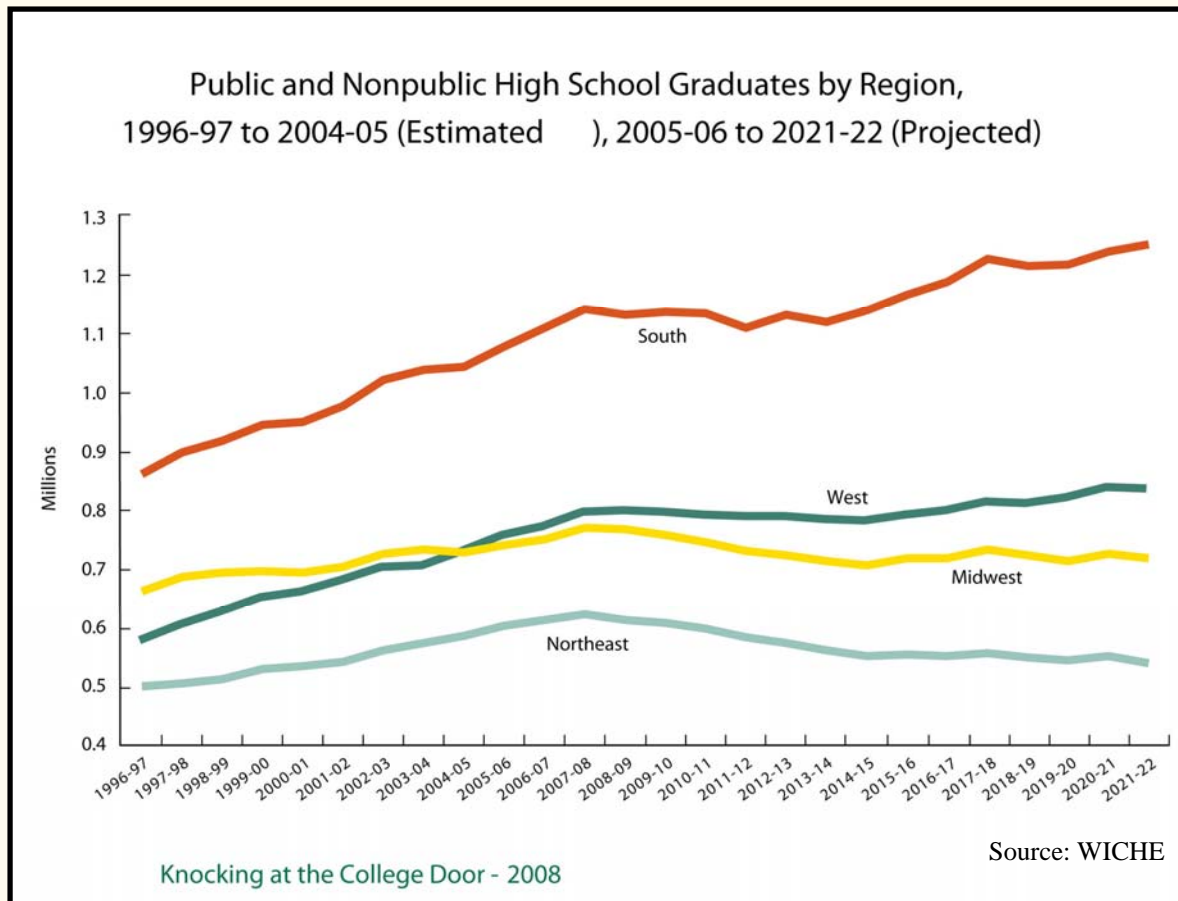
- ❑ Institutional policies—and decisions regarding those policies—do not operate in a vacuum. There are major national, federal, state, local trends that must be continuously evaluated.
- ❑ The court-watching obsession risks diverting attention from equally critical activity with significant bearing on effective policy development. Multiple strands of activity merit significant focus.

# B. Demographic Projections

*From WICHE, Knocking on the College Door*



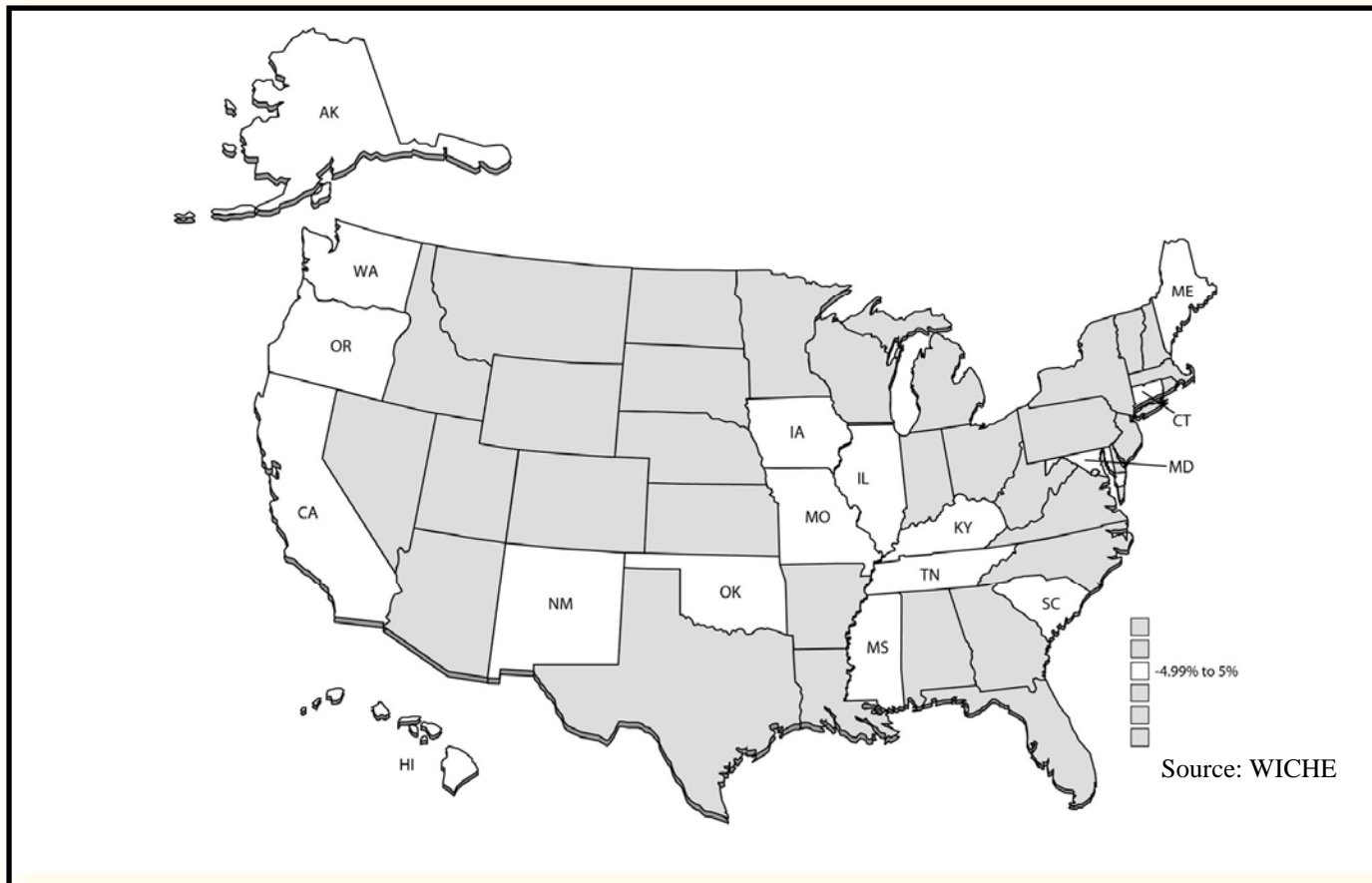
# B. Demographic Projections





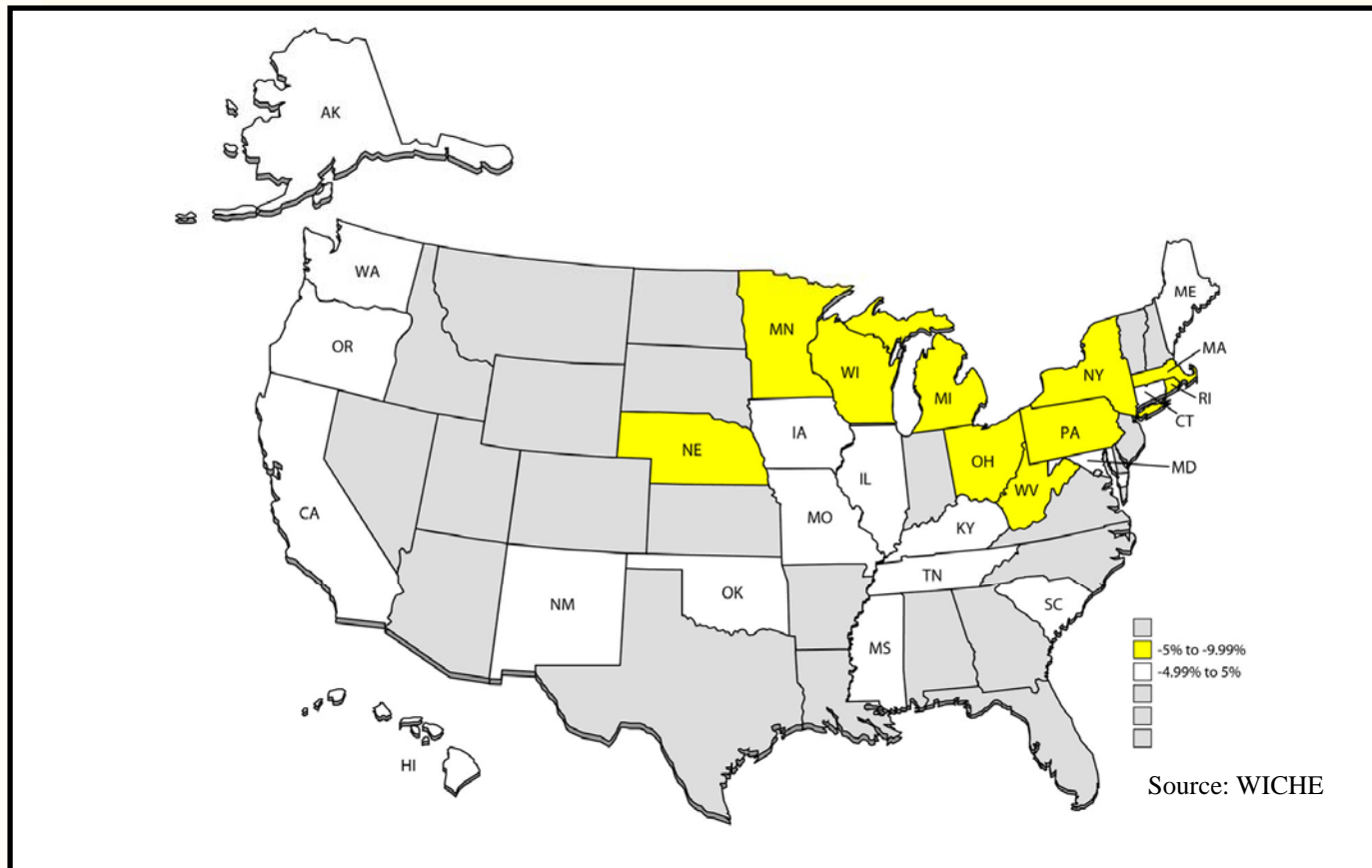
# B. Demographic Projections

Contribution to the Nation's Change in Total High School Graduates Relative to 2004-2005, by Region



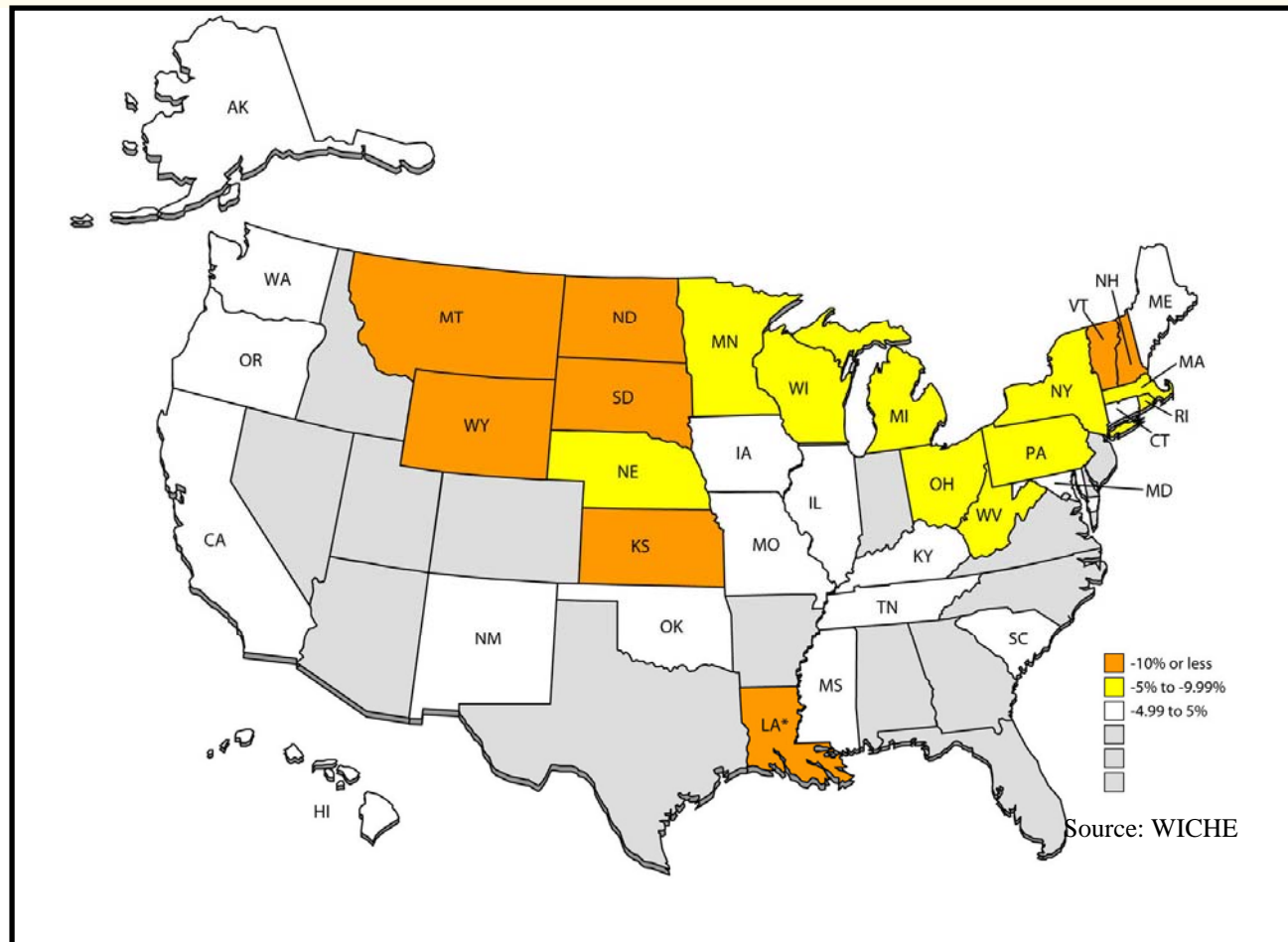
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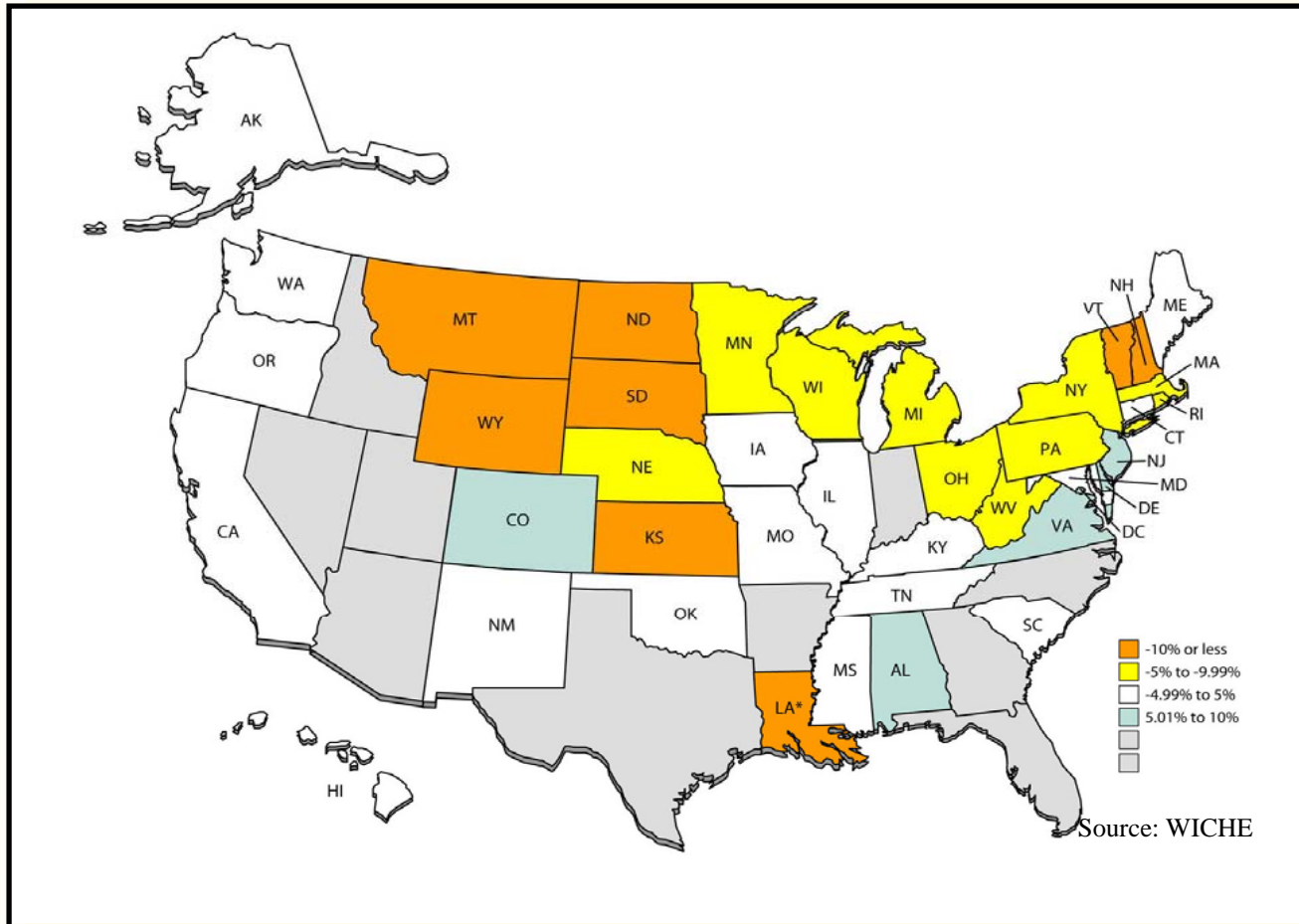
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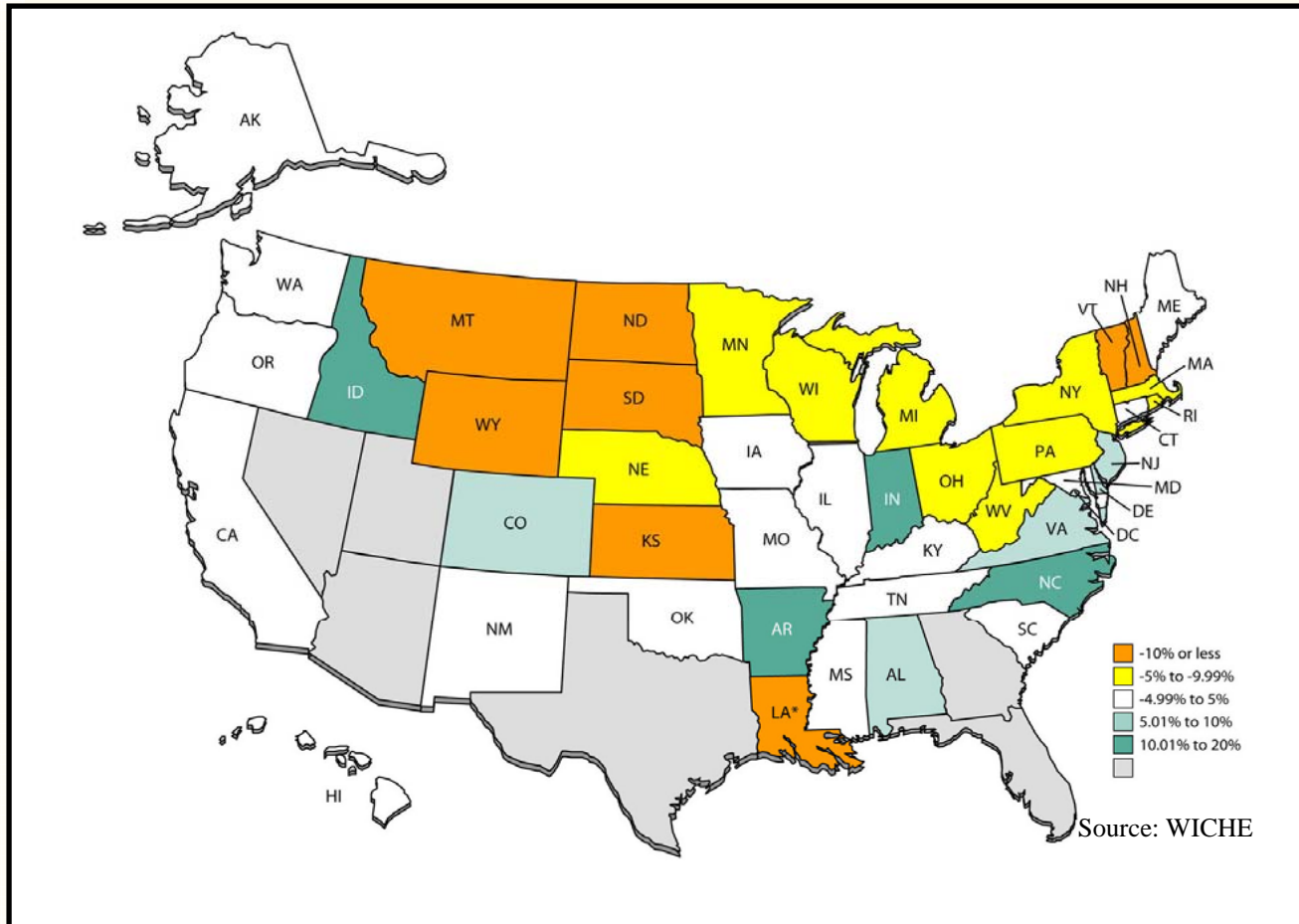
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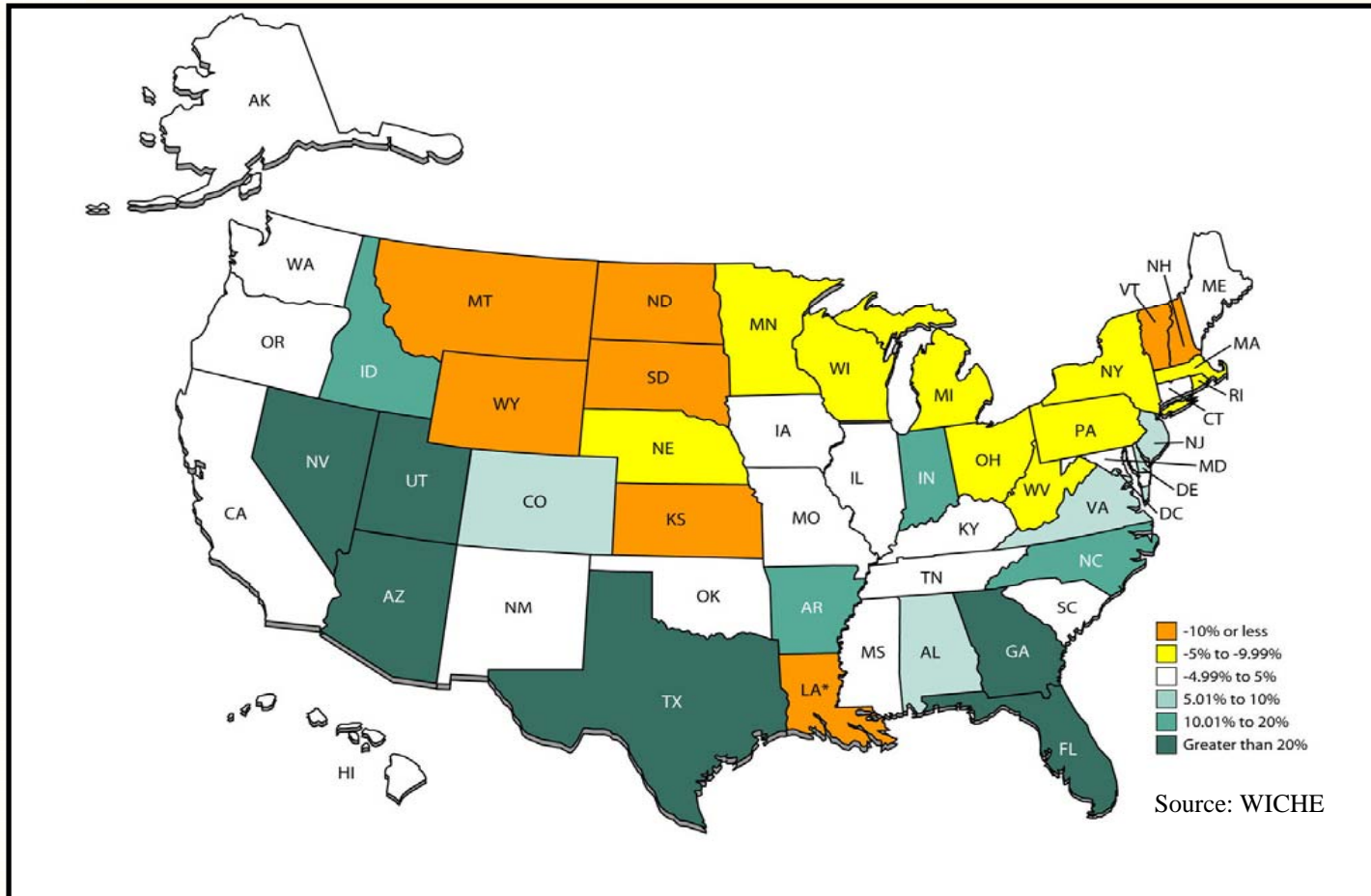
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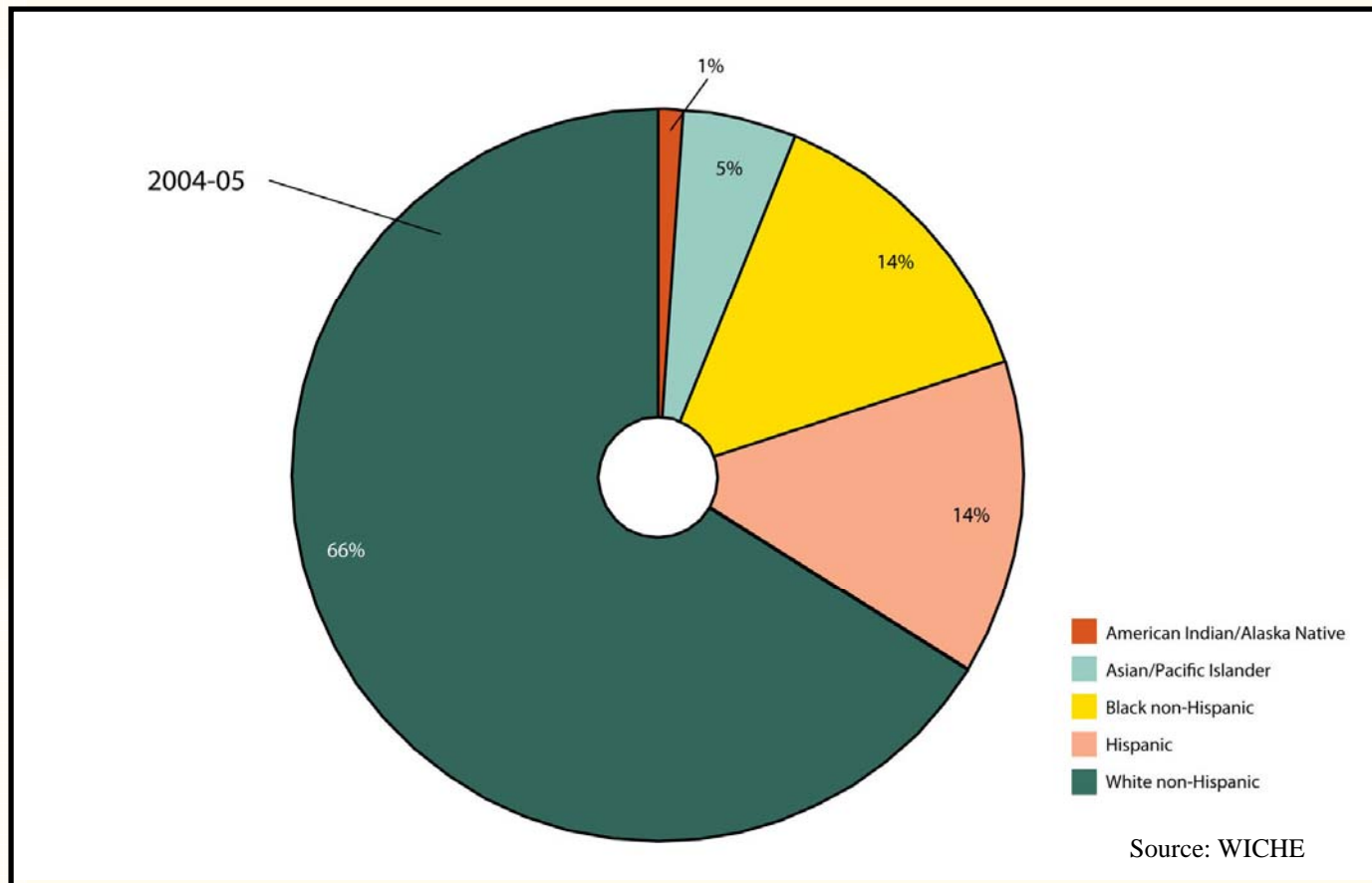
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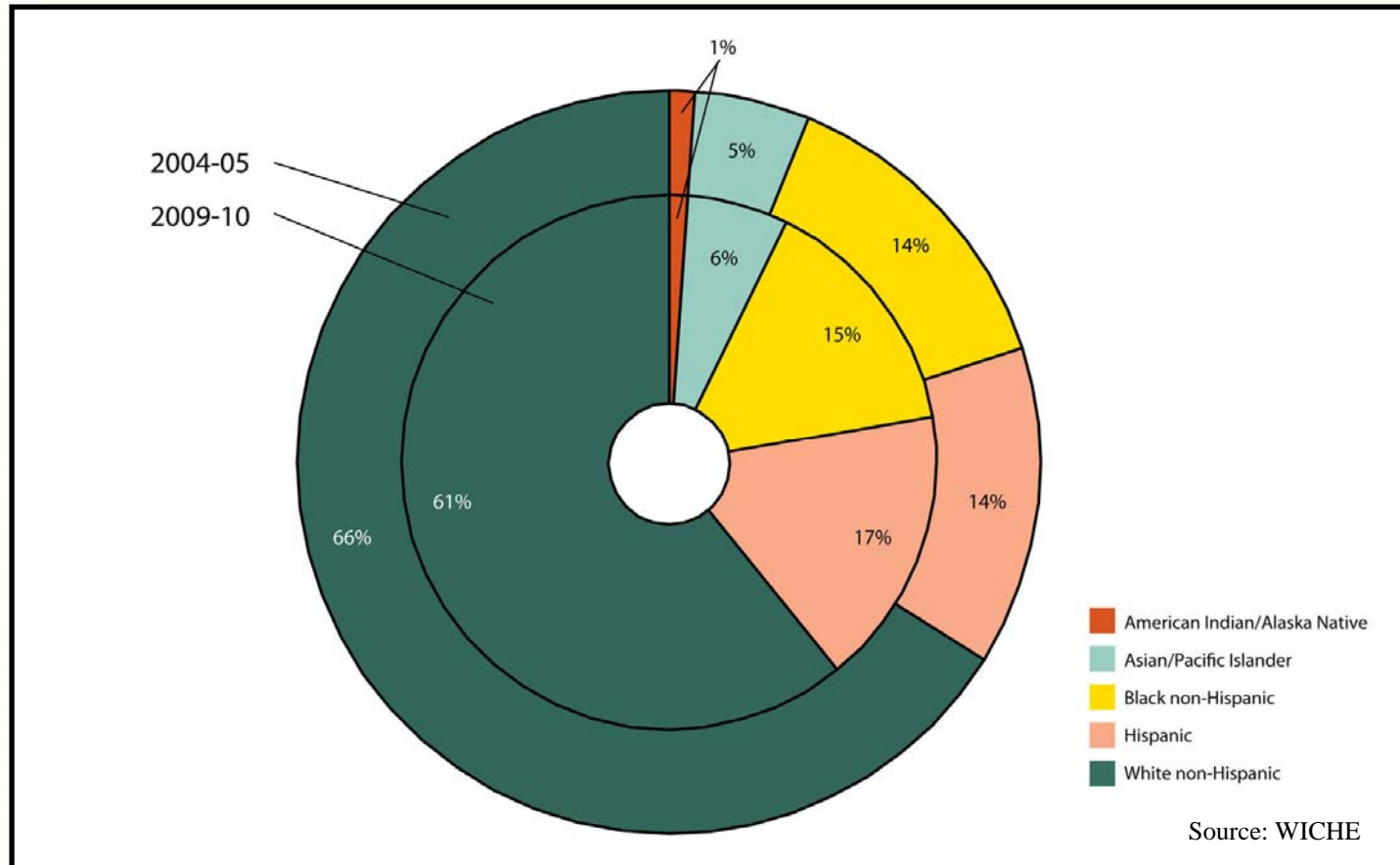
## B. Demographic Projections

Composition of Public High School Graduates in the US -- By Race/ Ethnicity, 2004-2005 (Actual); 2009-2010 and 2014-2015 (Projected)



## B. Demographic Projections

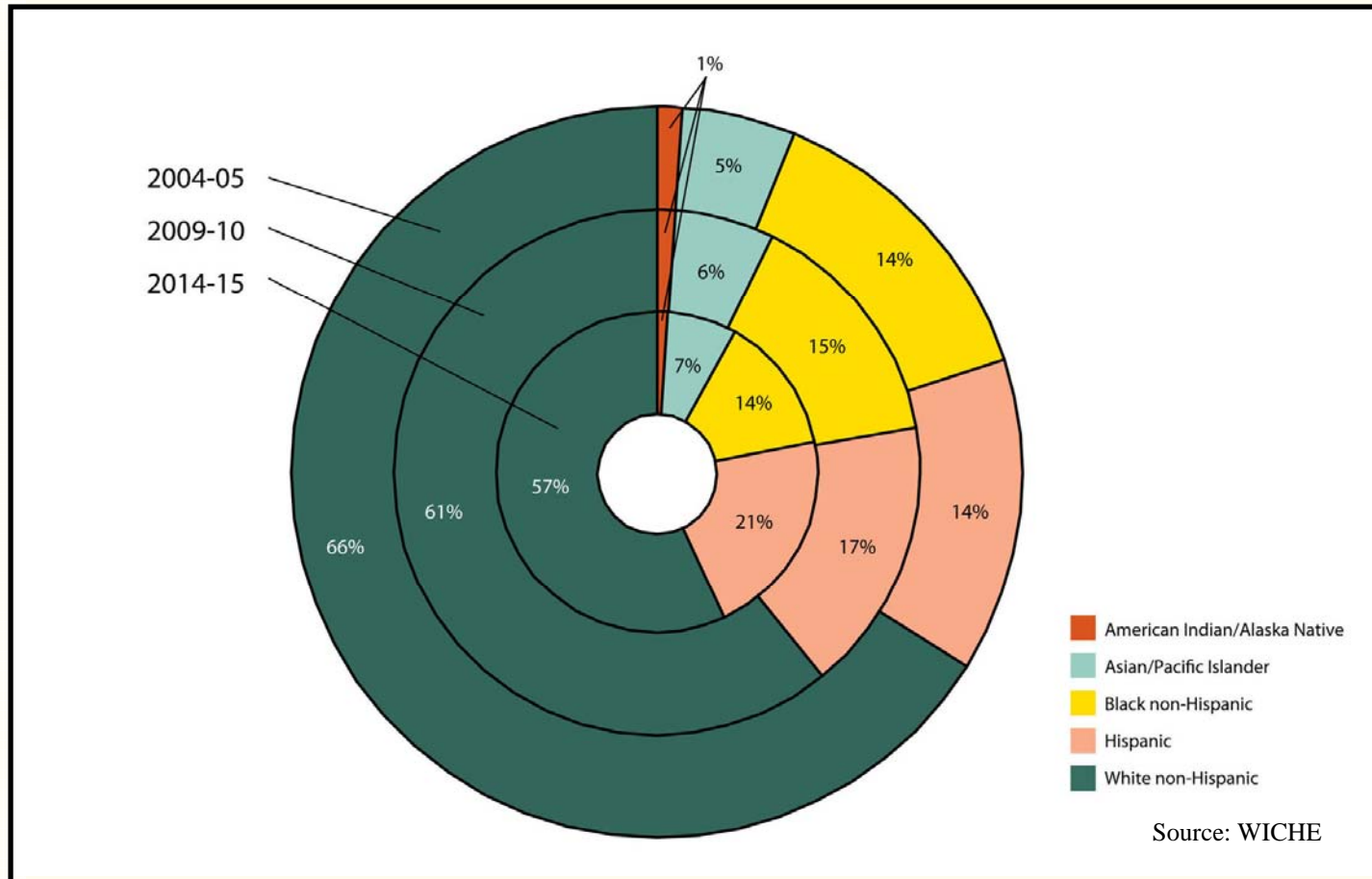
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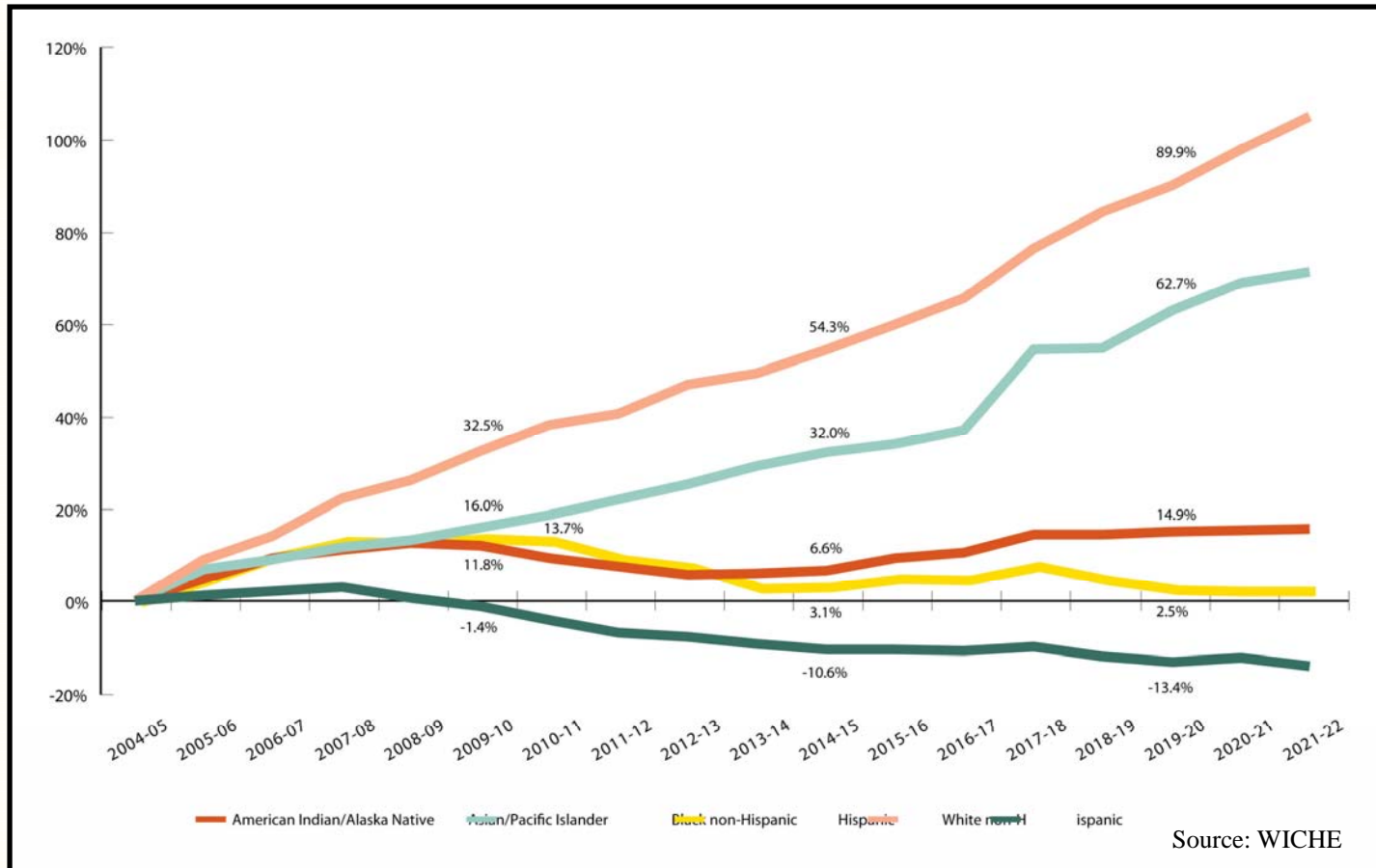
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Composition of Public High School Graduates in the US - By Race/ Ethnicity, 2004-2005 (Actual); 2009-2010 and 2014-2015 (Projected)



## B. Demographic Projections

Cumulative Percent Change in US Public School Graduates -- Relative to 2004-2005 by Race/Ethnicity



## B. Demographic Projections

### MAJOR TAKEAWAYS

- ❑ Higher education's commitment to promoting expanded *access* for underserved students and on-campus student **diversity** for historically underrepresented students dovetails with major demographic projections
- ❑ But are we ready?

# C. Educational Research & Experience

Educational research on the benefits of student diversity

## “Substantial” and “Real” Educational Benefits of Diversity

- Promotes cross-racial understanding
- Breaks down racial stereotypes
- Enables students to better understand persons of different races
- Enhances classroom discussion

Higher Education

- Promotes better learning outcomes
- Better prepares students for increasingly diverse workforce and society
- Provides visible pathways to positions of leadership, promoting confidence in the “openness and integrity of education institutions”

# C. Educational Research & Experience

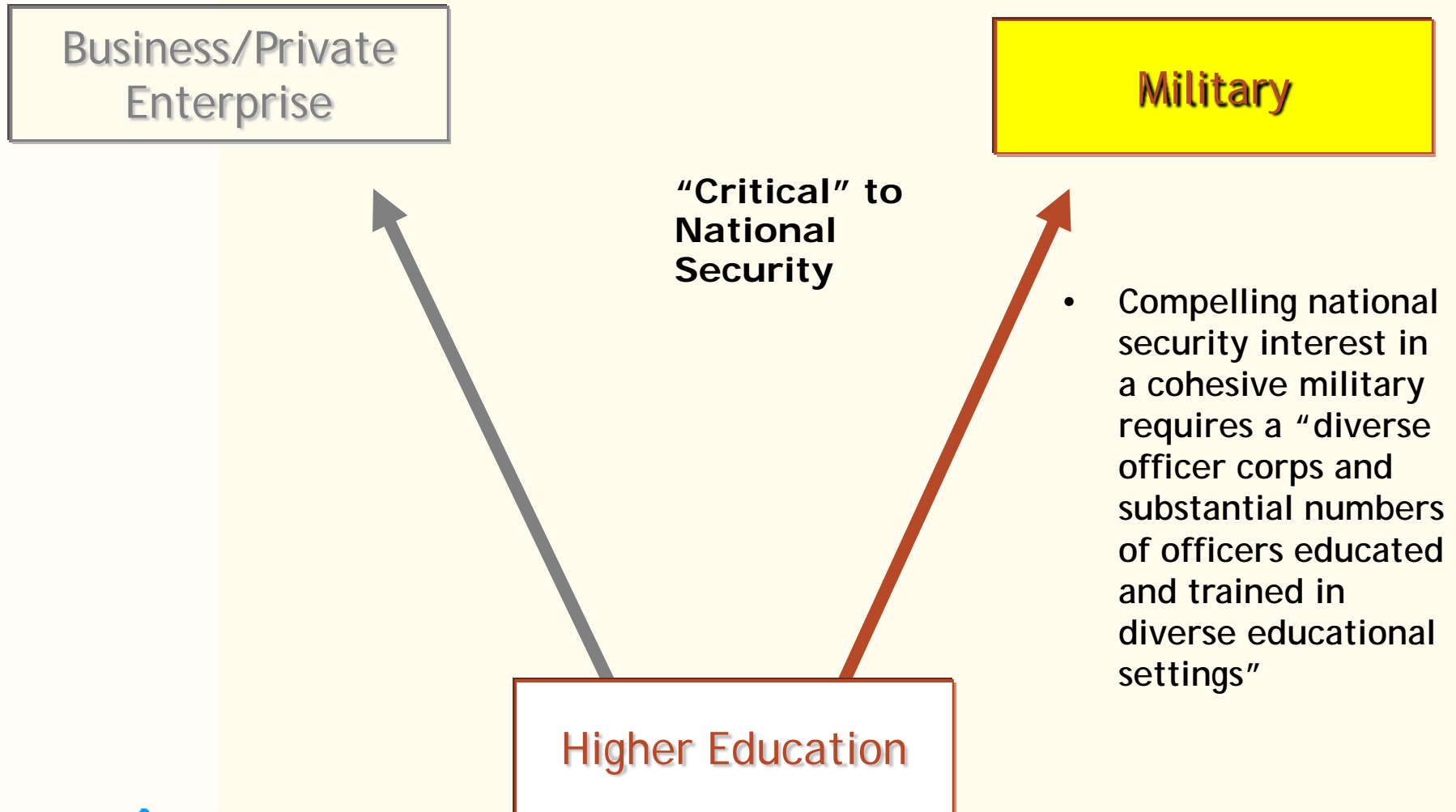
## Business/Private Enterprise

The future of American business and the economy are tied to diversity.

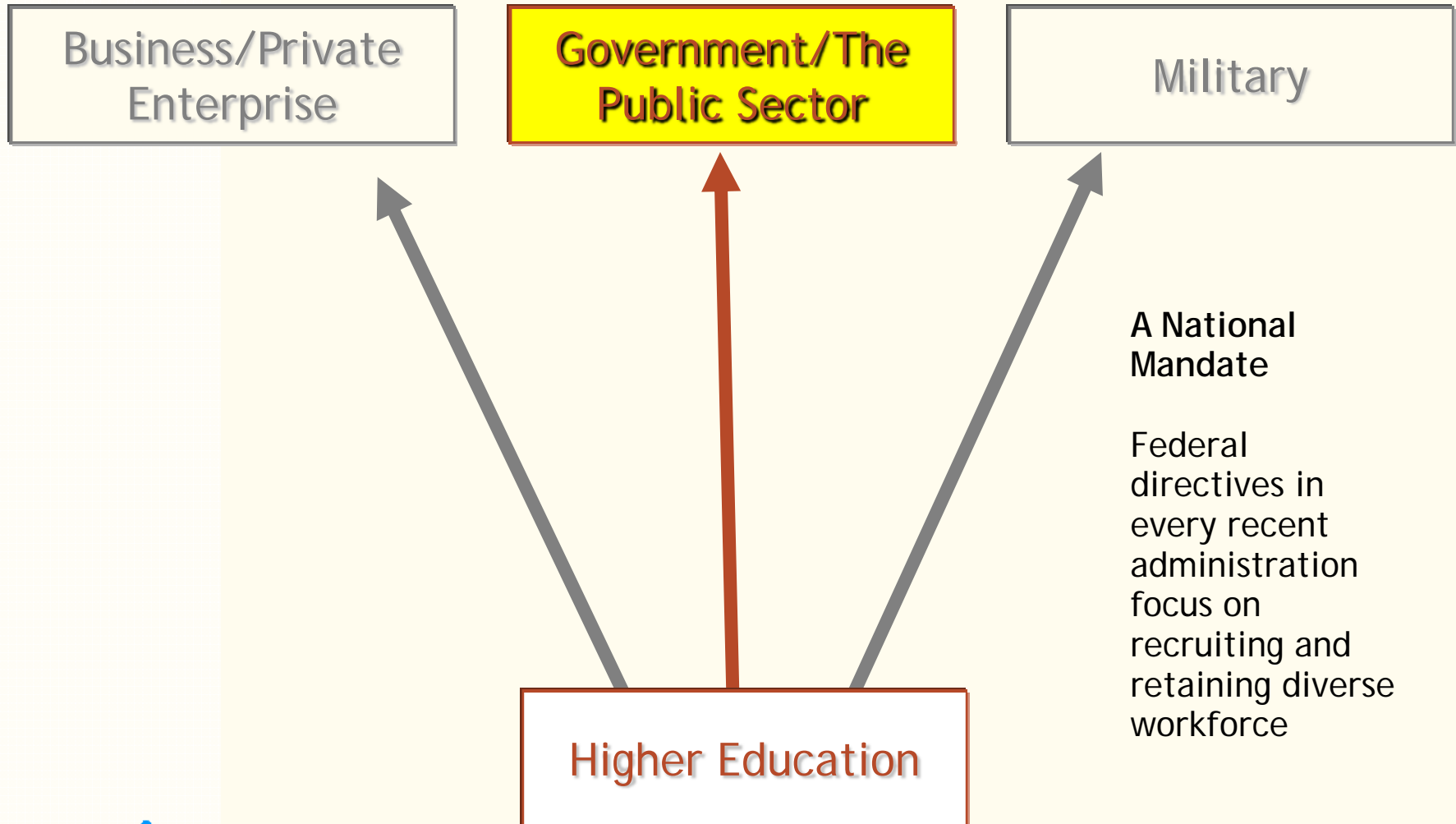
- Benefits associated with diversity:
  - Work better with others from different backgrounds
  - View issues from multiple perspectives
  - Respond appropriately to cultural differences of customers, colleagues and employees.

## Higher Education

# C. Educational Research & Experience



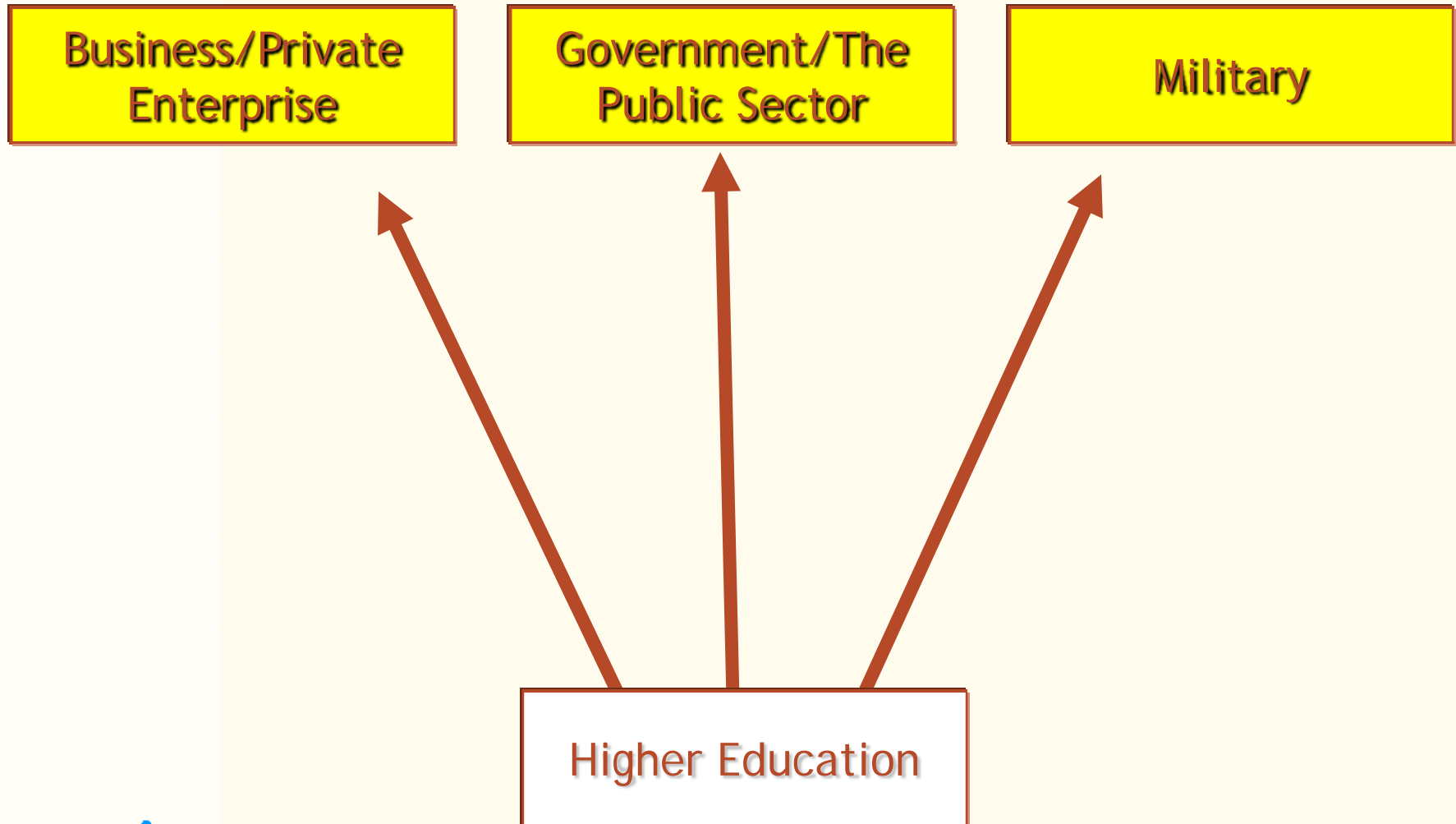
# C. Educational Research & Experience



A National Mandate

Federal directives in every recent administration focus on recruiting and retaining diverse workforce

# C. Educational Research & Experience





# C. Educational Research and Experience

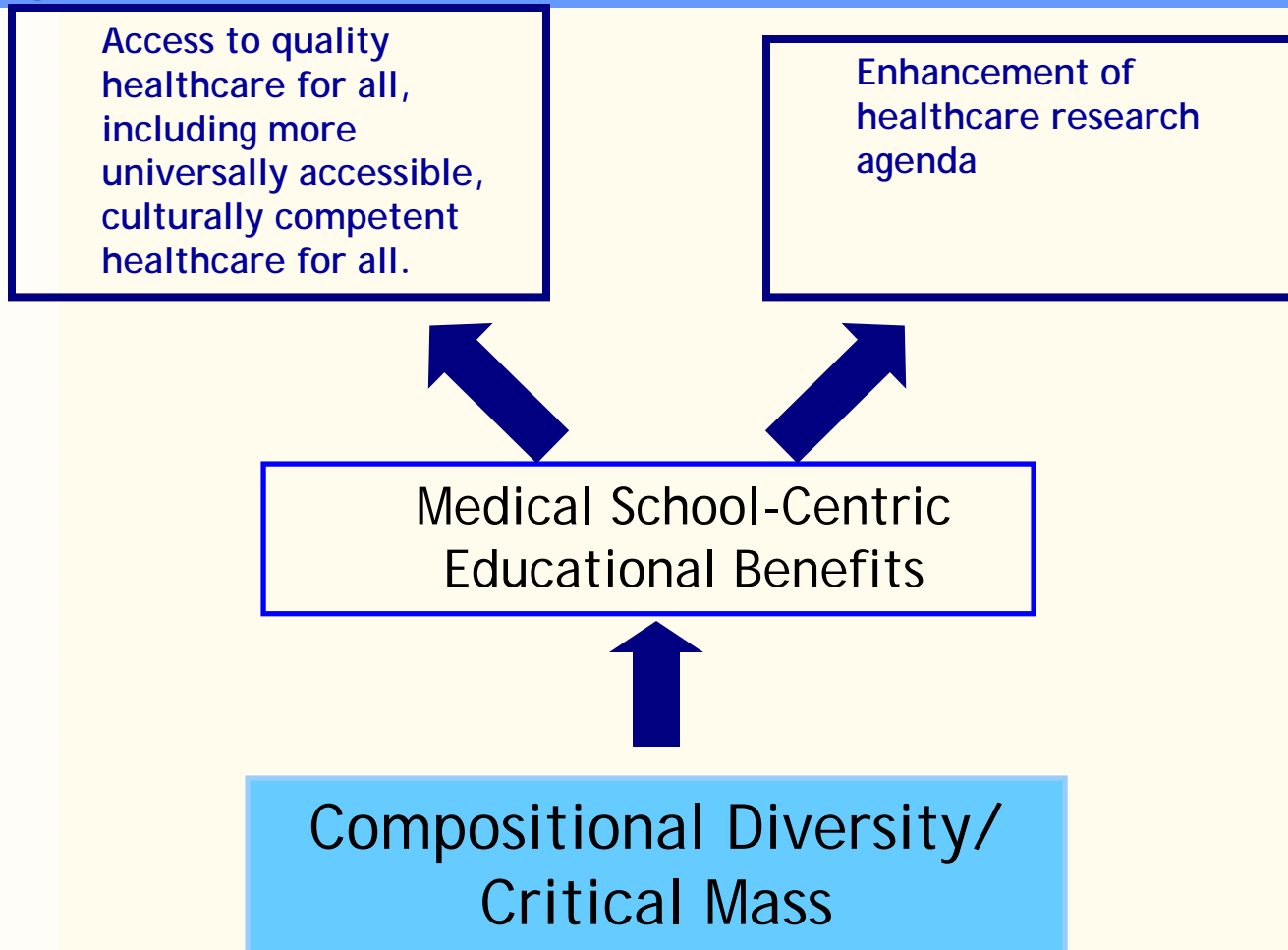
## Adaptability to Specific Educational and Social Contexts

From AAMC, *Roadmap to Diversity: Key Legal and Educational Foundations for Medical Schools*

- ❑ The medical profession's core obligation is to meet our nation's many health needs as comprehensively as possible. This obligation includes training a sufficient number of able physicians in different practice areas and ensuring that competent medical care is available to all citizens.
- ❑ Medical schools must address pervasive racial and ethnic disparities in health care, including unequal access to quality services.
- ❑ Medical schools must provide the supply of professionals that will meet patients' needs, which may include preferences for professionals of the same race or those proficient in the patient's native language.
- ❑ Medical schools must play active roles in broadening and strengthening our nation's health care research agenda.

# C. Educational Research and Experience

## Diversity in Medical Education: A Means to An End



# C. Educational Research and Experience

## MAJOR TAKEAWAYS

- ❑ There are good bases for linking social science research regarding student diversity with desired educational outcomes.
  - Linkage between compositional diversity and accountability to benchmarks
  - Connections with renewed focus on higher education accountability
  - Synergies in core messaging and branding regarding the unique educational opportunities offered



## II. Foundations for Effective Leadership and Engaging Stakeholders

# Overview

## Key Questions

- ❑ How do we talk about diversity?
- ❑ When we talk about "diversity" or "access" do we really know what we're talking about?
- ❑ How do we tap into "mainstream thinking" and current policy trends to effectively shape a dialogue?
- ❑ Can we acknowledge shades of gray...and still succeed in achieving our educational goals?

➤ *Group Exercise*

# Overview

## A Dialogue That Reflects Shades of Gray

### ☐ Senator Obama

- Belief that race-conscious affirmative action is "absolutely necessary"
- Reservations about "advantaged" children "getting more favorable treatment than a poor white kid who has struggled more."
- Concerns about accomplished minority students at universities living "under a cloud they [can]not erase."
- Positive reactions to prospects for "class-based affirmative action"

### ☐ Justice Kennedy

#### ➤ Recognition

- ❖ Of an "enduring hope ... that race should not matter; [and] the reality is that too often it does..."
  - ❖ That in the real world, it is regrettable to say [that Justice Harlan's axiom, 'our Constitution is color-blind'] cannot be a universal constitutional principle.
- Hostility toward "differential treatment based on racial typing of individuals...."

# Key Concepts and Definitions

## □ Affirmative Action

- *Not* a concept that applies to forward-looking, student-focused educational goals
  - ❖ Historically, applied to remedial and social justice aims--curing the problems of the past
- At a minimum
  - ❖ Lacks precision, invites ambiguity
  - ❖ Used effectively by those who seek to confuse and obfuscate
- Alternatives

# Key Concepts and Definitions

## □ Diversity

- A term that
  - ❖ Cannot be defined only with reference to race and/or ethnicity under existing federal law
  - ❖ Should be defined with an institution- and school-specific focus
    - There are no one-size-fits-all definitions
  - ❖ Demands sufficient framing to guide institutional action
- Research-based frameworks
  - ❖ Structural or compositional diversity: numerical or proportional mix of students
  - ❖ Curricular diversity: institutionally structured programs/curricula
  - ❖ Informal interactional diversity: interactions with peers
- Examples



# Key Concepts and Definitions

## □ Race-conscious and race-neutral

### ➤ *Race-conscious policies*

- ❖ Explicit racial classifications
- ❖ Neutral on their face but motivated by a racially discriminatory purpose, resulting in racially discriminatory effects

### ➤ *Race-neutral policies*

- ❖ Neutral in language and intent
- ❖ "Inclusive" outreach and recruitment policies that expand efforts to generate additional applicant interest, which may be race-targeted, but which do not confer material benefits to the exclusion of non-targeted students

### ➤ Examples of related terms that may have different (and confusing) meanings

- ❖ Race-based
- ❖ Race-exclusive...race-as-a-factor
- ❖ Race preferences

- Note Justice Kennedy's contemplation that race-conscious (in intent) policies that operate in race-neutral ways—which "do not lead to different treatment based on a classification that tells each student he or she is to be defined by race"—are unlikely to trigger strict scrutiny.

# Key Concepts and Definitions

## □ Quota

- A practice that "insulates each category of applicants with certain desired qualifications from competition with all other applicants." (*Grutter*)
- A program in which a certain fixed number or proportion of opportunities are reserved exclusively for certain minority groups....Quotas impose "a fixed number or percentage which must be attained, or which cannot be exceeded." (*Grutter*)
- Contrasting examples
  - ❖ Holistic admissions/financial aid

# Key Concepts and Definitions

## □ Underrepresented Students

- A meaningful concept only with regard to your point of reference. (Think about it.)
- In policies that track the University of Michigan's Court-approved language: Underrepresented is defined with respect to groups of students for whom there are insufficient numbers to establish a critical mass that will advance the educational benefits of diversity.
- Note Kennedy's recognition that the law school's director of admissions testified that faculty members were "breathtakingly cynical" in deciding who would qualify as a member of underrepresented groups.
- Examples of potentially problematic language

# Key Concepts and Definitions

## □ Critical Mass

- “A minority group (especially one that has been discriminated against) is easily marginalized when only a small presence in a larger population....As the group’s presence and level of participation grows, at a particular point the perspective of members of the minority group and the character of relations between minority and non-minority changes qualitatively....The discrete point [at which this occurs] is known as ‘critical mass.’”
- ❖ The critical mass that the University of Michigan sought to achieve was “neither a rigid quota nor an amorphous concept defying definition. Instead, it [wa]s a contextual benchmark that allows the Law School to exceed token numbers within its student body and to promote the robust exchange of ideas and views that is so central to the Law School’s mission.” [AERA Brief]

# More than Rhetoric...

## Effective Communications

### Values

- ❑ It is time for us to be clear about what we value, and why. And to make the case that supports it.
- ❑ Competing, legitimate interests
  - Color blindness
  - Fairness
  - Social justice
  - Educational excellence
  - Merit

# More than Rhetoric...

## Effective Communications

### Merit

- ❑ We must be absolutely, categorically clear that students admitted (or that receive certain aid, etc.) are completely qualified to perform, and that there is no dual standard in gauging likely success.
- ❑ This requires
  - A more robust conversation about tests and grades
  - More engagement on issues of national rankings and methodologies

# More than Rhetoric...

## Effective Communications

### Distinguishing the educational imperative from the social justice case

- ❑ Back to goals: What are you trying to achieve, and why?
  - Educational aims
  - Social justice aims
  - Remedial aims
  - Some combination?
  
- ❑ "Barak Obama's political success might claim an unintended victim: affirmative action, a much-debated policy he supports.... [A]ffirmative action now confronts a challenge to its very reason for existing. If Americans make a black person the leading contender for president...how can racial prejudice ... justif[y] special efforts to place minorities in coveted jobs and schools? AP article, July 1, 2008.

# More than Rhetoric...

## Effective Communications

### Strategic Partners and External Validators

- ❑ The Power of the Unexpected
- ❑ Lessons Learned from Success
  - University of Michigan advocacy in *Grutter*
    - ❖ Business community
    - ❖ Military support
    - ❖ Education/research support
    - ❖ The role of data and evidence



# More than Rhetoric...

## Effective Communications

### MAJOR TAKEAWAYS...

- ❑ The need to shift from reflexive to strategic...and all that entails
  - What is the case we are making, and why is it important to mission success?
  - How do diversity interests dovetail with other educational aims—or not—and how do we address those synergies and tensions effectively?
  - How transparent are we in describing our processes and the values upon which they are premised?



## IV. Key Policy Elements and Foundations: Practical Guidance

# Defining Goals and Objectives

OVERVIEW: Overarching "Drivers" of How Goals and Objectives May be Framed

- ❑ Institutional Mission, History and Culture
- ❑ Educational Trends
  - Demographic Changes
- ❑ Federal and State Law
- ❑ Accreditation Standards

# Defining Goals and Objectives

## OVERVIEW: Distinguishing Between Diversity and Access Goals and Objectives

### □ Diversity Goals and Objectives: Educational Benefits Are Primary

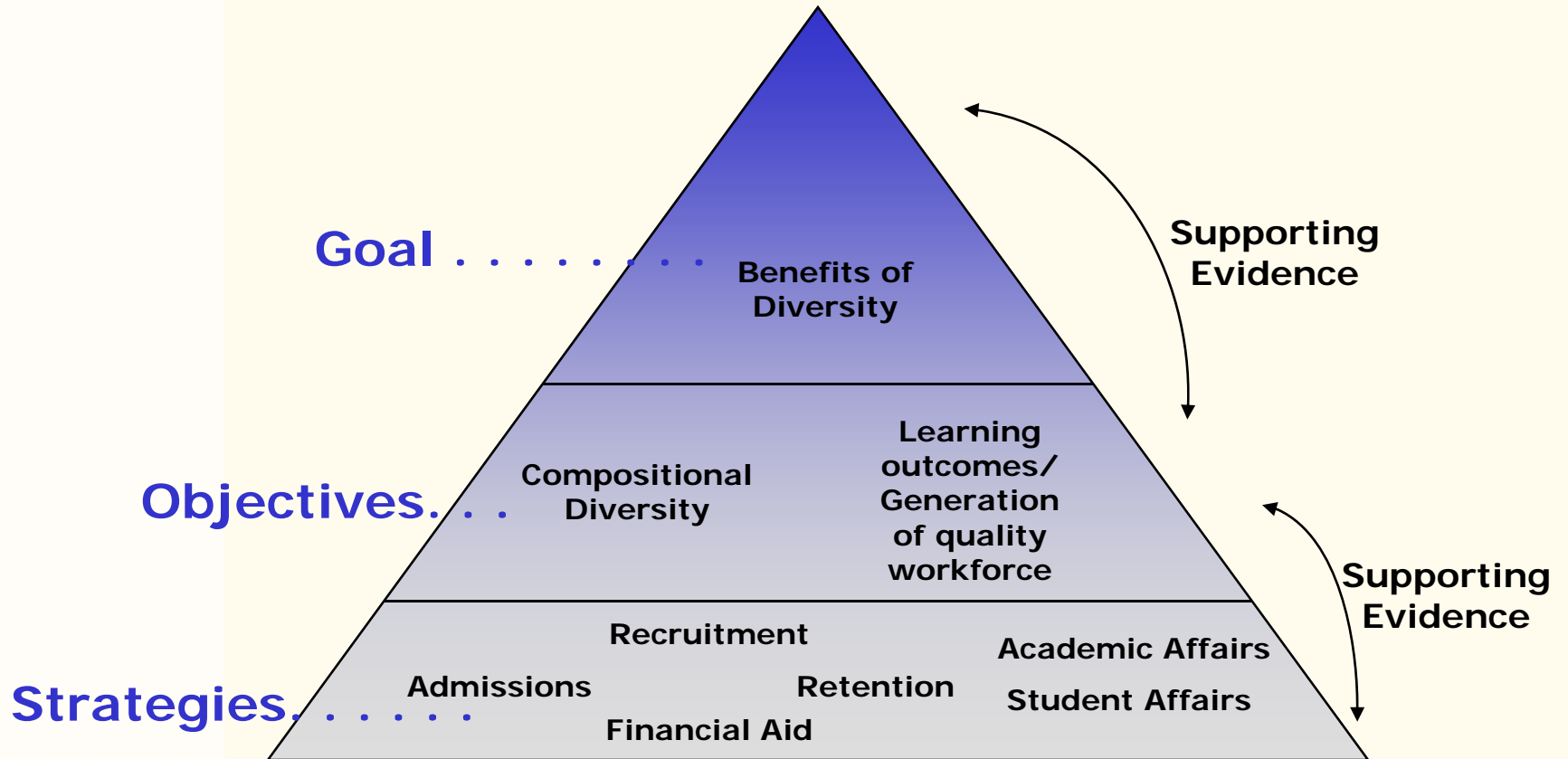
- Recruitment
- Financial Aid
- Admissions
- Retention

### □ Access Goals and Objectives: An Expanded Pipeline Is Primary

- Pipeline Investment
- Enrichment Program Support
- Outreach

# Defining Goals and Objectives

## The Benefits of Diversity Model



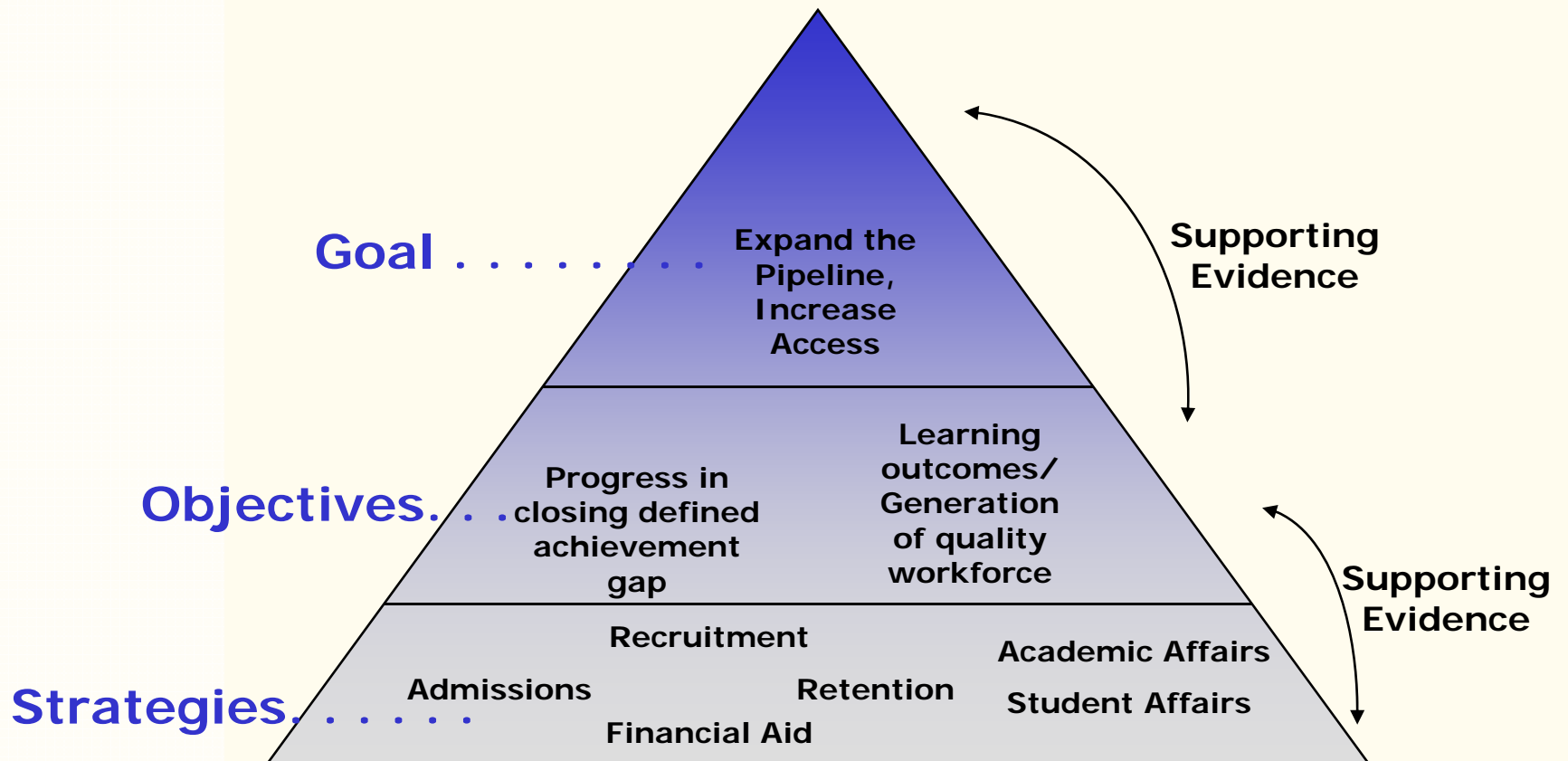
# Defining Goals and Objectives

## The Benefits of Diversity Model: Critical Mass Policy Parameters

- ❑ Directly linked with educational goals
  - Not to assure “some specified percentage of a particular group merely because of race or national origin,” but to achieve “the educational benefits that diversity is designed to produce.”
- ❑ Premised on the need to attract sufficient numbers of underrepresented students that will advance educational goals—based on institution-specific research and data
  - To ensure the “presence of ‘meaningful numbers’ ...of ‘students from groups which have been historically discriminated against....’ and who are “particularly likely to have experiences and perspectives of special importance to [its] mission.”
- ❑ Not defined with reference to rigid, numerical targets or goals (no quotas!)
  - Not the equivalent of seeking a “specific number of students of particular races” or seeking “a hard and fast number” of students.
- ❑ One objective among many other (sometimes competing) enrollment management objectives

# Defining Goals and Objectives

## The Access Model



# Defining Goals and Objectives

## The Access Model: What the Court Has Said

Justice O'Connor in *Grutter* [for the majority (5)]

*Education is the very foundation of good citizenship...[and, as a result,] the diffusion of knowledge and opportunity through public institutions of higher education must be accessible to all individuals regardless of race or ethnicity....Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if the dream of one Nation, indivisible, is to be realized....Moreover, universities...represent the training ground for a large number of our Nation's leaders...[and] it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity.*



# Goals and Objectives

## The Access Model: What the Court Has Said

### Justice Kennedy in *Seattle S.D.*:

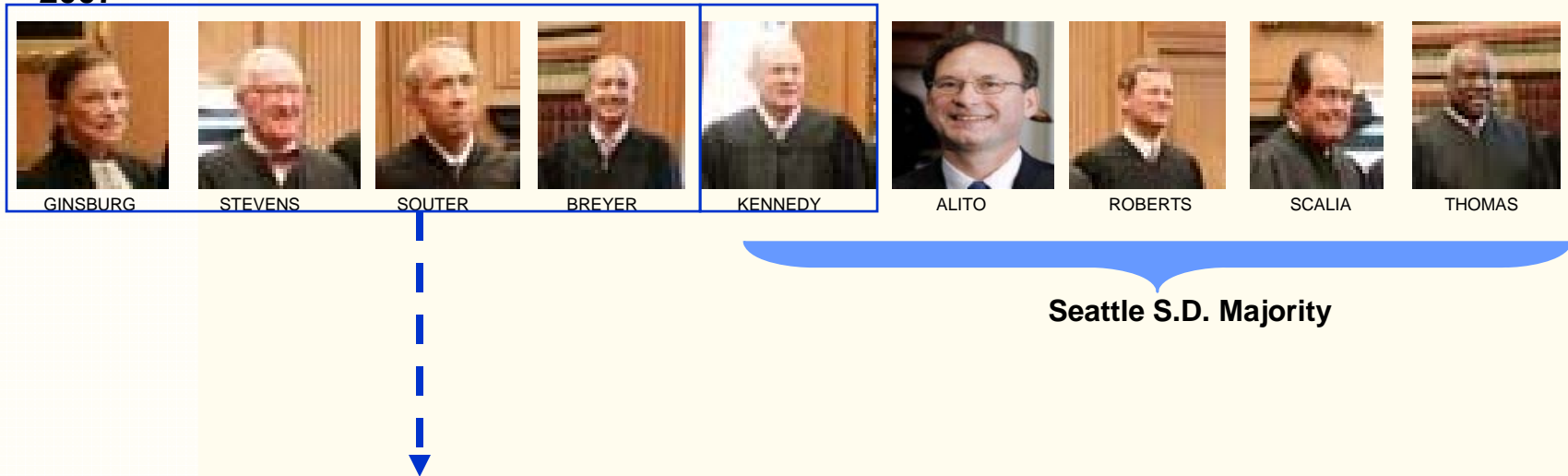
*The Nation's Schools strive to teach that our strength comes from people of different races, creeds and cultures uniting in commitment to the freedom of all....Our tradition is to go beyond present achievements...and to ...confront the ...injustices that remain. This is especially true when we seek assurance that opportunity is not denied on account of race. The enduring hope is that race should not matter; the reality is that too often it does....Fifty years of experience since *Brown v. Board of Education* should teach us that the problem before us defies so easy a solution.*

*This Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children.*

# Goals and Objectives

## The Access Model: The Current Court

2007



- Valuing Equal Opportunity Aims**
- Achieving Benefits of Diversity
  - Avoiding Harms of Racial Isolation

# Enrollment Management Strategies

## Key Admissions Elements

- ❑ A comprehensive, well-articulated set of coherent policy objectives and strategies
- ❑ Recognition of core principles
  - The admissions decision involves the evaluation of the student and consideration of how best to create the desired educational experience for all students.
  - Academic criteria for determining who is academically qualified are necessary but not sufficient criteria for admissions
    - ❖ Factors including student interests, talents, backgrounds and career goals are associated with the effectiveness of students' educational experience and are relevant considerations.
  - Diversity "adds an essential ingredient to the educational process" and is a relevant consideration.
    - ❖ Race is one factor among many "in some admissions decisions," and in some cases may "tip the balance" in favor of an applicant. In addition, "critical criteria" that may be "associated with" but not "dependent on" race are considered.

# Enrollment Management Strategies

## Making Connections and Aligning Policies

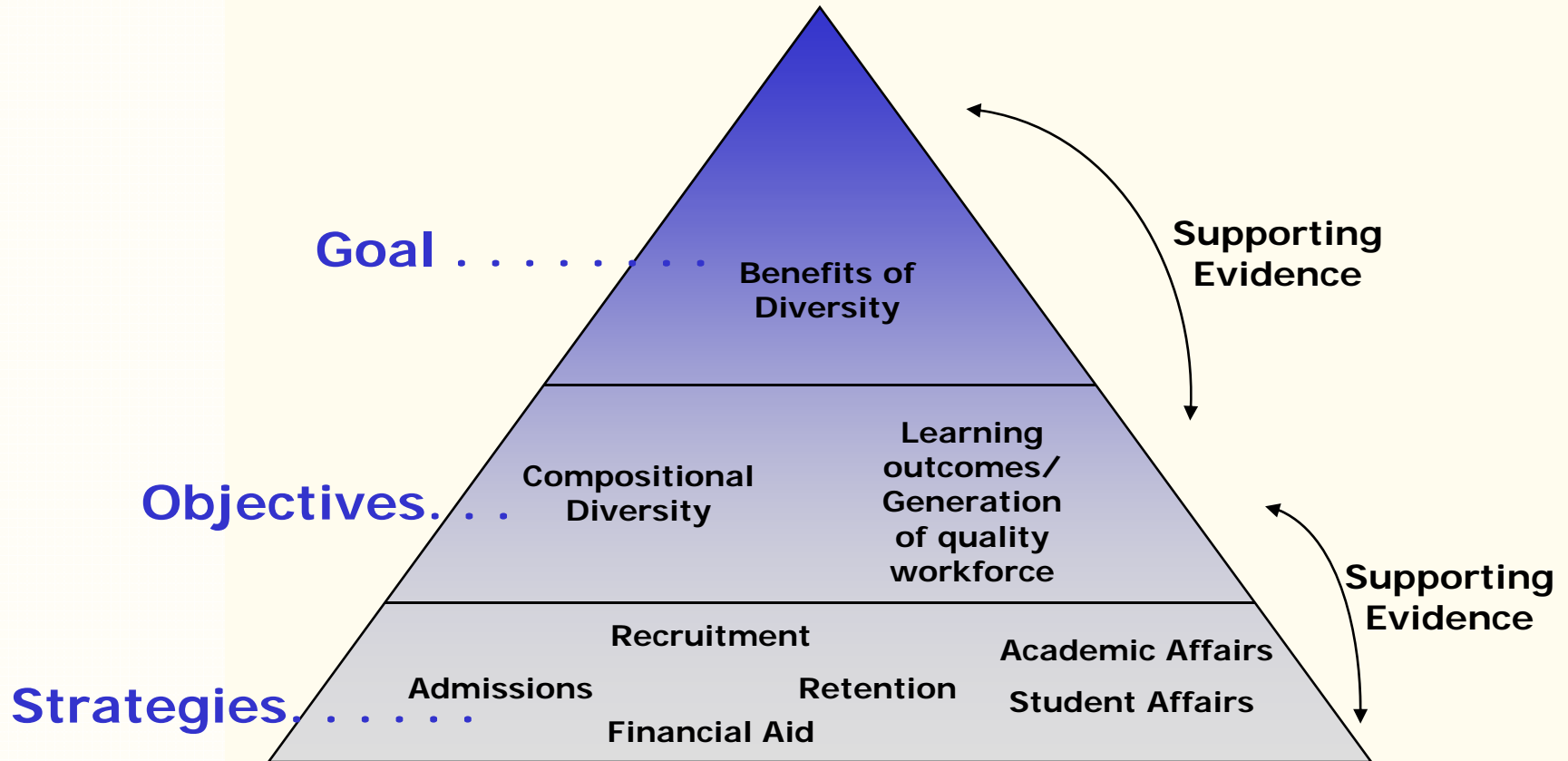
### ❑ Major Issue

- The relevant universe for evaluating effectiveness—and lawfulness

### ❑ Policy Directions

- Coherent articulation of the class the institution seeks and the distinct roles that each facet of enrollment management plays—and how they connect

# Institutional Policy Design: The University of Michigan Model +



# Enrollment Management Strategies

## Race-Exclusive Programs: Scholarships, Recruitment Programs

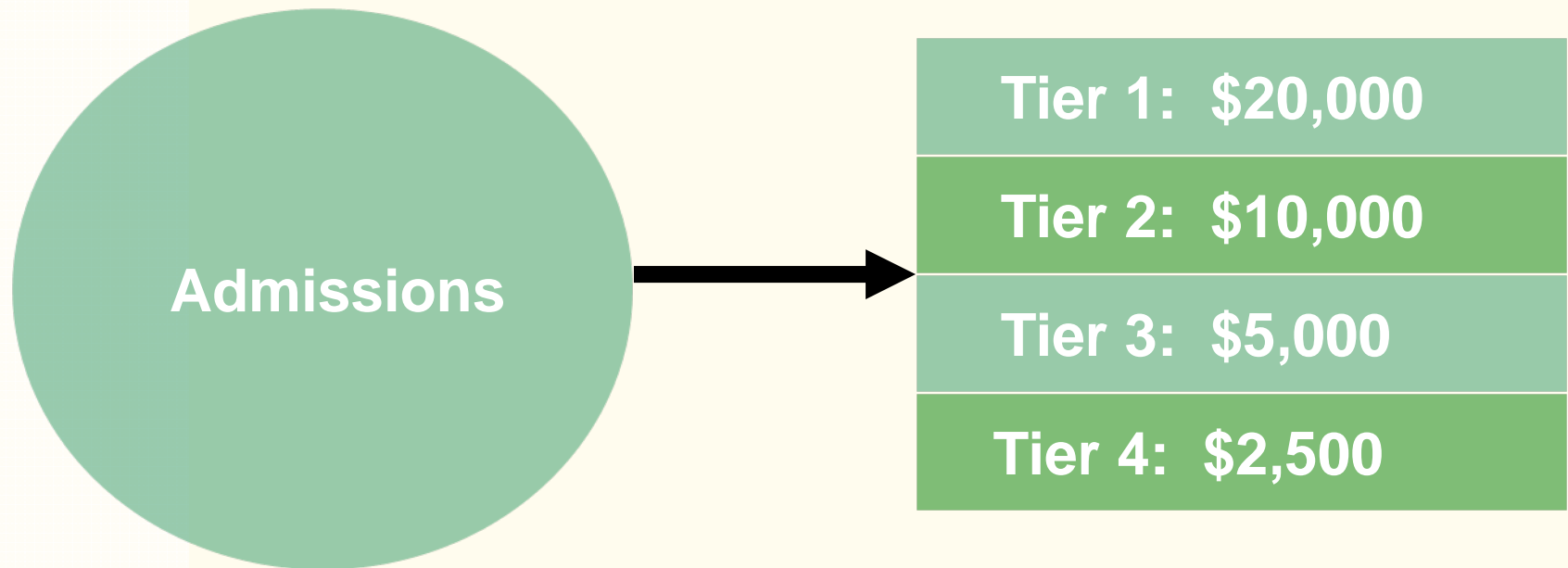
### ❑ Major Issues

- Litigation targets
- Simplistic analysis that ignores the Court's admonition: "Context matters."

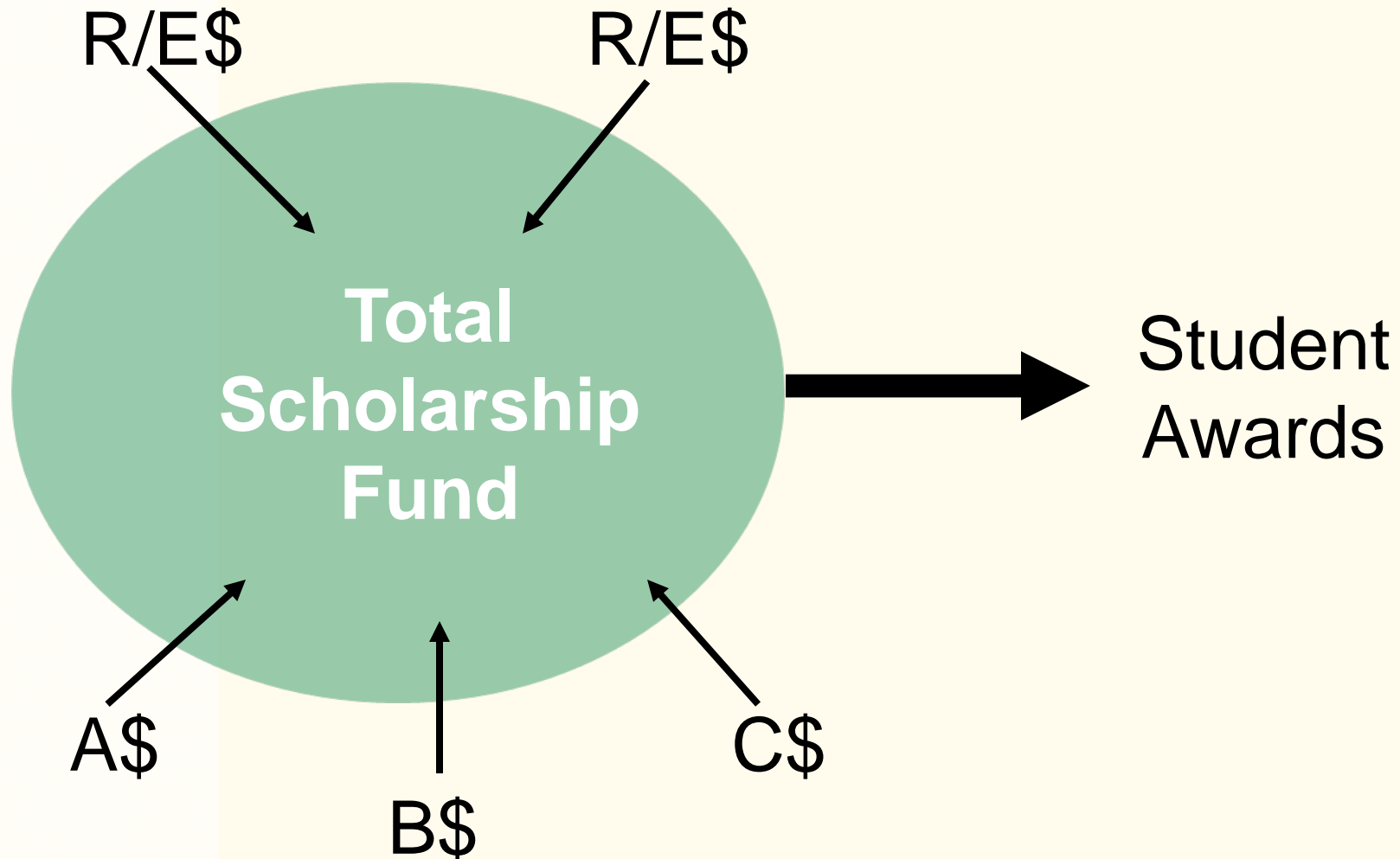
### ❑ Policy Directions

- Triage with assessment of impact if modification to race-as-a-factor
- "Linking" aid to admissions priorities (e.g. tiers for targeting)
- "Pooling" of funds for scholarships
- Defining the relevant framing for analysis—to enhance positive impact and mitigate legal risk

# Linking Aid Awards to Admissions



# Pooling of Scholarship Funds



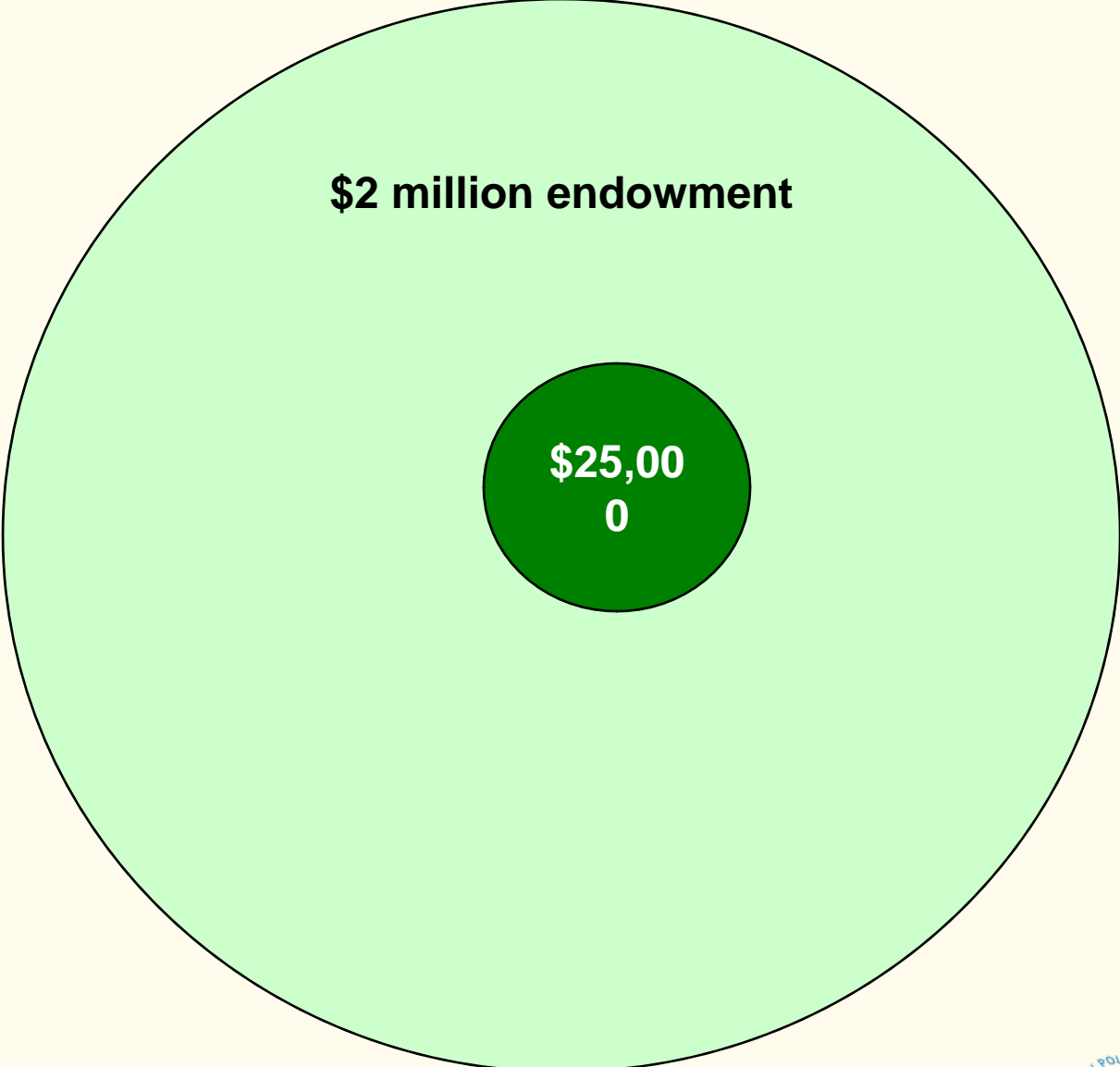


# The Relevant Framework of Analysis



**\$25,000 in funding for  
race-exclusive  
scholarships**

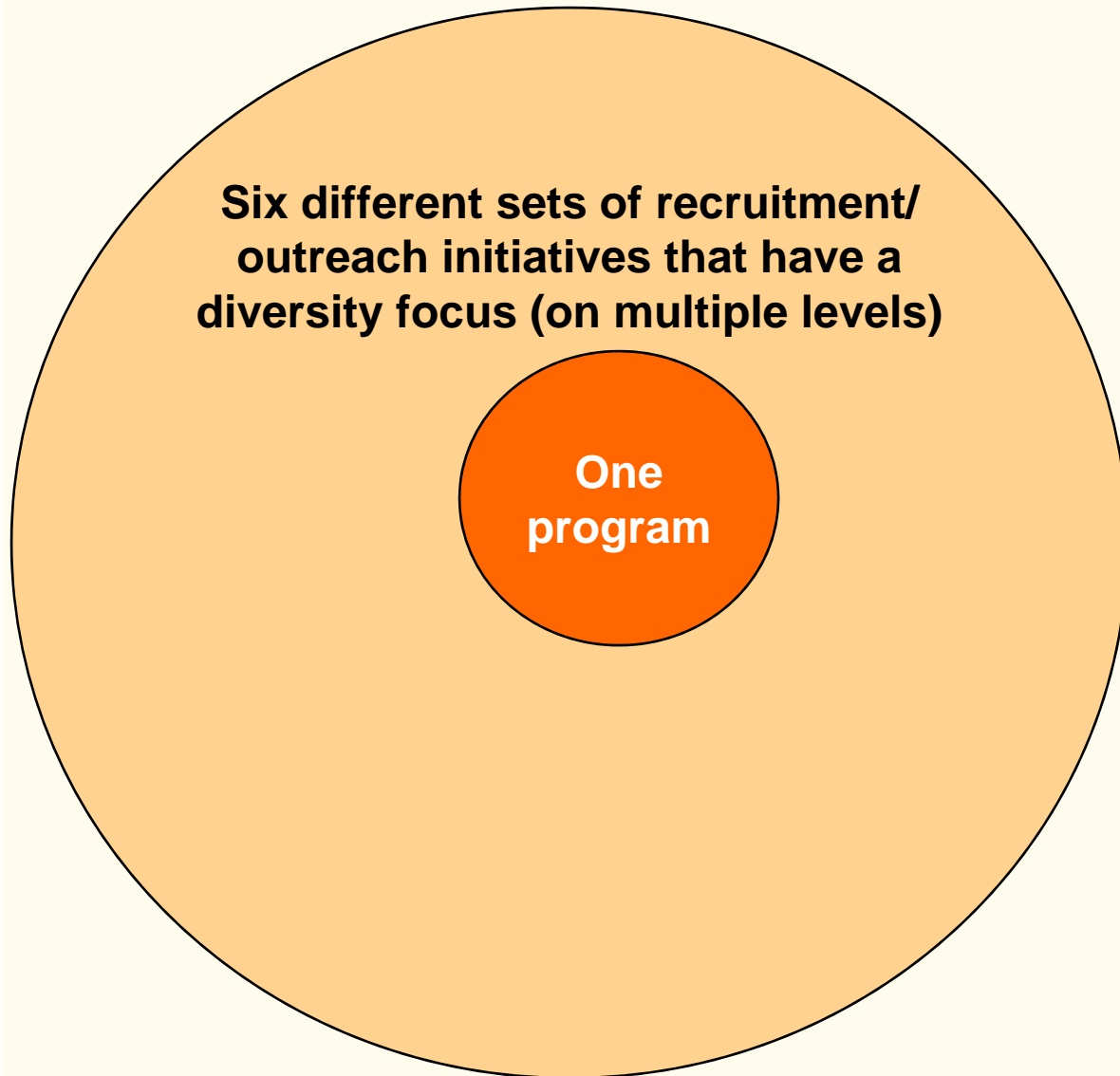
# The Relevant Framework of Analysis



# The Relevant Framework of Analysis

**One race-conscious  
recruitment program:  
weekend campus  
activities**

# The Relevant Framework of Analysis



# Enrollment Management Strategies

## Private Funding/Support for Institutional Programs

### ❑ Major issues

- Title VI applies when higher education institutions administer or significantly assist in the administration of private funds used for race- or ethnicity-conscious programs

### ❑ Policy directions

- Ensure part of programmatic inventory
- Explore potential to have funds administered by separate entity
- Track admissions-like language ("race as one factor ...") in advancing diversity interests
- Pool funds
- Note potential donor exposure (42 U.S.C. Sec. 1981); leverage to track institutional standards/interests



## V. Evaluation of Success

# Benchmarks for Gauging Success

## Success in Leadership

- ✓ Clear and concrete mission-related goals—not political correctness—will drive the development and implementation of my institution’s policies.
- ✓ My institution will hold itself accountable for achieving success in meeting access and diversity mission-related goals, including with a well-managed, annual process of evaluation of policy development and implementation that focuses on:
  1. Progress in light of research, data, and other evidence;
  2. The ability to preserve meaningful and valid academic standards as we work to achieve the benefits of diversity; and
  3. The calibration of relevant policies with respect to race and ethnicity (among other factors).
- ✓ I will be a leader in the effort to achieve success, as defined by my institution. Without my leadership, and that of others, we cannot succeed—educationally or legally. (Really.)

# Benchmarks for Gauging Success

Benchmark Questions from *Diversity at Non-Profit Organizations and Educational Institutions*  
*Diversity Best Practices (2005)*

- Measurable diversity plans
- Management infrastructure
- Assessment of commitment "at the top"
- Good illustrations of commitment and execution
- Professional development plans and strategies
- Commitment to change over time



# Benchmarks for Gauging Success

## From Ten Things the President Should Expect of the Chief Admission Officer

1. Clear sense of strategic direction
2. Adherence to consistent, key messages supporting brand strategy
3. An operational plan
4. A regular schedule of staff performance evaluation gauging effort and results
5. Staff supervision that advances knowledge about the enrollment process
6. A culture of evidence
7. Assessing recruitment priorities
8. Reporting of progress over time, gauged against prioritization
9. Campus tour program
10. Process for managing web content to keep it current and relevant

# Models for Evaluation

## Integration of Race-Neutral Alternatives

- Considerations in policy development
  - Formal policy, procedures and statistical standards for evaluation of race-neutral alternatives
  - Identification and evaluation of a wide range of potential race-neutral policies
  - Articulation of facts that demonstrate the feasibility of particular race-neutral policies
  - Data collection and analysis that serves as a predicate of research findings
  - Written documentation of analysis

# Models for Evaluation

- Four major approaches to researching educational benefits
  1. Student surveys/assessments
  2. Faculty assessments
  3. Analysis of benefits to students/schools/society
  4. Analysis linking diversity experience to educational outcomes



## VI. Leadership

# The Importance of Institutional Leadership

- The vital role of leaders committed to diversity
  - "The Board of Trustees, President, central administration and many faculty are committed to diversity as a strategic priority. Without this commitment, we cannot maintain our international influence or assure the greatest potential for success among our students.
    - ❖ The Benefits of Diversity for Education at Carnegie Mellon, March 2004



## VII. Conclusion

# References

- ❑ The College Board Access and Diversity Collaborative
  - [www.collegeboard.com/diversitycollaborative](http://www.collegeboard.com/diversitycollaborative)
  - Coleman and Palmer, *Admissions and Diversity After Michigan: The Next Generation of Legal and Policy Issues* (College Board, 2006)
  - Coleman, Palmer and Richards, *Federal Law and Financial Aid: A Framework for Evaluating Diversity Related Programs* (CollegeBoard, 2005)
  - Coleman, Palmer and Richards, *Federal Law and Recruitment, Outreach and Retention: A Framework for Evaluating Diversity-Related Programs* (College Board, 2005)
  - Rigol, *Admissions Decision-Making Models* (College Board, 2003)
  - Perfetto, et al., *Toward a Taxonomy of the Admissions Decision-Making Process* (College Board, 1999)
  - Rigol, *Selection Through Individualized Review* (College Board, 2004)
- ❑ The University of Michigan
  - [www.umich.edu/~urel/admissions/](http://www.umich.edu/~urel/admissions/)

# Contact Information

- ❑ Brad Quin, Executive Director, Higher Education Advocacy and Special Initiatives at the College Board, is responsible for managing the Access and Diversity Collaborative. He may be reached at 571-262-5938 or at [bquin@collegeboard.org](mailto:bquin@collegeboard.org).
- ❑ Art Coleman and Scott Palmer, founding and managing partners of EducationCounsel LLP, lead the College Board's Access and Diversity Collaborative national seminars. They previously served as Deputy Assistant Secretaries for Civil Rights in the U.S. Department of Education.

EducationCounsel LLP, affiliated with Nelson Mullins Riley & Scarborough in Washington, D.C., provides higher education institutions and organizations with a wide variety of educational services, including diversity-related strategic planning, policy counseling and program evaluations; litigation support (including representation in OCR investigations); and staff/member training.

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