Access and Diversity Collaborative (ADC)

Building an Evidence Base to Advance Diversity Goals

Key Institutional Actions After Fisher

CollegeBoard

ADC Overview

"I love the ADC and the vision and practical training and tools it provides. Would like to see that mirrored in other areas for the College Board."

"The Access and Diversity Collaborative is terrific work— keep it up."

"ADC has been particularly helpful in helping me navigate access and diversity issues on campus."

- Member-requested

- Member-sponsored

- Sustained over time

- Practically focused

- Deep partnership with EducationCounsel and other organizations

Overview of the current legal context

How ADC helps:

- **Legal analysis**
- **Policy and practice guidance and playbooks**
- **Research and evidence sourcebooks**

Current court cases and *Students for Fair Admissions* group

- Harvard University
- University of North Carolina, Chapel Hill

Asian Americans taking center stage

Department of Justice

- August NYT/Wash Post articles outlining potential plans by the U.S. Department of Justice
- DoJ announcement in fall 2017 to potentially investigate Harvard for discrimination

Upcoming ADC work in 2018

Continue to closely monitor legal and OCR actions
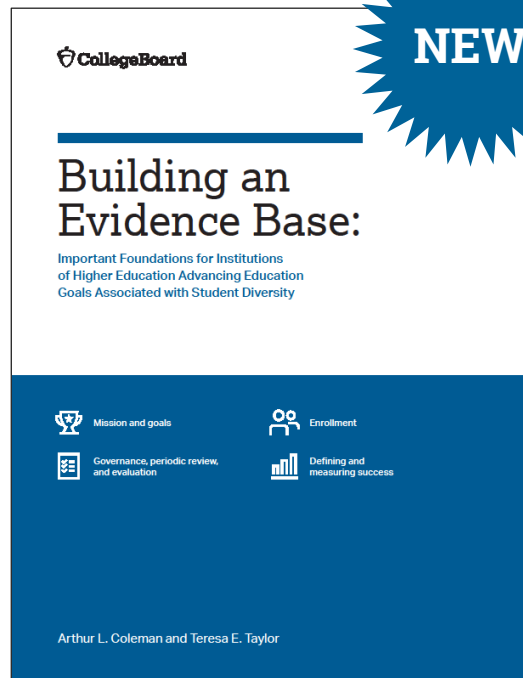
Address both core and newer needs

- Better and more clearly communicating what holistic admissions is (winter 2018)

- "Financial Aid listening sessions"

Strengthen collaboration with key associational partners

- American Council on Education (ACE)

- Association of Institutional Researchers (AIR)

- Student Affairs Administrators (NASPA, APLU)

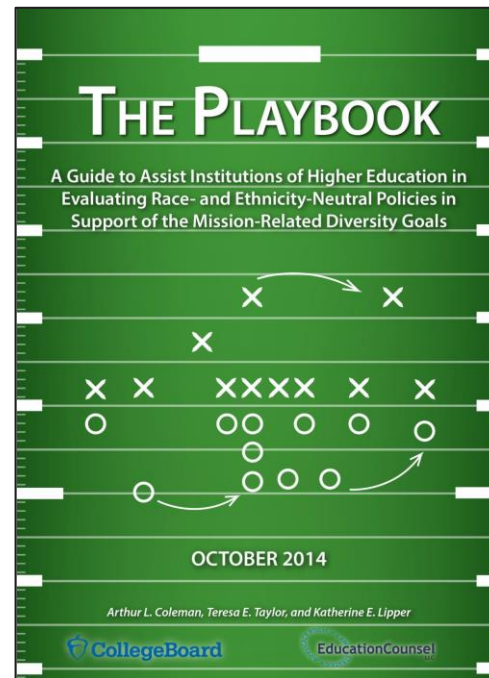- National Association for Diversity Officers in Higher Education (NADOHE)

Key Resources

**Over 50 institutions of higher education and a dozen national organizations directly support the work of the ADC.**

Building an Evidence Base
(College Board, October 2017)

NEW

https://professionals.collegeboard.org/pdf/building-evidence-base.pdf

The Playbook
(College Board, October 2014)

https://professionals.collegeboard.org/pdf/adc-playbook-october-2014.pdf

A Policy and Legal "Syllabus" for Diversity Programs at Colleges and Universities (ACE, College Board, EducationCounsel, May 2015)

http://www.acenet.edu/news-room/Documents/ADC-Diversity-Syllabus-for-Institutions.pdf
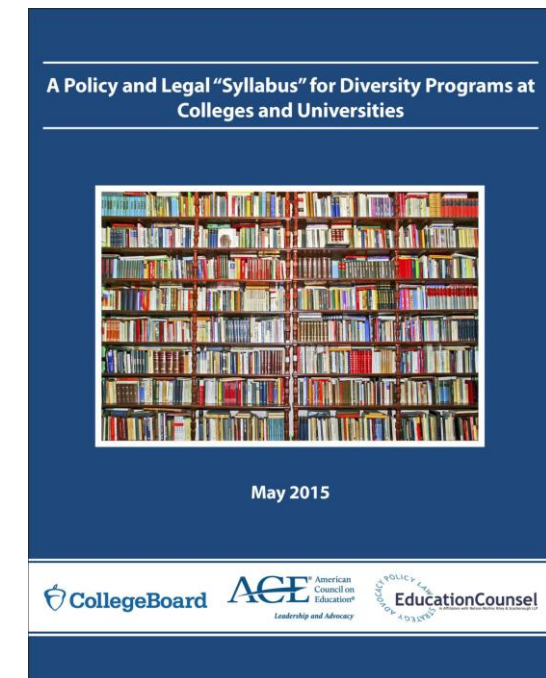
Overview

Importance of Building an Evidence Base For Diversity Strategies:

Good Policy and Legal Sustainability

Major Themes

We Know A Lot—Use That!

Longstanding research, policy and practice and 40 years of Supreme Court law inform effective and legally sustainable strategies to enhance student diversity and inclusion.

Mission, Mission, Mission!

Institution-specific and shared higher ed mission drive strategies to achieve the *educational benefits* of diversity—desired **outcomes of broad diversity, benefiting all students** and society.

Interdisciplinary, Data-driven Collaboration is a Must!

Cross-institution collaboration is needed for diversity strategies that **evidence** shows are **effective, continuously evaluated and improved,** and **legally sustainable.**

Section One: Background

Policy Drivers with Legal Design Parameters

Good Policy Drives Diversity Strategy

40 Years of Law Is A Design Parameter—

- Why Is An Evidence Base Important?

Good Policy:

Allocate scarce resources to strategies that work—make real diversity advances.

Legal Sustainability:

If race/ethnicity is a factor in conferring individual benefits, **evidence** must show—

- The **goal** is diversity-tied, beneficial **educational outcomes** for all students

- The **consideration of race is necessary** as neutral strategies are inadequate alone

The Paradigm for Success—

Evidence at the Hub

Effective Policy and Practice

Evidence

Process Management

Cross-Institution Engagement

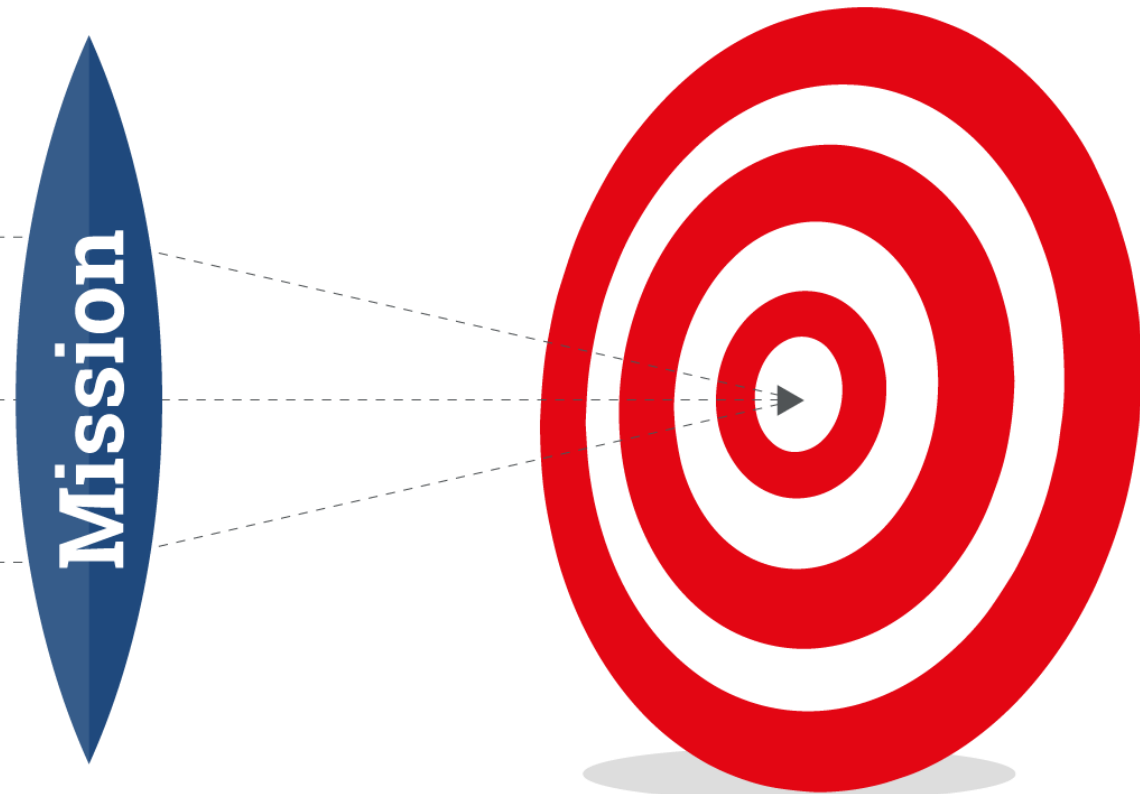# Section Two:
5 Key Institutional Actions

1. Adopt A Mission-Centric Lens

Keeping in Mind Legal Design Parameters For Goals and Means

Institutional goals

Education soundness

Research and experience

Mission

2. Collect and Document Evidence

Diversity Relatedness to Mission

Examples

Mission statement	Diversity and inclusion policy statement(s) with focus on **broad** diversity	Governing documents
Faculty resolutions and policies	Public statements from leaders and faculty	Minutes from leadership meetings
Orientation and training materials	Budget allocations	Curriculum and relevant pedagogical efforts

3. Engage Interdisciplinary Expert Team

For Strategy Design and Evaluation

Diversity Ecosystem:

- **Leadership**
- **Enrollment, Curricular, Co-Curricular Experts**

Legal Counsel

4. When Neutral Strategies Alone Are Inadequate

EVIDENCE

Evidence of Neutral and Considering Race

Used and Needed to Achieve Educational Goals

Deliberative design and evaluation processes for strategies	Use workable neutral strategies across the enrollment management spectrum	Inventory neutral strategies and policies that consider race
Evaluate and demonstrate effectiveness of neutral strategies—alone and with limited consideration of race—Show neutral strategies alone are not adequate	Use anecdotal, opinion-based evidence: focus groups, student course evaluations, student and alumni surveys to document isolation, need for more diverse engagement	Use multi-variable regression analyses of majors, retention, graduation, pursuit of graduate programs, academic difficulty, with race as sole variable
Engage Institutional Research, use accreditation materials, HERI, other surveys	Collect demographic data from U.S. Census, Dept. of Ed., NSF, think tanks	Use training and calibration programs for expertise, consistency, fairness of admissions and aid processes

Examples:

UT insights

A 39-page
policy proposal

A yearlong
study of many
sources of
"statistical and
anecdotal"
evidence and
information

A dedicated
stakeholder
committee that
reported to the
president and
board of
trustees

5. Know What Neutral Design Means

- **Neutral strategies do not on their face—or in their purpose or aim—prefer individuals of a particular race or ethnicity.**

- They serve other authentic—mission tied purposes.

- If the neutral purpose is authentic, that a program may also increase racial and ethnic diversity—as a welcome ancillary benefit—will not destroy neutrality or trigger strict scrutiny.

- Strategies that do not appear neutral on their face—but do not allocate significant benefits to individuals based on race or ethnicity, and have an inclusive (rather than exclusive) effect—such as targeted outreach and minimal resource community building, **are** neutral.

- Fisher II raises the specter that facially neutral strategies with racial diversity aims (e.g., percentage plans applied to racially segregated school systems) **are not** neutral.

Section Three:
Deeper Dive: Admissions and Enrollment

Deeper Dive—

Holistic Review Guide Coming in March 2018

Authentic, individualized holistic review is a best practice.

When race and ethnicity are a necessary factor, holistic review is an imperative.

Considering all aspects of each and every applicant in light of all relevant admissions factors is

- NOT a mechanical weighting

- NOT a thumb on the scale

- NOT use of certain factors to establish separate pools for review or quotas

Key Questions

1. Are the institution's admission and enrollment policies mission-aligned?

2. Does the institution's admission policy reflect holistic review of the full mix of factors that provide context for or define the applicant as an individual—each in light of others?

3. Has evidence of necessity to consider race or ethnicity been documented?

4. Is race, a factor within holistic review, considered in light of all other facets of the applicant's file in a nuanced, individualized way?

Deeper Dive

An aligned, coherent, integrated set of enrollment policies and practices is necessary to

- Enhance synergies and improve outcomes

- Avoid inconsistencies, inefficiencies, wasted resources

- Support legal compliance (when race and ethnicity may be considered)

Key Questions:

1. Is there a comprehensive inventory of all policies and programs for student outreach, recruitment, admission and aid?

2. Do the philosophy and aims of the admission policy extend to student outreach, recruitment, and aid? Is there fundamental policy alignment across sectors?

3. Where applicable, can the institution demonstrate both the need for and positive impact of considering race and ethnicity as part of any facet of enrollment practice?

UT insights

Fisher takeways

**Holistic Review
and Comprehensive,
Coherent, Aligned**

Enrollment Management

Individualized, holistic review was just that: individualized and holistic.

The consideration of race could benefit any applicant, regardless of his/her race.

The consideration of race was contextual—it was a factor considered in light of all other elements of a student's profile

The pursuit of many non-admissions, race-neutral strategies supported the need to consider race in admission.

Hallmarks of UT s investment:
Intensified outreach
Increased recruitment budget
Numerous new recruitment events

Evidence of student perceptions and needs were central: reports of isolation, stagnant applications, through surveys, etc.
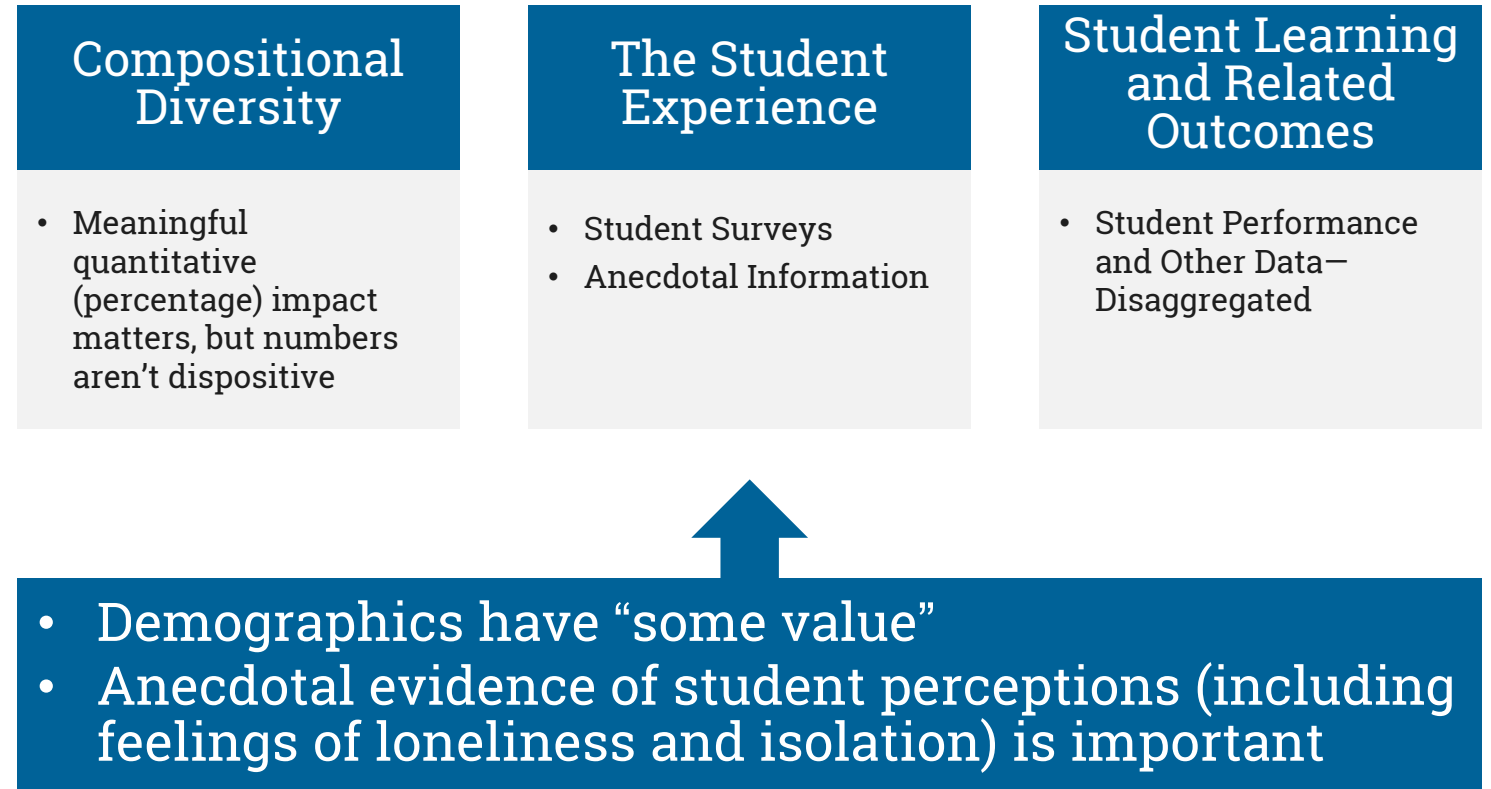
UT insights

Fisher takeways

3. Effectiveness of diversity policies is evidenced by:

- **The numbers—compositional diversity (meaningful impact by percentage, not too high numerical impact)**

- **Student experience**

- **Student learning and related outcomes**

The **Educational Benefits** of Diversity

Compositional Diversity	The Student Experience	Student Learning and Related Outcomes
• Meaningful quantitative (percentage) impact matters, but numbers aren't dispositive	• Student Surveys • Anecdotal Information	• Student Performance and Other Data—Disaggregated

- Demographics have "some value"
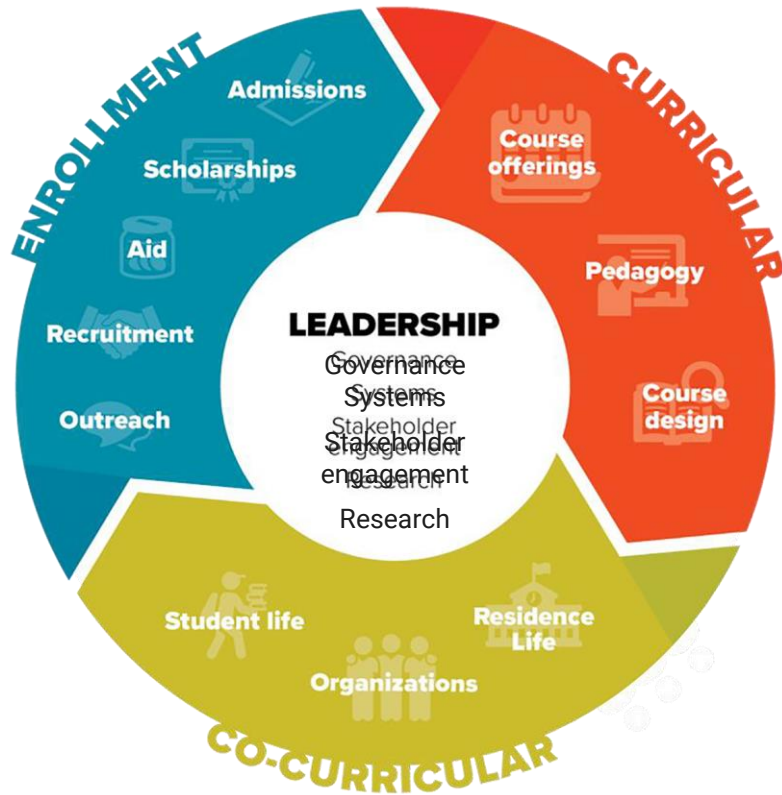- Anecdotal evidence of student perceptions (including feelings of loneliness and isolation) is important

Section Four:
Importance of Governance

Success depends in part on effective systems of governance.

Governance

Alignment, engagement, collaboration among *all* sectors of the institution are essential:

- Effective leadership is critical to establish clear directions and coherent, inclusive governance—informed by key staff, students and faculty.

- Aligned and connected systems throughout the institution are essential

Key Questions

1. How do institutional leaders, responsible for vision and direction, engage with key faculty, staff, and students to assure systems support and reinforce goals and collaboration?

2. Is there a collaborative approach to design, implementation, and evaluation of programs across sectors and levels of the institution?

3. What processes for ongoing, periodic review and evaluation are established—and do they meaningfully connect all relevant sectors of the institution?

UT insights

Fisher takeways

1. Effective governance involves a commitment, inter-connected systems, and leadership at all levels— Top down, bottom up, and all sides!

2. All leaders within the institution must understand and engage on key issues

3. Leadership must be collaborative

4. The process must foster ongoing, continuous improvement

Section Five:

Sponsoring Institutions, Questions and Discussion

Sponsor Institutions and Systems

Austin College
Barnard College
Boston College
Bryn Mawr College
Cornell University
Dartmouth College
Davidson College
Emerson College
Florida International University
Florida State University
Guilford College
Hamilton College
Indiana University
James Madison University
Kenyon College
Miami University
Mount Holyoke College
Northeastern University
Ohio State University
Pomona College
Princeton University
Purdue University

Rice University
Rutgers, The State University of New Jersey
Smith College
Southern Methodist University
Stanford University
Syracuse University
Texas A&M University
University of Arizona
University of California–Irvine
University of California, Los Angeles
University of California Office of the President
University of Connecticut
University of Florida
University of Georgia
University of Illinois
University of Maryland–College Park
University of Michigan

University of Minnesota–Twin Cities
University of North Carolina at Chapel Hill
University of Pennsylvania
University of San Francisco
University of Southern California
University of Texas at Austin
University of the Pacific
University of Tulsa
University of Virginia
University of Vermont
University of Washington
Vanderbilt University
Vassar College
Virginia Tech
Washington University in St. Louis
Wellesley College
Wesleyan University

Sponsoring Organizations

American Association for the Advancement of Science

American Association of Collegiate Registrars and Admissions Officers

American Council on Education

American Dental Education Association (ADEA)

Association of American Colleges & Universities

Association of American Medical Colleges (AAMC)

Center for Institutional and Social Change

Law School Admission Council (LSAC)

National Association for College Admission Counseling

National Association of College and University Attorneys

National Association of Financial Aid Administrators (NASFAA)

National School Boards Association

University of California Center for Enrollment Research, Policy, and Practice

Thank You.

CollegeBoard