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We are pleased to share with you this inaugural edition of the College Board's Access and Diversity Collaborative [ADC] Issue Brief. Working closely with the College Board since the inception of the ADC a decade ago, we've aimed to identify and address the real-world policy and practice access and diversity issues that are most important to higher education institutions, with a particular focus on enrollment-related matters. And, in a spirit that lives up to its name, we've attempted to be directly responsive to your requests.

The launch of this Issue Brief series is one more stage in the ADC's evolution to provide you with key perspectives, strategies, and resources that you can use. And, having heard from many of you about the importance of addressing issues of leadership associated with access and diversity, we've dedicated this inaugural edition to that topic.

In this issue, focused on issues of leadership associated with institutional access and diversity goals, we provide insights from nationally recognized leaders, identify relevant research and practical insights, and provide a link to key OCR case resolutions which, for the first time in its history, are being systemically published for the benefits of recipients of federal funds that must comply with non-discrimination laws.

Our current plan is to publish an issue brief at least quarterly on a topic of importance to you. Please let us know what you think about this effort, including ways that we can improve over time in providing relevant, practical information that can inform your policy and practice efforts.

*Arthur L. Coleman and Scott R. Palmer, Managing Partners, EducationCounsel LLC  
June 2014*

# Perspective

## Reflections on Institutional Leadership

Jon Alger and Nancy Cantor

*The commitment of college and university leaders to student access and diversity goals aligned to institutional mission is essential for success. Institutional leaders set the agenda, the priorities, and the tone for their schools' efforts. Correspondingly, they manage the resources deployed toward the achievement of institutional objectives and can empower – and hold accountable – campus constituents for efforts to achieve mission-driven educational, economic, and civic goals.*

*James Madison University President Jonathan Alger and Rutgers University-Newark Chancellor Nancy Cantor know this well. Both have led their campuses in prioritizing student access and diversity, building on rich personal histories that evince their commitment to these issues. President Alger has counseled institutions across the country on how to develop and sustain diversity initiatives and programs. Chancellor Cantor is a leading voice on issues of access and diversity, emphasizing the importance of higher education's service to and engagement with local communities. Both played key roles in the landmark University of Michigan cases on diversity and admissions – President Alger (then assistant general counsel at University of Michigan) helped coordinate one of the largest amicus brief coalitions in Supreme Court history, and Chancellor Cantor (as provost and executive vice president for academic affairs) was closely involved in compiling the social science research supporting the compelling interest of diversity in higher education. Today, both ensure that access and diversity are embedded as centerpieces in their institutions' missions. As they stress below, this work benefits not only their students but also the communities served by higher education and the nation at large.*



### Why is the commitment of institutional leadership so critical to achieving mission-aligned access and diversity goals?

**Chancellor Cantor:** Diversity needs to be placed at the very center of an institution's mission. It often gets relegated as a side issue related to compliance and numbers rather than as a marker of excellence at the heart of the institution's mission.

**President Alger:** The tone from the top really matters. People pay attention to what leaders emphasize and talk about. Issues of access and diversity become "mainstream" when we talk about them, rather than relegate them to the periphery. When I focus on the institution's mission, **I reinforce how diversity and excellence go hand in hand.** I talk about this a lot and in consistent ways, though in tailored messages that resonate with different audiences.

**Cantor:** We take for granted the intertwining of diversity and excellence, but it's a point that requires a constant unpacking. We have lots of different ways we talk about this –as it relates to the social compact between higher education and the public; with reference to literature on

innovation and excellence in group problem-solving; in economic or national security arguments; and so on.

### **Why is this commitment of special importance at this point in time in our nation's history?**

**Cantor:** This country has always stood for social mobility through education, but we've fallen near the bottom in social mobility indices – at a time when access to higher education is so critical for individual and public gain and public good. Sixty years since *Brown v. Board*, our school systems are more segregated than ever – and we're losing our fastest-growing talent pool, only more evidence of the need to aggressively consider questions of access and diversity.

**Alger:** These statistics should be jarring for those of us in higher education. Our leadership in higher education access and attainment has stalled, especially when compared to other nations. There are legal and political challenges, including in recent court cases. And resources are scarce in many states, creating special challenges for access.

### **How can institutional leaders work within and beyond their institutional walls to demonstrate and encourage a commitment to issues of access and diversity?**

**Cantor:** The external focus is absolutely critical, and it's where I put a lot of my energy and attention. Access and diversity have been redefined in increasingly narrow ways to a focus on the internal tweaking of process and procedure within universities. To me, what is required is a reengagement of higher education's social responsibility as anchor institutions in and of our communities, and the best way to do that is to create robust partnerships with K-12 education, community colleges, etc.

**There's an analogy here to minor league baseball teams – we need to create farm teams in our communities that cultivate talent and send that talent to lots of places – not always to the team sponsoring it.** We did that at Syracuse [where Cantor previously was chancellor] with [Say Yes Syracuse](#), a collaborative effort led by the Say Yes to Education national foundation between Syracuse City Schools, partner colleges, and a host of corporate, non-profit, and philanthropic organizations to provide holistic support and full tuition at nearly 100 colleges to local students who meet residency, graduation, and admission requirements. In Newark, we have the [Newark City of Learning Collaborative](#) comprised of all postsecondary institutions, the city, the philanthropic and business communities, and community-based organizations, committed to raising postsecondary qualifications of Newark residents.

**Alger:** This focus harkens back to Justice O'Connor's opinion in the *Grutter* case – the importance of diversity and access is at *every* level of our society, across the continuum. Part of what we learned from the court cases is the power of a great coalition of K-12, higher education, professional groups, employers, and the military; the challenge is how a broad cross-section of society works together outside of the litigation context.

Unlike urban areas like Newark and Syracuse, we are located in a small city in an otherwise much more rural setting at JMU. We have found that we have unique psychological barriers to

overcome with some prospective students – in particular, the need to help students from both urban and rural communities feel like they belong on a college campus. We've found that we need to bring students on our campus *and* spend time with them in their communities. For example, JMU places faculty members as professors in residence in Virginia middle and high schools that serve disadvantaged students to help them prepare to be college-ready. We're also developing the Valley Scholars program, based on the [Rutgers Future Scholars](#) model, that will involve partnerships with the business community and local school districts to identify middle-school students with academic potential who come from first-generation and socioeconomically disadvantaged backgrounds. JMU will work with these students and their support networks to help prepare them for college – and all participating students will be promised full-tuition scholarships to JMU if they are admitted.

There are a lot of wonderful models, and the question becomes, what is scalable? What can translate to different environments? We need to share information about programs that work. At the same time, there are counter-pressures to these investments including resource constraints, concern with rankings, and so forth. We must be conscious of these counter-pressures.

**Cantor:** Higher education needs to take a hard look at itself. We've replaced the notion of being cultivators of talent with being selectors of talent. We've adopted an exclusionary approach rather than a growth mindset. Our job should include a focus on finding the invisible talent and cultivating it.

**Alger:** And at the same time, internally, we can't stop with admissions. **So much of the conversation is just about who gets in and not enough is about our practices once students are on campus. How are we taking advantage of student diversity to bring out the educational benefits of diversity?** This requires a hard look at climate and how we teach.

**Speaking of "how we teach," can you talk about the role that faculty members play in this?**

**Alger:** Our [Center for Faculty Innovation](#) provides support to faculty members who want to learn how to tap into our diverse student body – how to develop meaningful class discussions, encourage teamwork and collaboration, etc. Also important is what we reward and incentivize. People pay attention to what they're evaluated on and what leaders are talking about.

**Cantor:** Faculty champions are key. Experiences in Syracuse and Newark have shown me the importance of allowing an increasingly diverse faculty to lead cutting edge work in our communities. Not only can these faculty members engage in extraordinary scholarship, but they can also create conditions at the university that attract students by mirroring experiences that they have had. And at Michigan, it really mattered that departmental members carried the mantle. There's rarely a faculty member who can't point to a student who may not have been at the top of certain numeric metrics but who did extraordinary work at the school. Examples like this can go a long way to build faculty support for our efforts.

**Alger:** Another angle for building faculty support is to point to what employers want. Increasingly, that's graduates who can work in diverse teams and market to diverse consumers, teachers prepared to work with diverse student populations, and employees who thrive on teamwork and collaboration.

### **What is one example of the access and diversity initiatives on your campus?**

**Cantor:** I focus heavily on the publicly engaged scholarship we lead in our community in Newark (and in Syracuse before that). The more work we've done in our communities, with a wide range of faculty and students, the more we're able to recruit students from those communities. Remember that students are *attracted*, not just recruited, to institutions. I aim to provide a sense of legitimacy to students' communities and experiences.

**Alger:** A different example is our [Centennial Scholars program](#), which provides full scholarships to students from disadvantaged backgrounds. Our Scholars receive lots of academic and peer support, and they are graduating at an even higher rate than the full student body. We've learned that certain forms of support have been especially critical for their success (e.g., the high school to college transition that takes place in freshman year) and are putting those components into place for our new pipeline program, the Valley Scholars.

### **What advice can you give other institutional leaders who are promoting access and diversity on campus?**

**Cantor:** There's an irony that the media presents an assumption that "the public" doesn't like dialogue about access and diversity. I find that our community loves it! Newark looks to us to be responsive to the community's needs and collaborate to make progress on schools, neighborhoods, etc. Cutting through the national politics and focusing on the local environment is critical.

**Alger:** **This isn't a set of issues you deal with one time; you need structures in place that provide for ongoing conversation and commitment.** At JMU, we have [diversity councils](#) throughout the university that ensure that we have these conversations regularly. And it's important to make sure this is not an "us versus them" conversation or a discussion relevant to only some groups. Everybody has something to contribute, and we all have a lot to learn from and with each other.

**Cantor:** And there's a completely obvious aspect of this that we don't often talk about – who are the college-going students of the future? Put aside all the other reasons this is so critical and do a marketplace analysis. The fastest-growing populations are those that are most likely to be underserved in postsecondary education. This country and higher education cannot thrive unless there is a broader sense of the critical nature of access and opportunity.

# The Role of the Institutional Leader in Setting Priorities and Driving Action

## Research You Can Use

*Academic scholarship and research is a central component of the postsecondary enterprise. Existing examinations of the impact of student diversity on organizational culture and success can inform the efforts of institutional leaders – and leaders and officials should weigh whether encouragement of and resources for further analyses are an investment worth making.*

### **Leadership Practices and Diversity in Higher**

**Education:** Researchers from the University of California-Riverside and the University of Southern Colorado examined the association between institutional leadership and diversity. Leaders engage stakeholders in goal-setting processes that have the potential to change institutional environment by implementing diversity goals into the organizational culture. The authors examined two leadership frameworks (each with research, academic, and educational components) that institutional leaders might employ to transform or transition organizational culture and institutional environment. [Learn more.](#)

### **The Hidden Supply of High-Achieving, Low-**

**Income Students:** A study by Stanford University and Harvard Kennedy School researchers determined that many low-income, high-achieving high school students do not apply to selective colleges for which they are qualified. These selective colleges typically are more affordable than less-competitive schools, given their more generous financial aid programs. This phenomenon is referred to as undermatching. [Learn more.](#)

## Policy and Practice Insights

*College and university leaders direct the identification and pursuit of the institution's mission-aligned goals, including goals related to student diversity. Leaders have a variety of policy and practice options worth exploring – including assessing and refining relevant policies; facilitating strategic goal-setting exercises; empowering campus champions; and leveraging external pressures to drive new commitments.*

### **Reorienting Institutional Priorities at Franklin &**

**Marshall College (F&M):** Agreeing with conclusions reached by researchers regarding the undermatching phenomenon, F&M President Daniel Porterfield has identified the recruitment and enrollment of high-achieving, low-income students as a mission-aligned priority for the small liberal arts college. F&M prioritized K-12 and pipeline partnerships and increased resources for need-based financial aid (including a commitment to increase its financial aid budget by 10% for 2014-15). [Learn more.](#)

### **Empowering Faculty Champions at Vanderbilt-Fisk**

**Master's-to-the-PhD Bridge Program:** A partnership between Vanderbilt University (an ADC sponsor) and nearby Fisk, a historically black university, was created when both institutions threw their support and resources behind the vision of the Vanderbilt faculty member who conceived of a [Bridge Program](#) to increase the numbers of women and underrepresented minority students earning PhDs in science. The program looks at applicants beyond traditional metrics of GPA and GRE scores to consider character traits that bear on the individual's tenacity and drive to achieve his or her goals. The program's retention rate is 92%, and the job placement rate for those students who complete the Bridge Program through to the PhD is 100%. Fisk University is now the largest United States producer of black students with master's degrees in physics, and Vanderbilt is the largest producer of minority scholars receiving doctorates in astronomy,



## Research You Can Use

**Research University Rankings and Student and Faculty Diversity:** School rankings tend to be a driver in many institutional leadership conversations. Researchers from Northeastern Illinois University and the University of Illinois at Chicago examined data from the 2011 National Academy of Sciences Rankings of U.S. Research Universities and found that racial and gender diversity among faculty and students is positively associated with the rankings of academic programs at research universities. [Learn more.](#)

**Students' Future Earnings and University-Level Diversity:** College and university leaders increasingly are asked to provide information regarding the value for a degree or credential – by students, parents, the public, and lawmakers. Using data on the racial and ethnic characteristics of students attending college in 2001-2002, researchers from the University of Wisconsin, the Australian National University, and Yale University created an "index of diversity" for various colleges and universities in the United States – including two-year institutions, four-year liberal arts colleges, and four-year research universities – and examined students' subsequent earnings in 2007-2008. The research demonstrates a positive link between attending a college with greater racial diversity and achieving higher earnings and family income. [Learn more.](#)

## Policy and Practice Insights

physics, and materials science. [Learn more.](#)

### **Leveraging External Pressures to Drive New**

**Commitments:** Convening more than 100 college presidents and 40 businesses and philanthropies, the January 2014 White House Summit on Low-Income Students called on attendees to pledge to commit to greater postsecondary student socioeconomic diversity. [Commitments](#) included the following from ADC sponsors:

- *Davidson College:* place up to 20 recent graduates as college advisors for rural, underserved state high school students
- *Florida International Univ.:* engage in new and double down on existing partnerships with K-12 schools, including to provide STEM opportunities
- *Northeastern Univ.:* offer 150 full-tuition need-based scholarships to Boston Public Schools graduates
- *Oberlin College:* support a micro-scholarship program for high school students in disadvantaged neighborhoods
- *Pomona College:* increase the number of community college transfer students, with a low-income and first-generation focuses
- *Princeton Univ.:* develop a summer program for disadvantaged freshmen interested in the STEM fields
- *Univ. of Pennsylvania:* launch an outreach initiative regarding its all-grant, no-loan financial aid program
- *Univ. of Texas:* expand a leadership and scholarship program for low-income students
- *Univ. of Virginia:* enhance outreach to high-achieving, low-income Virginia students
- *Univ. of Washington:* commit to improving graduation rate of low-income and minority students

[Learn more.](#)

### ***An Access & Diversity Collaborative Resource:***



The review and refinement of institutional policies offers an opportunity for institutional leadership and constituencies to examine and confirm the values that should be a guiding force in all facets of institutional action and to ensure that personnel are working toward a set of common goals. [A Diversity Action Blueprint: Policy Parameters and Model Practices for Higher Education](#) provides guidance on policy development and refinement designed to achieve institutional access and diversity goals. The guidance highlights "model" policies and discusses how they reflect key legal principles and education foundations that have emerged from a growing body of law, research, and experience. (Oct. 2010)



## ADC on the Move

- EducationCounsel's Art Coleman and Terri Taylor contributed a chapter entitled "**Emphasis Added: *Fisher v. University of Texas* and its Practical Implications for Institutions of Higher Education**" to a new book published by the Century Foundation and Lumina Foundation, [The Future of Affirmative Action](#) (released June 17). Edited by Richard Kahlenberg, the volume draws from a diverse group of authors, including college presidents, chancellors and administrators, as well as academics, lawyers, and economists. Representatives from several ADC Sponsor Institutions and the College Board contributed chapters; contributors included Nancy Cantor (Chancellor, Rutgers University - Newark), Jessica Howell (Economist and Executive Director of Policy Research, College Board), Nancy McDuff (Director of Admissions, University of Georgia), and Danielle Allen and Marta Tienda (professors at Princeton University). The entire volume is available as a free e-book at <http://apps.tcf.org/future-of-affirmative-action>.
- The Access & Diversity Collaborative hosted sessions examining the *Fisher v. University of Texas* decision ("**Taking Action and Achieving Success After *Fisher v. the University of Texas***") at the College Board Colloquium in January 2014 and at the Regional Forums in January and February. As captured in the [PowerPoint presentation](#) (also available on the ADC website), facilitators and attendees from across the country unpacked critical language in the *Fisher* decision; examined the concept of critical mass; and considered important communications and public relations strategies.
- The Access & Diversity Collaborative is closely monitoring and awaiting judicial action in ***Fisher v. University of Texas*** (again before the Fifth Circuit, with oral arguments occurring on November 13, 2013). The ADC will provide updates when the court announces its decisions.

Welcome, new ADC members! Florida International University, the University of the Pacific, and the University of Washington joined the ADC as institutional sponsors in February 2014.

## Other Developments of Note

- On April 22, the Supreme Court issued its decision in ***Schuette v. Coalition to Defend Affirmative Action***, the challenge to Michigan's constitutional ban (enacted by a voter



referendum) on the consideration of race in state public entities, including public colleges and universities. The Court (in five separate opinions, none of which was joined by a majority of the Justices) upheld the state ban. A [full case summary analysis](#) is available on the Access & Diversity Collaborative website.

- In early April, the Project on Fair Representation [announced its effort](#) to **attract student litigants to challenge the admissions policies at Harvard University, the University of North Carolina-Chapel Hill (an ADC sponsor), and the University of Wisconsin-Madison**. A series of websites, one for each institution, aims to recruit students denied admission to help mount a legal challenge.
- On January 30, 2014, the California state senate passed [a bill](#) that **proposes a state constitutional amendment to repeal Proposition 209's prohibitions** on racial, ethnic, and sex preferences in public education. On March 17, the state assembly [sent the measure back](#) to the senate at the request of the senator who drafted the bill. The request was made after a constituent campaign led by certain Asian-American groups and conservative activists to halt the bill. Two legislators have indicated their intention to form a task force to study whether California should change the way students are admitted to public universities, and the state senator has indicated his intent to bring back a measure in 2016.



The U.S. Department of Education, Office for Civil Rights (OCR) is now posting all resolution agreements it reaches with institutions of higher education and other recipients of federal funds who are obligated to comply with governing federal non-discrimination laws. Recent resolutions can be found on OCR's website at <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/index.html?exp=6>.

Recent agreements of interest include the following four resolutions related to challenges to an institution's race-conscious admissions policy:

1. **[Rice University \(Rice\) \(September 10, 2013\)](#)**: In its first resolution agreement addressing an institution's admissions policy following the *Fisher* opinion, OCR determined that Rice's race-conscious admissions policy did not violate Title VI of the Civil Rights Act of 1964. OCR found that Rice had a compelling interest in achieving the educational benefits of diversity, including an interest in realizing a critical mass of underrepresented students at its residential colleges, each with its own dining hall, student government, sports teams, budgets, traditions, and social structures. OCR found that Rice appropriately engaged in a serious review of possible race-neutral strategies and implemented the following neutral strategies: [1] employing race-neutral factors in admissions (e.g., geographic, socioeconomic, and cultural origins; challenges

faced in life; potential contributions and interactions; etc.); [2] leading various recruitment activities; [3] partnering with more than 70 outreach programs; and [4] operating or participating in more than 30 K-12 educator professional development programs. OCR noted that Rice considered but found a percent plan to be an "unrealistic option" that would sacrifice its "mission of providing a top quality education to a purposefully small body."

2. [University of North Carolina-Chapel Hill \(UNC\) \(November 27, 2012\)](#): OCR concluded that UNC's race-conscious admissions policy did not violate Title VI. Finding that UNC had a compelling interest in the educational benefits of diversity, OCR noted that UNC employed several race-neutral strategies and conducted an individualized, holistic applicant review. OCR rejected the claim that racial differences in the SAT scores of admitted students demonstrated that race was the predominant admissions factor, noting that SAT scores were not a decisive admissions factor in UNC's holistic process. UNC committed to conducting a review of its use of race by September 30, 2013, to determine whether its consideration of race remained necessary.
  
3. [North Carolina State University at Raleigh \(NCSU\) \(November 27, 2012\)](#): OCR found that the race-conscious admissions policies of NCSU's nine Colleges did not violate Title VI. Finding that NCSU had a compelling interest in the educational benefits of diversity, OCR reviewed samples of applications to confirm that the Colleges conducted individualized, holistic reviews in which race was one of many factors considered. OCR next found that the race-conscious admissions policies were narrowly tailored because NCSU had considered and used race-neutral alternatives in its admissions policies, and individual applicants were reviewed holistically. NCSU committed to a review of its policy by September 30, 2013, to determine whether the consideration of race remained necessary.
  
4. [University of Virginia \(UVA\) \(March 19, 2012\)](#): OCR determined that UVA's race-conscious admissions policy did not violate Title VI (it also found no violation of Title IX of the Education Amendments of 1972 because a student's gender was not an admissions consideration). OCR noted that UVA (which established its compelling interest in the educational benefits of diversity) employed race-neutral diversity factors in its admissions process and that UVA rejected a percent plan because of the high level of racial integration in many Virginia schools. UVA committed to conducting a review of its admissions policy after the *Fisher* decision was issued.

## Sponsor Spotlight

**John Barnhill, Assistant Vice President for Enrollment Management  
FLORIDA STATE UNIVERSITY**



**Tell us about your enrollment work and how it furthers the mission of FSU.** Enrollment management means different things on different campuses. I see my role at Florida State as being the person responsible for everything that touches the life of a student from initial contact through enrollment and graduation. While I do not have supervisory authority over all of the different areas that might touch a student's life, I do have the responsibility to make sure that the institution is doing everything possible to ensure student success.

**What role does institutional leadership play in your diversity work?** Institutional leadership is critical to successful diversity efforts as often those in leadership can provide the resources necessary to implement new strategies or to grow successful ones. With that said, it is important to remember that diversity is everyone's work. Do not discount the value of what I will call "personal leadership". Every day we encounter situations where we can make an impact on diversity efforts. In my admissions background, I would tell every recruiter how important they were in our overall effort. While we had recruiters whose jobs were diversity recruitment, it did not mean that it wasn't every one's job. Everyone is accountable for diversity and we should not sit back and wait to follow someone else's lead.

**How is your work affected by Florida's executive order restricting consideration of race in higher education admissions?** The Governor's order was not unexpected; it was enacted during a time when this issue was very much on the national radar. Still, it required a significant overhaul of our admissions process. Like many, we had used race as one of many factors in our process. When the mandate came down, we immediately removed race from our decision matrix and added race-neutral variables: socioeconomic variables like family income, Pell eligibility, and first-generation status; and high school variables like percentage of free and reduced lunch and low-performing schools based on the state's D or F grades. These variables helped to alleviate the loss of racial/ ethnic diversity, but as anyone knows who has looked at these variables, it casts a much wider net than racial/ethnic diversity. These variables work much better for states that are racially and ethnically diverse like Florida.

**What is a challenge you've identified in your work, and how have you addressed it?** The biggest challenge in enrollment management is to get everyone on campus to see the role they play in student success. We have individual responsibilities and sometimes lose sight of the big picture. Breaking down barriers that exist in the various offices and creating an environment of mutual respect that allows for "outside" questions and critiques is critical to student success. Individual office efforts can make a difference, but every office working on the same team can accomplish amazing results. We achieved our collaborative atmosphere through an Enrollment Management committee that brings to the table all the various areas that touch students. Meeting twice a month, this committee addresses all activities and potential changes to existing processes. In the early years, these meetings were somewhat contentious, but now, everyone comes ready to share ideas and to suggest new ways of improving recruitment and retention.

**What is a promising strategy you've employed in the last several years to advance access and diversity goals?** The one thing above all others required to have a diverse student body is commitment. Everyone on campus must recognize the importance of diversity and their role in helping to achieve it. It is not solely the responsibility of Admissions; everyone from the President on down needs to look for ways in which they can be involved in helping to enhance diversity. Each office must look at its policies and procedures to determine if anything in place has a disparate impact on student populations. This mindset is not easy to establish, but it is critical for long-term success. I would also caution those who place all of their diversity efforts into Admissions. While recruitment is important, so too is retention and graduation. Equal effort and energy has to be expended on diversity success which again is why everyone has a role and everyone must be committed.

## The ADC Map



### Institutional Sponsors

Austin College	University of California, Irvine
Boston College	University of California, Los Angeles
Cornell University	University of Connecticut
Dartmouth College	University of Florida
Davidson College	University of Georgia
Emerson College	University of Illinois
Florida International University	University of Maryland, College Park
Florida State University	University of Michigan
James Madison University	University of Minnesota, Twin Cities
Miami University	University of Nevada, Reno
Northeastern University	University of North Carolina at Chapel Hill
Oberlin College	University of the Pacific
The Ohio State University	University of Pennsylvania
Pomona College	University of San Francisco
Princeton University	University of Southern California
Purdue University	University of Texas at Austin
Rice University	University of Tulsa
Rutgers, The State University of New Jersey	University of Virginia
Southern Methodist University	University of Washington
Stanford University	Vanderbilt University
Syracuse University	Wesleyan University
Texas A&M University	

### Organizational Sponsors

American Association for the Advancement of Science	Center for Institutional and Social Change
American Association of Collegiate Registrars and Admissions Officers	Law School Admission Council
American Council on Education	National Association for College Admission Counseling
American Dental Education Association	National Association of College and University Attorneys
Association of American Colleges & Universities	National School Boards Association
Association of American Medical Colleges	University of Southern California Center for Enrollment Research, Policy, and Practice

## On the Horizon

Upcoming events of interest

### JULY

6-8 July Sunday-Tuesday  
**[Technology & Transfer Conference](#)** (AACRAO, Ft. Lauderdale)

27-30 July Sunday-Wednesday  
**[Guiding the Way to Inclusion Conference](#)** (NACAC, Orlando)

### AND BEYOND

5-8 Sept. Friday-Monday  
**[2014 Minority Faculty Career Development Seminar](#)** (AAMC, Vancouver)

9-7 Oct. Tuesday-Thursday  
**[Unconscious Bias Learning Lab for Health Professionals](#)** (AAMC, San Francisco)

16-18 Oct. Thursday-Saturday  
**[Global Learning in College: Cross-Cutting Capacities for 21<sup>st</sup> Century College Students](#)** (AAC&U, Minneapolis)

27-29 Oct. Monday-Wednesday  
**[Forum 2014](#)** (College Board, Las Vegas)

Questions or comments?

Contact:

**Brad Quin, Executive Director,**  
 Higher Education Advocacy at the College Board  
 at [bquin@collegeboard.org](mailto:bquin@collegeboard.org)

The College Board, Access and Diversity  
 Collaborative  
 11955 Democracy Drive • Reston, VA 20190  
<http://diversitycollaborative.collegeboard.org/>

**Art Coleman, Managing Partner,**  
 EducationCounsel LLC  
 at [art.coleman@educationcounsel.com](mailto:art.coleman@educationcounsel.com)

EducationCounsel LLC  
 101 Constitution Avenue, Northwest • Washington,  
 DC 20001  
<http://www.educationcounsel.com>