Strategic Framework

Resource Team

ENVIRONMENTAL SCAN: DIVERSITY, EQUITY, & INCLUSION

An examination of this topic relative to NKU and its current environment, as summarized by the Resource Team

December 23, 2018

Acknowledgement:

Institutions are living systems, comprised of the dedication and aspirations of its community members. Something as important as charting the future the institution requires a collective effort across that entire system. The following team worked collaboratively in utilizing their knowledge, expertise, and experience in providing the Core Team the following environmental scan. We would like to recognize them for their hard work, their dedication to NKU, and their desire to help the Core Team chart a prosperous future for NKU, our students, and our region.

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Environmental Scan: Diversity, Equity, and Inclusion

Over the past month, members of the Diversity, Equity, and Inclusion Resource Team have worked to pull together information from across campus and external resources in order to address topics related to student access, completion, career success, and community engagement, as well as university alignment and shifting practices. This document highlights key themes and findings, some of which cut across multiple categories.

We are mindful of the tendency to critique and catalog things in relationship to "what is" at the university (which could be associated with box 1 thinking). You will find in this executive summary moments where we ourselves have found ourselves falling into this thinking. You will also find ideas about "what could be" at the university (which could be associated with box 3 thinking). We hope that as you work to construct our next Strategic Framework, these four key constructs are centered in your thinking relative to box 3:

1. Underserved: people belonging to groups that have been historically excluded from or are currently underrepresented in the unit of consideration.
2. Equity: making opportunities proportional to the needs of individual students based on social, cultural, and physical identities; ensuring outcomes are demographically proportional to the demographics of those who access the institution.
3. Barriers: those practices, policies, or unmet needs that prevent students from making timely academic progression from pre-access through post-completion and into career and community.
4. Inclusion: the sense of belonging that a stakeholder, without having to sacrifice core aspects of the stakeholder's identity, experiences with various aspects of the institution and other institutional stakeholders.

Finally, "numerous studies verify that important benefits flow from diversity, including improved teaching and learning, skills development, and workforce preparedness, but more research is needed on how to identify and use specific benchmarks of success (e.g., critical mass and compositional diversity)" (Taylor, Milem, & Coleman, 2016, p. 8). While the findings and recommendations offered by each of the resource teams are likely well-aligned with institutional and external metrics, we know that holistically assessing the impact of a diverse, equitable, and inclusive institution remains a box 3 challenge.

Access:

- We need to deliberately and systematically strengthen existing and build new relationships with P-12 schools to help underserved pre-collegiate students know what is expected in college and have the preparation and motivation to enroll in college. Such relationships need to include undergraduate admissions but also extend into the offering of academic credit-bearing opportunities (expanding School-Based Scholars courses in Kentucky, offering dual credit options for Cincinnati-area students), partnering with faculty and staff beyond Admissions to offer programming in schools

and on campus that reaches students as early as middle school, and continuing to find ways to physically bring middle and high school students to campus.

- Additional targeted resources are needed in undergraduate admissions to strengthen connections with seven key feeder high schools which have large populations of URM students who attend NKU (Boone County HS, Ryle HS, Dixie Heights HS, Conner HS, Lloyd Memorial HS, Holmes High School, Newport HS) and open new markets (such as Cleveland, Columbus, Chicago, and Indianapolis).
- School-Based Scholars courses are present in six of the seven key feeder schools listed above. In order to continue to expand the pipeline between School-Based Scholars and admitted NKU students, we need to consider the Education Commission of the States recommendations for greater publicity and counseling to high school families as well as broadening dual enrollment criteria to reach more middle-achieving high school students.
- Additional targeted resources are needed in the Center for Student Inclusiveness (CSI) to support recruitment, transition into the first year, and success beyond the first year.
- Kentucky has deemed health care, advanced manufacturing, transportation/logistics, business services/IT, and construction as areas for immediate workforce application. Since Kentucky is offering incentives for universities to begin offering such programs again, it would be in our best interest to consider offering these programs and researching the untapped and potentially underserved student populations who might be attracted to such programs.

Completion:

- Additional targeted resources are needed in the Center for Student Inclusiveness (CSI) to support recruitment, transition into the first year, and success beyond the first year.
- Diversity, equity, and inclusion work needs to be incorporated into both the RPT and annual performance evaluations for both staff and faculty to incentivize learning about and applying best practices in a busy university environment. More inclusive classroom practices will lead to an increased sense of belonging and achievement of better learning outcomes for all students, but in particular students from underserved communities.
- Connections and partnerships between co-curricular and curricular offerings would allow students to apply their learning outside of the classroom and connect their learning to their course outcomes. One challenge is that course syllabi and events programming often occur in isolation from one another, minimizing opportunities for these connections to be made.

Career Success:

- Problem-centered inquiry is one strategy likely to lead to the outcomes employers say they value in college graduates, including critical thinking, collaboration, and communication. Problem-centered inquiry is occurring episodically in the curriculum based on individual faculty interest and programmatic support. We should support

problem-centered inquiry as well as other hands-on, learner-centered pedagogical techniques through the Center for Teaching and Learning as well as unit-based supports.

- Additional targeted resources are needed in the Career Services to allow great support of culturally-competent career support for underserved students.
- The current structure of general education is not supportive of developing cultural competence in all NKU students. We recommend revisiting the Foundations of Knowledge structure to center and strengthen cultural competence within the Cultural Pluralism category.
- Each student graduating from NKU should be knowledgeable about discipline-specific instruction and practice in what cultural competence looks like in their profession. We recommend that every major and minor identify where in their curriculum students are exposed to and ask to practice cultural competence within their field and that the university collect artifacts to document such practices.
- While more opportunities for faculty, staff, and student leader engagement with cultural competence practices exist today than in the past, such opportunities remain voluntary and thus do not permeate the structure of the institution. Diversity, equity, and inclusion work needs to be incorporated into both the RPT and annual performance evaluations for both staff and faculty to incentivize learning about and applying best practices in a busy university environment.

Community Engagement:

- Meaningful community engagement must privilege open conversations between community partners and university stakeholders to better understand the assets in our community and to construct partnerships that achieve equitable outcomes that are co-constructed by both community partners and university stakeholders.
- The expansion of The INKUBATOR to include community partners including underserved communities, businesses, and nonprofits would both advance social and economic mobility in our region and provide additional experience for our students in working with underserved communities. This expansion would develop cultural competence of all stakeholders, connect NKU students with our business partners and regional nonprofits, and enhance the collective impact.
- Sustained student engagement in the community is made more difficult due to course scheduling (in a given day due to 50-minute course periods and/or across time due to restriction to a single semester's course) and because of the need for better transportation options between campus and the community. In addition, community members may be more likely to come to campus if barriers to parking were eliminated.
- Community engagement work needs to be incorporated into both the RPT and annual performance evaluations for both staff and faculty.

University Alignment:

- In order to effectively meet the needs of underrepresented and underserved students, and to better serve all of our students, NKU needs to embrace "a paradigm shift in thinking about equity, diversity, and student learning" (McNair, et al., 2016). "This

paradigm shift requires that campus educators understand and value the assets that students bring to the educational experience" (McNair, 2016) and that all members of the campus community recognize the importance of institutional change through embeddedness and alignment. This alignment needs to take place at the meta-level (strategy, structure, and resource allocation); at the mid-level (talent development, policies and procedures, programs, and pedagogy); and, at the level of mental models – individually and inter-personally.

- NKU's mission and vision should be reviewed for a clearer expression of our commitment to diversity, equity, and inclusion.
- University-wide policies that do not address diversity, equity, and inclusion should be revised to do so.
- Decision-making processes at all levels of NKU should be established that systematically reflect diversity, equity, and inclusion principles.
- NKU considers itself an access institution and has engaged in initiatives designed to further the missions of the Office of Inclusive Excellence and the Center for Student Inclusiveness. However, these are all optional and remain additive for those stakeholders who choose to utilize them. Without an expectation that diversity, equity, and inclusion become embedded in the work of all employees, alignment cannot be complete.

Shifting Practices to be More Responsive to Changing Student Needs:

- We do not know if there would be resistance for expanding course offerings at non-peak times, including more evening and weekend courses and mimicking executive-type scheduling to meet the needs of undergraduate and graduate students. We should determine if there would be pushback and if needed, incentivize these shifts.
- Emphasizing the increasing awareness of students as knowledgeable consumers of educational value and the shift in demographics which necessitate the need to plan for 25-44 year old students rather than simply focusing on traditionally-aged students could help build buy-in from faculty and staff for shifting practices.
- We should consider eliminating programs with low enrollment without good prospects for increased enrollment in the near future as well as investigate if more flexible offerings factor into the decisions of students in good standing who choose to leave the university.
- We should build upon the success of Adult Learner Programs and Services's expansion of and One Stop Spring 2019 pilot of expanded hours beyond the 8:15-4:30 standard university hours. This expansion would support our current and future students, many of whom have daytime work commitments, and simultaneously honors our heritage in which expanded hours were a university norm.
- We should capitalize on shifts we make in our practices to stand out in a crowded higher education marketplace. This could attract significant interest from adult and underserved learner populations.

Please find the full reports to the questions selected by the Core Team below, organized by the following sections.

This report was created collaboratively by Holly Attar, Bethany Bowling, Eric Brose, Meg Cowherd, Rebecca Cox, Amy Danzo, Sara Drabik, Lauren Franzen, Cori Henderson, Shomari Kee, Madhura Kulkarni, Tom Ramstetter, Kathleen Roberts, Lois Schultz, Dionna Sholler, Brandelyn Tosolt, and Lori Wright.

Access

How are we ensuring that pre-collegiate students know what will be expected in college?

NKU offers a variety of pre-collegiate programs that cater to P–12 students, including but not limited to:

NKU Music Preparatory
CINSAM
Community Connections
School Based Scholars

However, I wouldn't say that these programs are designed, nor should they be, to ensure college expectations. That might be more along the lines of admissions literature, college specific entrance interviews/auditions, and high school to university advisor communications.

Do we need to expand P-12 partnerships to strengthen underserved students' preparation and to encourage enrollment in college?

I think we need to expand P–12 partnerships to strengthen all students' preparation and encourage enrollment in college. Things NKU is already doing to achieve this, but with added staff/faculty, could do more:

-Engage with parents, teachers, and advisors
-Maintain good relations with alumni
-Improve retention through ensuring purpose for our upper class students
-Develop scholarships that encourage bridging participating in P–12 programs to collegiate study

In addition to diminished institutional resources, what are NKU's challenges in enrolling students from underserved communities?

From Dannie Moore, Assistant Vice President, Center for Student Inclusiveness
"NKU articulates the desire and intention to support underserved students however some of our resources don't align. Our biggest challenge at the moment is staffing. We cannot meet with the number of students who come to the office seeking services and conduct all of the needed trainings and workshops and manage the day-to-day operating responsibilities with one person offices, as well as continue to provide educational, worthwhile programming for the campus community. I also believe to improve our ability to deliver equitable outcomes for underserved students we need training, presentations and community work on creating a sense of belonging for our underserved students. We have to do a better job of making sure all students feel like they are a part of the NKU community."

From Melissa Gorbandt, Director of Undergraduate Admissions
Opportunities to consider as we meet the challenge of enrolling students from underserved communities:

- additional recruitment staff to open new markets (Cleveland, Columbus, Chicago, Indianapolis) since our local demographics do not offer a large net for potential students
- a decrease in staffing levels within the Center for Student Inclusiveness (CSI) and the merger of African American Programs and Services, Latino Student Programs and Services has resulted in less support available for recruitment and yield initiatives
- develop recruitment plans geared toward the high schools with a specialized academic focus (Robert E. Taft HS (technology), SCPA (SOTA), etc. Include faculty and current students when possible.
- lack of bi-lingual recruitment materials and marketing efforts
- develop diverse media marketing that will effectively reach the age group of 15-18 highlighting NKU's accolades
- offer additional programs as early as middle school that expose students/parents to high education and NKU
- additional funding and support for additional high school group visit experiences on campus
- lack of diversity with our faculty and staff
- develop a diverse student group to assist with recruitment and yield initiatives
- further engage diverse alumni in outreach efforts
- increase partnerships with organizations that support underserved youth
- highlight diverse/inclusive opportunities at community colleges
- engage diverse faculty and staff in recruitment and yield initiatives by developing a speaker series
- additional scholarship opportunities
- offer dual credit opportunities in Cincinnati to allow students to earn NKU credit while in high school
- is there an opportunity to expand and promote transportation opportunities from Cincinnati commuters?
- Northern Kentucky community has not embraced our university as its own. What is the benefit of the community doing so? Our visitors see this.
- NKU does not offer football

Are we marketing to Louisville and Cincinnati regions?
Events:

- Louisville High School Visits: Louisville 2017-2018= 19 / Fall 2018= 23
- Louisville College Fairs: Louisville 2017-2018= 30 / Fall 2018= 32
- Cincinnati High School Visits: 2017-2018= 52 / Fall 2018= 62
- Cincinnati College Fairs: 2017-2018= 49 / Fall 2018= 47
- **Total College Fairs and High School Visits: 2017-2018 = 150 / 2018-2019 =164**
- Recruitment and Pathway Programs at Jefferson Technical and Community College and Cincinnati State Technical and Community College

- Attendance at the Louisville National College Fair
- Attendance at the Cincinnati National College Fair
- Attendance at the National Performing Arts Fair with SOTA
- Connections with community groups (Lincoln Foundation, YMCA Black and Latino Achievers, DVS-Diversity & Education Solutions)
- NKU to You events = Louisville 1, Cincinnati 2
- Sponsor group visits to campus (10-15 a year)

Advertising:

- Digital campaign to drive leads for visits, applications, and awareness of NKU through consistent branding and messaging, focusing on influencing and changing perceptions about how people think about NKU. Create and implement three specific campaigns utilizing the channels of social media, banner ads, retargeting, search engine marketing, geo-targeting, and streaming radio
- The Office of Admissions purchases high school student names to include in our email and direct mail campaigns beginning sophomore year
- Print ads to support National College Fairs
- Partnership with DVS-Diversity & Education Solutions that hosts onsite admissions programs and sponsors bus tours to NKU from Cincinnati and Louisville
- Cincinnati Public Schools Partnership
- High School Banner Program in select high schools (2 Louisville, 8 Cincinnati)
- Promoting EDGE program in Cincinnati via billboards and print advertising
- Digital campaign serving Cincinnati and all 12 states that qualify for the EDGE program
- Local 12 will feature a story on NKU and adult learners

What are our feeder schools? Do these schools have a high percentage of underserved students?

Data pulled from Management Dashboard – 12/14/18
The top 10 feeder schools into NKU are below. Of those four have a URM enrollment >10% (Boone County, Ryle, Dixie Heights, and Conner). Additional data is provided for 2014-18 in the attached spreadsheet.

Student High School	Fall 2018 Enrollment at NKU	Percentage URM*	Percentage Free/Reduced Lunch*
Unknown	1590		
Campbell County High School	541	6%	36%
Simon Kenton High School	392	6%	32%
Larry A Ryle High School	422	14%	24%
Dixie Heights High School	340	14%	35%
Boone County High School	331	21%	49%
Conner Senior High School	355	11%	30%
Other Non US High Schools	295		

Scott High School	253	10%	38%

*US News & World Report High School Rankings (https://www.usnews.com/education/best-high-schools/kentucky/)

In addition, three additional feeder schools for fall 2018 enrollment who have URM enrollment >10% are:

Student High School	Fall 2018 Enrollment at NKU	Percentage URM*	Percentage Free/Reduced Lunch*
Lloyd Memorial High School	107	31%	55%
Holmes High School	87	54%	79%
Newport High School	76	38%	78%

How do we get school based scholars program to more schools with high URM enrollment?

Within Boone, Campbell, and Kenton counties, there are four high schools that have URM enrollment above the three-county average. These schools include Holmes HS (URM=54%), Newport HS (URM=38%), Lloyd HS (URM=31%), and Boone County HS (URM=21%). Of these high schools, Holmes is not a participant of NKU's SBS program. Newport HS only recently began participating in fall 2018, with only two students, none of which were URM students. Both Lloyd and Boone have seen declines in URM student participation since fall 2015.

Additionally, overall URM SBS participation from these three counties do not match URM high school enrollment.

According to the faculty director of School Based Scholars program, NKU has made attempts to partner with Holmes HS, however, there are not enough students at the high school who qualify for the program or enough to justify a course offering there. He did state that the students who do qualify attend college courses at Gateway's Urban Campus. NKU plans to invite parents from Holmes HS to NKU's SBS Parent Night in January to discuss interest in enrollment in online/on-campus courses. Furthermore, the Education Commission of the States (ECS) recommend that high schools publicize such programs to families and provide counseling. ECS also recommends high schools and states to broaden their dual enrollment criteria to reach more students who are middle-achieving students (ECS, 2018).

2015-2016 High School Enrollment by Race/Ethnicity: Boone, Campbell, and Kenton Counties

County	School	Amer_ Indian/ Alaskan_ Native	Asian	Black	Hispanic	Native_ Hawaiian /Pacific_ Islander	White	Two or More Races	TOTAL	% URM
Kenton	Beechwood High School	2	18	5	22	1	579	15	642	10%
Kenton	Dixie Heights High School	1	36	40	66	4	1,206	51	1404	14%
Kenton	**Holmes High School**	**0**	**0**	**283**	**92**	**3**	**397**	**87**	**862**	**54%**
Kenton	**Lloyd High School**	**2**	**7**	**77**	**51**	**1**	**406**	**42**	**586**	**31%**
Kenton	Ludlow High School	0	0	2	9	0	360	15	386	7%
Kenton	Scott High School	2	8	27	25	0	846	32	940	10%
Kenton	Simon Kenton High School	3	9	14	31	1	1,658	45	1761	6%
Campbell	Bellevue High School	0	0	6	17	1	350	22	396	12%
Campbell	Campbell County High School	0	19	20	29	0	1,462	28	1558	6%
Campbell	Dayton High School	0	1	23	7	0	320	1	352	9%
Campbell	Highlands High School	0	9	12	17	0	940	15	993	5%
Campbell	**Newport High School**	**1**	**0**	**93**	**32**	**1**	**266**	**34**	**427**	**38%**
Campbell	Silver Grove School	0	0	3	2	0	173	3	181	4%
Boone	**Boone County High School**	**3**	**23**	**99**	**120**	**10**	**1,113**	**41**	**1409**	**21%**
Boone	Conner High School	1	23	59	45	0	1,248	29	1405	11%
Boone	Larry A. Ryle High School	1	48	45	119	4	1,590	44	1851	14%
Boone	Randall K. Cooper High School	0	29	48	22	1	1,164	33	1297	10%
Boone	Walton-Verona High School	0	4	5	11	4	497	7	528	6%

Notes:

1. Schools in bold font indicate high schools with URM enrollment above the three-county average (15%).

2. Underrepresented Minority (URM) status is defined as individuals from the following race/ethnic groups: Native Hawaiian/Pacific Islanders, Black/African Americans, Hispanic/Latinos, American Indian/Alaskan Natives, and students of two or more races.

Source: National Center for Education Statistics (NCES), Common Core of Data (CCD)

Overall URM SBS within Boone, Campbell, and Kenton

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
URM Status	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
URM	48	6%	60	7%	82	8%	90	8%
Not URM	737	94%	820	93%	987	92%	1060	92%
Grand Total	**785**	**100%**	**880**	**100%**	**1,069**	**100%**	**1,150**	**100%**

School Base Scholars (SBS) Enrollment by Three-County High Schools and URM Status

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
High School	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Beechwood High School	**14**		**21**		**3**		**25**	
URM		0.0%	1	4.8%		0.0%	1	4.0%
Not URM	14	100.0%	20	95.2%	3	100.0%	24	96.0%
Bellevue High School	**12**		**18**				**2**	
URM	1	8.3%		0.0%				0.0%
Not URM	11	91.7%	18	100.0%			2	100.0%
Boone County High School	**43**		**45**		**66**		**45**	
URM	6	14.0%	6	13.3%	13	19.7%	6	13.3%
Not URM	37	86.0%	39	86.7%	53	80.3%	39	86.7%
Campbell County High School	**75**		**109**		**73**		**79**	
URM		0.0%	5	4.6%	1	1.4%	5	6.3%
Not URM	75	100.0%	104	95.4%	72	98.6%	74	93.7%
Conner Senior High School	**79**		**88**		**102**		**126**	
URM	7	8.9%	6	6.8%	4	3.9%	6	4.8%
Not URM	72	91.1%	82	93.2%	98	96.1%	120	95.2%
Dixie Heights High School	**119**		**137**		**143**		**201**	
URM	7	5.9%	12	8.8%	9	6.3%	25	12.4%
Not URM	112	94.1%	125	91.2%	134	93.7%	176	87.6%
Highlands High School	**38**		**22**		**47**		**64**	
URM	1	2.6%		0.0%	2	4.3%	1	1.6%
Not URM	37	97.4%	22	100.0%	45	95.7%	63	98.4%
Holmes High School	**0**		**0**		**0**		**0**	
Larry A Ryle High School	**45**		**61**		**65**		**78**	
URM	5	11.1%	5	8.2%	8	12.3%	5	6.4%
Not URM	40	88.9%	56	91.8%	57	87.7%	73	93.6%
Lloyd Memorial High School	**20**		**27**		**73**		**67**	
URM	6	30.0%	7	25.9%	19	26.0%	12	17.9%
Not URM	14	70.0%	20	74.1%	54	74.0%	55	82.1%
Newport High School							**2**	
Not URM							2	100.0%
Randall K. Cooper	**124**		**92**		**111**		**131**	
URM	7	5.6%	4	4.3%	8	7.2%	11	8.4%
Not URM	117	94.4%	88	95.7%	103	92.8%	120	91.6%
Scott High School	**92**		**103**		**127**		**90**	
URM	4	4.3%	8	7.8%	11	8.7%	4	4.4%
Not URM	88	95.7%	95	92.2%	116	91.3%	86	95.6%
Silver Grove High School	**4**		**3**					
URM		0.0%	1	33.3%				
Not URM	4	100.0%	2	66.7%				
Simon Kenton High School	**78**		**80**		**177**		**154**	
URM	1	1.3%		0.0%	6	3.4%	12	7.8%
Not URM	77	98.7%	80	100.0%	171	96.6%	142	92.2%
Walton Verona High School	**42**		**74**		**82**		**86**	
URM	3	7.1%	5	6.8%	1	1.2%	2	2.3%
Not URM	39	92.9%	69	93.2%	81	98.8%	84	97.7%
Grand Total	**785**	**100.0%**	**880**	**100.0%**	**1069**	**100.0%**	**1150**	**100.0%**

What new credentials and/or associate's degree programs would allow immediate application in the workforce to create a shorter pathway to completion for students who choose to pursue them?

In looking at what is available in our region, Kentucky deems these areas as immediate workforce application: health care, advanced manufacturing, transportation/logistics, business services/IT, and construction. In the past several years, NKU has chosen to eliminate many credentials and associate's degree programs that were found in those areas. Since Kentucky is providing incentives for universities to begin offering these again (free tuition to students enrolled in these programs for up to 60 hours), it may be in our best interest to look into offering these programs again.

Source: https://www.kheaa.com/website/kheaa/work_ready?main=1

Here are our current programs that would meet this criteria:

Advanced Manufacturing	Automated Manufacturing Processes and Systems	Certificate
Advanced Manufacturing	Manufacturing Processes	Certificate
Advanced Manufacturing	Technological Leadership and Innovation Certificate	Certificate
Business and IT	Business Informatics	Certificate
Business and IT	Computer Aided Design and Drafting	Certificate
Business and IT	Cyber Security	Certificate
Transportation and Logistics	Geographic Information Systems	Certificate

These were the programs that we have had (As of 7/30/2018) that would meet the criteria:

Northern KY University	Advanced Manufacturing	Certificate	Automated Manufacturing Processes and Systems
Northern KY University	Advanced Manufacturing	Certificate	Manufacturing Processes
Northern KY University	Advanced Manufacturing	Certificate	Manufacturing Technology
Northern KY University	Advanced Manufacturing	Certificate	Technological Leadership and Innovation Certificate
Northern KY University	Business and IT	Certificate	Business Informatics
Northern KY University	Business and IT	Certificate	Computer Aided Design and Drafting
Northern KY University	Business and IT	Certificate	Cyber Security
Northern KY University	Business and IT	Certificate	Leadership Development
Northern KY University	Business and IT	Certificate	Software Development
Northern KY University	Healthcare	Certificate	Adult Health Nursing
Northern KY University	Healthcare	Certificate	Family Practice Nursing
Northern KY University	Healthcare	Certificate	Health Informatics
Northern KY University	Healthcare	Certificate	Psychiatric and Mental Health Nursing
Northern KY University	Transportation and Logistics	Certificate	Geographic Information Systems

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Completion

How can we improve our ability to deliver equitable outcomes for underserved students?

NKU articulates the desire and intention to support underserved students; however, some of our resources don't align with this intention. Staff members in the Center for Student Inclusiveness cannot meet with the number of students who seek services while conducting workshops and managing day-to-day operating responsibilities with one person offices, as well as continue to provide educational, worthwhile programming for the campus community. Faculty are also increasingly being required to spending more time in meetings and less time working with students. Diversity, inclusion, and equity work are not rewarded in the RPT process, so there is minimal extrinsic incentive for professors to focus in these areas. There are limited resources for professional development and limited time available to devote to learning new pedagogical methods that serve students more equitably; therefore, since work in this area is not rewarded in the RPT process, it is not prioritized. We have also shifted to using more adjunct instructors who are not incentivized to address equity. In addition, many URM students at NKU do not feel as though they belong. We have to do a better job of making sure these students feel like they are a part of the NKU community.

To deliver equitable outcomes for underserved students, we need to align our resources with our intentions. We need to incorporate diversity, equity, and inclusion work into both the RPT process and staff performance evaluations. We need to appropriately staff and fund the Center for Student Inclusiveness for maximum effectiveness. We need to support the recently initiated cultural competence professional development for advisors and master advisors so that they can help bring about equitable outcomes for students, while potentially increasing the number and diversity of advisors so they are more accessible and can provide adequate support. We need to create a better sense of belonging for our underrepresented students, as well as our underrepresented faculty and staff as representation is a key component of retention for students of color. This can be accomplished by using intentional trainings, presentations, and community work at all levels of the institution.

What intentional actions are we taking to increase the 1st to 2nd year retention of underserved students?

Due to limited resources and personnel, most efforts in the Center for Student Inclusiveness (CSI), which is most often looked to for URM retention, are focused on first-year students through mentorship programs such as NKU ROCKS and LAMP. African American Programs and Services (AAPS), which is an office of 1 person, is also initiating new programs such as an alternative spring break in 2019, a Living Learning Community for ROCKS in 2019-2020, and a possible 1 credit hour course for potential ROCKS mentors on leadership in the African American community. The AAPS director is focusing on developing student leadership in the community as a retention tool. CSI now has an assistant director who has largely spent her time this semester meeting with URM students, helping them to navigate university processes and

challenges while providing direct support. CSI received non-recurring funds for a retention specialist for spring 2019. They have also requested recurring funds from the CUA Budget Committee to make this position permanent in FY20. To retain URM students, we need to invest financial and human resources into the Center for Student Inclusiveness.

How do we talk about students who are not meeting academic and social expectations? Do we use the deficit framework, i.e. the language of blame, complaints, judgment? Or the asset framework, i.e. language that values and uses the cultural capital of underserved students? What biases and assumptions stand in the way?

The majority of academic advisors do a good job of valuing the cultural capital of underserved students and talking to students who are not meeting academic and social expectations in a non-biased way using the asset framework. However, there is a small minority of advisors on campus who may make assumptions at times about students who are struggling, or who may make comments about students using blaming or judgmental language. For advisors, there is a natural tendency to want to form biases and assumptions from the electronic student profile as we prepare for appointments, simply based on the limited information we might have from a pure academic standpoint. As an example, when an advisor looks up a student in SAP and pulls their transcript, they may make some automatic judgements and assumptions from their academic grades, advising notes from past appointments, or factors such as age, major, and other data. If the student is struggling, and a PACE student or adult learner, the advisor might assume that they are working full time with family obligations and that is causing them not to do well as a full-time student. However, when meeting with a student, a seasoned, thoughtful advisor will know to check any assumptions at the door because reality may be quite different. Intentional hiring of advisors is critical for student success. Representation by advisors of color is beneficial as students may be more open about their individual challenges with someone they feel understands them. Professional development addressing personal biases and promoting effective and supportive communication with URM students should be regularly provided and mandated.

How do we ensure that underserved students receive the appropriate amount of challenge and support to ensure their success without marginalizing these students?

NKU offers a combination of support from both university resources such as advising, scholarship, and tutoring, as well as from faculty who are trained to implement teaching intervention strategies. These strategies involve improving student self-assessment, student transparency, and short-term retention.

https://inside.nku.edu/norseadvising/academic-assistance/advising-centers.html
https://inside.nku.edu/financialaid/programs/scholarships.html
https://inside.nku.edu/plus/tutoring/plus_tutor.html

Teaching strategies include "active learning," such as flipped classrooms, small groups, whole class involvement, and in-class reading and writing assignments (Example: https://cfe.unc.edu/files/2014/08/FYC2.pdf). Another teaching model that has found success is

"inclusive teaching," which encourages structure within the classroom, respectful conversations, and discussions with increased student comfort (Example: https://cfe.unc.edu/initiatives/structuring-the-classroom-for-inclusive-teaching/. Click here for an AACU article titled A *Teaching Intervention that Increase Underserved College Students' Success*.

What resources does NKU offer for students with learning disabilities or other disabilities?

The Office of Disability Services offers reasonable academic accommodations based on students' specific needs. Included are extended time testing, quiet environment for testing, note-takers, tape recording, services for deaf or hard of hearing students, and residential accommodations for both university housing and board contracts.

Program events include Wheelchair Basketball in October, which is Disability Awareness Month. There is also Delta Alpha Pi International Honor Society for students registered with Disability Services.

The staff makes referrals to Academic Advising and Counseling. Staff conducts specialized training about the office's services to academic advisors, faculty, and staff during initial hiring orientation and at other university events.

Does NKU provide credit for student learning outside of credit bearing courses?

NKU offers three types of credit-by-exam (CBE) options:

1. College-Level Examination Program (CLEP), a national program of credit-by-examination
2. https://inside.nku.edu/testing/CBE/CLEP.html
3. DSST exams, which offer credit in 38 subjects (https://inside.nku.edu/testing/CBE/DSST.html)
4. Credit for Prior Learning Examinations (CPLE) https://inside.nku.edu/testing/CBE/CPLE.html

CLEP and DSST exams are created by outside organizations as noted above and administered on campus. CPLE exams are created by NKU departments to give credit-by-exam for courses they offer. All of these exams are administered at Testing Services. No credit is offered for student learning stemming from NKU programs outside of credit bearing courses, such as programs in Student Affairs.

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Career Success

How does NKU ensure that underserved students — and all students — are engaged in problem-centered inquiry? Are they achieving the knowledge, adaptive skills, and hands-on experiences that will prepare them for evolving careers?

NKU engages in a variety of best practices designed to engage our students in problem-centered learning and to ensure achievement in knowledge, adaptive skills and hands-on experiences to prepare them for evolving careers.

Among these practices are first-year experiences such as University 101 and NKU R.O.C.K.S., learning communities, opportunities to engage in undergraduate research, experiential learning, and diversity and inclusive learning within the cultural pluralism requirement in our general education program, Foundation of Knowledge.

Our first-year programs focus on critical thinking, writing, information literacy (which is the basis for our current quality enhancement plan), and collaborative learning. Our learning communities encourage students make new friends, form study groups, participate in class discussions and make stronger connections with faculty. The hope is that these learning communities make college less overwhelming, especially when meeting new students and faculty, and taking a full load of courses.

While undergraduate instruction is our major mission, we place a great emphasis on undergraduate research. As the Council on Undergraduate Research states, students who participate in research are better prepared in their fields, as well as more informed as citizens as they learn skills of problem-solving, critical thinking, and communication.

Experiential learning is achieved through internships, co-ops, practical experiences, research experiences, volunteering, field experiences, and more. Each of these types of experiences give students valuable career-related experiences that make a difference in post-graduate employment.

Finally, through our Foundation of Knowledge general education program, we hope to guide students to understand, value, and embrace a “multicultural tapestry of knowledge” and to define themselves as able to think critically, communicate effectively, reason scientifically, frame philosophically, and express artistically.

But what is “multicultural tapestry of knowledge,” and how do we ensure that our students experience it, much less appreciate it? Are we fully seeking diversity, equity and inclusion in these efforts? Is cultural competence actually a goal of our programs? For instance, our cultural pluralism requirement in the Foundation of Knowledge is only three hours — one class. A student could take one course focused on one culture (perhaps his or her own) and be finished with it. How can one class encourage cultural competence?

Is cultural competence addressed in our first-year programs, learning communities, undergraduate research, and experiential learning? Is cultural competence addressed in each class and in each academic program? It should be and we should aspire to make sure of it. We must ensure that every major and minor identify where in their program students are asked to demonstrate cultural competence within the program and we should collect artifacts.

Furthermore, we ought to be supporting faculty in problem-centered pedagogy. According to Teresa E. Taylor, Jeffrey F. Millem, and Arthur L. Coleman in *Bridging the Research to Practice Gap: Achieving Mission-Driven Diversity an Inclusion Goals*, Pedagogy and curricular offerings are key to our diversity goals. Negative classroom experiences for underrepresented students may have a negative impact on their overall attitude and thus, their success. Additionally, a diverse faculty and staff indicates the cultural competency of the university and would encourage that of our students. Support for all faculty and staff across the university in prioritizing cultural competence in themselves, in their classes, and in their programs would also encourage the same in our students and graduates.

How are we investing in cultural competence practices for the career success of underserved students - and for all students?

Beyond the fulfillment of the single general education course aligned with cultural pluralism, we are not investing in cultural competence practices for the career success of students. We suggest that every major and minor identify where in their program students are asked to demonstrate cultural competence within the program. Further, we suggest a collection of artifacts to serve as both a bank of work to highlight when building relationships with potential community partners and donors and as an accountability measure.

Currently, Career Services does direct outreach to targeted student populations such as the Center for Student Inclusiveness, Student Support Services, Adult Learner Programs and Services, International Students and Scholar Services, and Veterans Resource Station. While direct services vary by population, they include written guides, customized presentations, and individual appointments with students. In addition, print materials are available in the Career Resource Library relating to the needs of specific populations. Career Services provides information to many students and employers about the process for hiring international students.

In addition, during conversation with employers recruiting at NKU (and potentially recruiting on campus), Career Services promotes NKU's diverse student population as a benefit of recruiting here. They also share information with employers about the benefits of hiring international students as well as the process. Finally, Career Services disaggregates their event data by race/ethnicity, gender, work authorization, and veteran status.

Prior to the reduction of staffing levels in Career Services, Career Services sponsored a Diversity Networking Reception and had assigned liaison roles to the Center for Student Inclusiveness and other student services offices.

With additional resources, Career Services could complete additional staff training related to cultural competencies, offer additional customized presentations and written resources for students, and house a career closet for students in need of professional wardrobe. Currently, Career Services will refer students to community resources (such as Dress for Success), but only if the student communicates the need for this assistance.

Finally, students benefit significantly from career-focused mentorship programs which are also highly engaging to our alumni and community partners. For comparison, Xavier University has a successful career-focused mentoring program and they have 9 Career Services employees to staff a student population of 6,800. Holding all other factors constant, NKU Career Services would need to more than quadruple current staffing levels to match this ratio.

How can we ensure that our students graduate with a minimum level of cultural competency and awareness?

Does NKU prioritize diversity in the curriculum by formally assessing diversity learning outcomes university-wide?

Prior to 2010, the General Education Program at NKU had a "Race and Gender" category. Many of the classes that were housed within the Race and Gender category are housed in the current "Cultural Pluralism" category (within "Self & Society") while others are in "Culture and Creativity". It is critical to note that only one course in "Cultural Pluralism" is required within NKU's general education program. The courses that are currently available for students to choose from to meet this are:

- ANT 201 (World Cultures)
- ANT 230 (North American Indians)
- ANT 231 (Modern American Indians)
- ANT 245 (Peoples of Latin America and the Caribbean)
- ANT 270 (Native Australia and Oceania)
- BLS 100 (Introduction to Black Studies)
- EDU 316 (Racism and Sexism in Educational Institutions)
- EMG 105 (Media in a Diverse Society)
- ENG 212 (Literatures of Inclusion)
- MUS 110 (Appreciation of Jazz)
- SOC 100 (Introduction to Sociology)
- SPB 200 (Rivalry and Rituals: International Sport)
- SWK 105 (Social Work and the Community)
- TAR 102 (Race, Gender and Theatre)

- WGS 150 (Introduction to Contemporary Gender Issues)

This list of courses reveals a focus within the General Education category of helping students explore content centering on a single group from non-dominant groups of people and privileging international contexts. However, the course titles and descriptions suggest that many of the courses are learning about other people, not how to engage with other people.

These courses are meant to align with Student Learning Outcomes (SLOs):
B.1. Students understand economic, political, and social legacies of imperialism and colonialism, with reference to linguistic or cultural diversity, for societies, groups, and individuals.
B.2. Students compare historical perspectives on the development of various cultures.
B.3. Students identify the connections between and differences among local, national and global communities.
E.2. Students understand the influence of cultural and socioeconomic background in shaping attitudes and opinions (in themselves and others).

Two of these SLOs (B1 and B2) explicitly posit the discussion of difference as a discussion of history or historical legacies that result in modern inequities. A third (B3) is suggestive of the student comparing themselves with national or global communities. These are all valuable SLOs, but they do not necessarily support a cultural competence skillset.

All general education SLO's are assessed on a schedule (each SLO category once per three years). The assessments are becoming more systematized and are paired with workshops to support faculty in designing courses and assignments meant to develop students toward achieving the SLOs.

A final consideration in general education is the additional tension added through Kentucky Transfer Policy. While we believe that addressing cultural competence is necessary in our general education curriculum, the confines of the state-mandated transfer policy creates a system in which students are incentived to take and complete general education courses at the post-secondary institution of their choice. If we attempt to add distinctive elements to our general education curriculum, we run the risk of appearing less desirable to potential students. In addition, given that approximately one third of all of our bachelor's degree graduates entered NKU as transfer students, it becomes even more clear that we cannot rely solely on general education to meet the needs of developing cultural competence skills in our students.

We recommend that the faculty revisit the general education category of Cultural Pluralism to remove inappropriate courses and to center and expand the cultural competence components and SLOs in those courses that remain in the category. We suggest that the centering and significance of cultural competence components to a course become part of the review process for adding a course to this general education category.

However, we believe it is even more important that we ensure that every major and minor identify where in their program students are asked to demonstrate cultural competence and collect artifacts to document that cultural competence. Programs could have the freedom to determine where in their program demonstration of cultural competence would be required and what form the artifacts might take. The would honor disciplinary autonomy while also embedding cultural competence in the curriculum.

We recognize that thoughtful partnerships with Student Affairs to offer co-curricular opportunities to develop cultural competence would strengthen our ability to graduate students with a minimum level of cultural competency. Currently, there is a disconnect between programming in Student Affairs and the creation of syllabi and course schedules in Academic Affairs. Too often attendance at meaningful programs is artificially lowered by the inflexibility of course schedules that were designed and shared with students before the event was planned. Meaningful collaboration between faculty who teach courses related to potential programming from Student Affairs and those offices likely to offer such programming would help to alleviate this tension. The creation of an incentive program such as AllCard dollars, a badge, or another recognition for students who attend a certain number of selected events would also help to increase the number of students who benefit from these events.

A final and critical consideration is that in order to build cultural competence in our students, faculty and staff must be culturally competent. This leads directly to the final question in this section.

How are we creating the expectation and support for faculty, staff, and student leaders to regularly participate in culturally responsive learning opportunities?

- The primary expectation to regularly participate culturally responsive learning opportunities is articulated in CPE's new *Diversity, Equity, and Inclusion Policy (2016),* which expects that KY Colleges & Universities are developing the cultural competence of students, faculty, and staff and assessing this development (to be reported out).
- This expectation is also articulated in NKU's *2022 Inclusive Excellence Plan* and is an expectation to be included in all unit-level inclusive excellence plans under IMPACT.
- As of Fall 2018, it is expected that advisors who wish to attain the status of Master Advisor must participate in a minimum of 3 workshops on cultural competence. Five modules on cultural competence were developed by Norse Advising and the Office of Inclusive Excellence.
- No expectation has been expressed for faculty and staff.
- Student leaders have the opportunity to participate in a number of culturally responsive learning opportunities. For example, Resident Assistants attend the Freedom Center and participate in a debrief activity after the museum. Housing student staff and Orientation Leaders typically receive Allied Zone and Trans Ally trainings. The Center for Student Inclusiveness has supported trainings around allyship practices have been used for leaders in Greek Life and as programs by Resident Assistants for residents. In addition,

sessions at Norse Leadership Society and sponsored by Hall Directors can feature cultural competence content. Within Greek Life, Fraternity and Sorority Life facilitates training for chapter leaders and connects individual chapters with staff in Center for Student Inclusiveness to train chapter members. Some individual Greek national organizations offer training and support around cultural competency in which leaders and chapter members may choose to participate. Greek Life is working to implement an expectation that chapter members participate in ongoing support and development related to cultural competence, but is aware that a lack of adequate staffing in the offices that might support such training may prevent their being able to do so.

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Community Engagement

Two questions:

1. **How can campus leaders create partnerships that work? How does NKU leverage the ecosystem that surrounds the campus?**
2. **How can we improve our ability to deliver equitable outcomes for our community partners?**

The community partnerships that constitute NKU's ecosystem include:

- Business partnerships
- K-12 partnerships
- Underserved communities
- Internship sites – COB, Social Work
- Donors
- Alumni
- ?

A critical overarching question is - *How does NKU strategically leverage this ecosystem in ways that advance social and economic mobility in the region?* One idea to consider is creating a regional incubator or idea/innovation lab that would generate prototypes that are eventually scaled. Participants in this lab would include underserved communities, businesses, Chambers, internships and placement sites, non-profits, and the university, including Gateway etc. More to come on idea/innovation lab…

For purposes of this response, we have primarily focused on community/civic engagement and internships. Ideas percolating around leveraging business relationships…

First, we pose additional questions for reflection:

- How does NKU define community engagement? Does NKU make a distinction between community engagement, civic engagement, and service learning?
- Should we consider eliminating the term "service learning"?
- Does NKU have an inventory of its community partnerships (civic/community engagement & service learning?)
- What are our goals when engaging with underserved communities? To strengthen the well-being of the community? To educate the student? Are these goals in conflict? Do we sacrifice strengthening the well-being of the community for the education of our students? Is this tension resolvable?
- Are engagement goals co-created with the community? Does the university, in partnership with community, conduct a root cause analysis of the issue being addressed? So, we are together making deep change and not just responding to symptoms.
- How diverse are NKU's community partners? Are we reaching out the NKY "invisible communities"?

- Are there opportunities to develop mentors within the community?

"What is"

- Silo experiences – Examples - COB internships and MSW field placements – are synergies available by connecting various community experiences?
- Scripps Howard Center Civic Engagement: Service and Citizenship – How does this Center connect with campus-wide community engagement efforts and course-based service learning?
- Pop-ups – SAFE Pride tables – NKY, Cincinnati, Indiana
- Fuel NKU partnership: Kroger, colleges, students, faculty and staff
- Health Innovation Center & Partnerships

Barriers

- Transporting students off-campus for community-based projects particularly with time constraints – 50-minute class periods. How authentic is engagement with the community with these time limitations, i.e. 50-minute class periods and also the 15-week semester? Solution - increase scheduling flexibility; partner with classes across campus could help to expand available time. Solution for community engagement that extends beyond the 15-week semester?
- Bringing community members to campus due to lack of "visitor" parking - requires funding. (Solution - provide parking passes for purposes of community engagement.; create a specific space for community visitors only).
- Sentiment exists that if there are no tangible outcomes, there is no meaning. How do we assess our students' community engagement experiences?
- Building community partnerships not rewarded, unless a grant is involved; faculty not consistently incentivized to take the time and make the effort to initiate and build partnerships. (Solution - increase the value of community engagement by making community engagement part of RP&T – doing so would require defining what is meant by community/civic engagement/service learning).

"What could be?"

Community engagement efforts must go beyond developing goodwill and focus on advancing social and economic mobility of the region. Equitable outcomes will result from leveraging strategic partnerships, crossing silos, and thinking creatively as an eco-system, which includes balancing the well-being of communities with the education of our students. Examples include:

- Change how we think about community/civic engagement: making transformative changes in our long-standing customs, assumptions, institutions, and mind-sets. This means acknowledging community assets for achieving these outcomes, i.e. community authority and expertise. This is accomplished by resisting the temptation to believe we already know what to do and building relationships that foster mutual accountability and shared responsibility (*The Principles for Equitable and Inclusive Civic Engagement*, Kirwan Institute, 2017).

- Educate administrators, faculty, staff, and students about community engagement that is capacity-focused development, i.e. asset-based, internally focused, and relationship driven not the traditional deficit-focused approach of "needs-driven".
- Develop an ecosystem mindset: an understanding and appreciation that new value and growth do not reside within one's current boundaries but beyond them, and that success involves forging new connections to solve problems and creating new value as an institution. This mindset must be cultivated at the individual, departmental, divisional, and institutional level.
- Create a collaborative that offers faculty development around community engagement. The collaborative would bring together faculty, interested in community engagement but unfamiliar with how to make these connections, faculty, experienced in engagement with the community, and community members. *A Collaborative: Co-creating a vital community.*
- Introduce the concept of the inclusive innovation ladder, which defines the value of increasing degrees of community involvement. Develop an assessment tool, whereby, we are aware of *how* the university is engaging the community.
- Implement a Supplier Diversity program – strategically leveraging partnerships with minority-owned and women-owned businesses. Would lead to mentors for our students.

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University Alignment

In order for diversity, equity, and inclusion to be aligned across the university, it must be deeply embedded in all levels and areas of the institution. Alignment at the meta-level includes strategy, structure, & resources allocation. At the next level, alignment includes talent development, policies & procedures, programs and pedagogy – curricular and co-curricular, community engagement, and scholarship. This alignment should take place at the institutional, divisional, and departmental level.

Integrating the principles and practices of DEI into these key aspects of the university and ensuring the sustainability of these practices requires the University to make explicit its commitment to DEI. Currently, the university is engaged in a critical first step in ensuring that this alignment occurs – integrating the DEI lens throughout the strategic planning process.

Below are observations what NKU is doing with recommendations moving forward.

Mission & Vision

While Inclusiveness is one of NKU's core values, NKU's mission and vision should be reviewed for a clearer expression of our commitment to access, community engagement (a more robust description community engagement is needed) and DEI. Additionally, how "inclusiveness" is described should be reviewed.
Examples:

- **St. Cloud State University:** Mission - We prepare our students for life, work and citizenship in the twenty-first century. Vision - Through active discovery, applied knowledge and creative interaction, we positively transform our students and the communities where they live and work.
- **Western Connecticut State University** is committed to the philosophy that all individuals should be given an opportunity for the development of their skills and knowledge, as well as an awareness of their role and responsibilities in society.
- **Community College of Allegheny County**: Mission is to make quality education affordable and **accessible** to the community, to provide leadership in workforce training, and support the economic development of the region.

Additional language:

- "…diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish"
- "…mutual respect for individuals, and freedom from intolerance. In all of our pursuits, we strive at once for excellence and diversity, recognizing that openness and inclusion produce true quality"
- "…strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

- We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-
- We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Policies and Procedures

Very few policies and procedures at NKU include a statement about Inclusive Excellence or integrate the principles and practices of diversity, equity, and inclusion. Exceptions include the following:

- All position descriptions include a Statement on Inclusive Excellence.
- All faculty applicants must submit a Diversity Statement with their materials.
- The Title IX policy includes language that addresses principles and practices of DEI.
- The Bias Incident Protocol also includes DEI language.

The below list of university-wide policies and procedures that do not address DEI is not inclusive but a sampling of what was reviewed.

- The Policy Approval Procedures,
- Policy Process Map,
- Admissions and Academic Policy Committee purpose and charge, and
- Budget request documents.

Accountability

While some individuals may intentionally include principles and practices of DEI in their decision-making processes, NKU, as an institution, does not evaluate decisions with a university-wide impact through an equity lens. Additionally, NKU does not hold its administrators, faculty, and staff accountable for ensuring that these decisions are not reifying any existing equity outcomes. A failure to examine our procedures, processes, and polices through an equity lens, can result in alienating and/or disparately impacting students, faculty, and staff who are low income, first generation, people of color, LGBTQ, veterans, and/or those who are differently abled. The risks are compounded when students, faculty, and staff identify with more than one of these social identities (intersectionality).

During any decision-making process at all levels of the institution, the following questions could be asked in order to value and embed DEI principles (adapted from the Equity and Empowerment Lens of Multnomah County).

1. Who does the policy or decision benefit? How can your organization incorporate the needs of all?

2. How does your organization use data that reports specifically on inequities? (Pay particular attention to data on the experiences and outcomes for communities of color, immigrants, and refugees.)
3. How are you integrating diverse perspectives, even when you do not agree with them?
4. How does the policy/decision perpetuate or help to dismantle historical, legal, or political oppressions set in the past?
5. How does the policy or decision anticipate and address influence or differential power within the organization? Examples:
    - Performance reviews must include an appraisal of a supervisor's ability to provide employees from diverse backgrounds with ongoing support and necessary resources to perform well tin their jobs, in addition to being monitored for basic performance.
    - Performance evaluations for all faculty and staff should include engagement with DEI.

Specific questions can be posed for individual units. Examples include:

- EDM
    - Does NKU report on transfer access by race and ethnicity?
    - Does NKU report on admission applications, acceptance, and yield by race and ethnicity?
    - Does NKU report on incomplete admission applications by race and ethnicity?

- Academic Affairs
    - Is there value in NKU disaggregating course level data by race and ethnicity?
    - Do we examine Syllabi for inclusive practices?
    - Are NKU faculty knowledgeable about culturally responsive teaching practices and how is the university assessing this knowledge?
    - Is the University's commitment to DEI integrated into RP&T?
    - Cultural audit of curriculum?
    -
- Leadership
    - Are all managers, supervisors, chairs etc. held accountable for implementing diversity and inclusion practices – performance evaluations, RP&T?
    - Does leadership regularly address issues/initiatives of DEI in staff meetings?
    - Are <u>all</u> staff provided opportunities for professional development on DEI principles and practices? How is development of faculty and staff being assessed?
    - Is accountability to DEI considered when awarding merit raises?
    - Have units set specific targets to achieve representation in the finalist pools?
    - Are university vendors held to some standard of commitment to DEI?
- Administration
    - Does NKU's budget process have supplier diversity goals? (racial/ethnic, gender etc).
    - How is NKU prioritizing funding? Is NKU prioritizing programs and strategies that build capacity in communities most affected by inequalities?

- Grant funding – how are we using grant money for addressing equality and racial justice?
- Do budget documents and presentations state the university's commitment to DEI, including any guiding values and principles?
- Has Human Resources considered developing equivalencies for positions? Ex. How many years experiences = a Bachelor's degree. This is a growing practice. See UC.
- How are new employees introduced to the university's DEI commitment, practices, and resources?

Above questions are provided as examples. A more comprehensive list can be developed.

Does NKU consider itself an access institution committed to inclusion and equity?

Yes.

According to the Northern Kentucky University Office of Inclusive Excellence, we are "committed to and accountable for advancing principles and practices of diversity, equity and inclusion into the core aspects of the university."

We believe that our efforts at inclusion ensures success for diverse students, leverages the educational and institutional benefits of diversity and creates the conditions for the flourishing of all students, faculty and staff.

The university, through the Office of Inclusive Excellence, claims "a culture of inclusion" which promotes "individual uniqueness, whereby all members of the NKU community experience a sense of belonging through respectful interactions, equitable policies and procedures, and opportunities to fully participate in the life of the university."

Furthermore, according to the office, NKU's 2022 Inclusive Excellence Plan provides the vision and the practices to make visible the University's commitment to becoming a diverse, equitable, and inclusive community.

But how is that vision put into practice?

NKU has engaged in initiatives in hiring diverse faculty with extensive process aids in recruitment of diverse candidates, understanding bias, evaluation rubrics and more. We have offered a campus climate survey and a diversity dialogue series.

The university has a variety of academic programs, classroom resources and other resources that are designed to commit us to inclusion and equity. Among the campus resources available to students, alumni, faculty and staff are:

- Adult-Centered Education
- African-American Programs and Services
- American English Language Program

- Black Faculty/Staff Association
- Compliance and Institutional Ethics
- Disability Programs and Services
- Office of Education Abroad
- Office of International Students and Scholars
- Latino Programs and Services
- LEAP
- LGBTQ Programs and Services
- Norse Violence Prevention Center
- SAFE: Staff, Administrators and Faculty for Equality
- TRiO
- Veterans Resource Station

Many of these support services are for students who opt in or are included in one or more demographics. Those students who do not identify are possibly not involved in inclusive-excellence efforts because these are offered to identity-based groups currently.

Of course, more can and should be done if we are to remain an access institution committed to providing opportunities for social, civic and economic mobility for everybody. The university could endeavor to ensure that every major and minor identify where in their program students are asked to demonstrate cultural competence within the program and collect artifacts.

As society further defines the scope of inclusion and what equity means, NKU must continue to adapt in good faith.

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Shifting Practices

How can we incentivize more and different structures for course offerings at non-peak course times, including more evening and weekend courses and building on "executive MBA"-type scheduling for working adults even in undergraduate degree programs?

At a high level, do we ***need to incentive*** this? Are we assuming that current faculty do not want to/won't teach at off hours? Or that staff would not be open to an alternate schedule? Ideally, there should be a survey to gather the thoughts and feedback.

If the survey indicates that there would be significant push back from faculty/staff are not interested in this then see below for some suggestions for incentives/making it happen:

- All colleges/VP areas would need to "buy into" these changes, emphasize the need for the change and the fact that it is a necessity to survive
- There is an alternative work hours policy and process for those staff that are approved for it
- We "used to" do it this way. See older brochure for offices being open later, certain degrees that were focused on adult students, evening/weekend etc.
- If there is resistance to teaching classes/working at off hours, there could be limitations on how often an individual would be asked to work outside of the normal business hour structure
- Multiple on campus food locations open later (i.e. Starbucks, Outtakes and Steak n Shake)
- Money loaded to All Card for those that teach later in the evening/weekends
- Swap professional development time or money for those that work during non-peak hours

Students don't need much of an incentive. They want to be here less during "banker's hours" but would like to be here more at non peak times. Weekend classes and opening food locations would help incentivize students to come to campus and stay for activities. Current high school students are working more hours and will need additional flexibility

How do we create shared understanding of the need to transform educational offerings to meet the demands of today's and tomorrow's student populations to minimize resistance to change?

- This generation is more aware of money and what they get for their money (they want to work and go to school)
    - Will need more marketing for students around how much you will actually pay for tuition and what student loans will look like for an average student
        - This will improve the understanding of how NKU is the best value/option for them

- Define who we are as an institution and who we should focus on serving
    - Look at enrollment and cutting programs that don't have good enrollment
    - Define our region and make sure that we are covering more regions

- Data
    - According to national census data, over the next 5 to 10 years, the age range of 18-24 will stay flat-lined, whereas the most growth will be seen in those aged 25-44
        - We need to plan and act accordingly
        - Shift the focus on adult students being able to go full time
    - Benchmark against local schools and their offerings that differ from ours within the same programs
        - Ex: Thomas More offers education programs that are more conducive to working students
    - Look at students that have not re-enrolled, where they went if anywhere
        - See attached Clearinghouse query
        - Are there other data sources for this information?

How do we expand "business hours" to ensure that students who take courses outside of the 8:15-4:30 time have access to the supports, programs, and offices they need to be successful?

- For staff, there is a current policy for flexible work schedules.
    - For departments that should have extended hours management can work out a schedule to have coverage over the needed times. There will need to be less coverage from 8:15-4:30 but with additional office hours those that are coming for services should be less during that timeframe
- The One Stop is piloting in Spring of 2019 extended office hours (till 6:00pm) on Mondays
- Adult Learner Programs and Services has been open 8:15-6:00 Monday-Thursday for a while now by adjusting schedules and not utilizing overtime. Some Advising centers have certain days that they are open later as well

How do we build upon the shifts reflected in the above questions to become a desirable institution for prospective faculty and staff, particularly those from underserved groups, focused on student success?

- Need to brand ourselves differently to stand out
    - Determine the recruitment strategy for the branding
    - What are the common denominators between the students that we serve and what changes can we make that impact all of those groups in a positive way?
- Admissions is focused on only high school students and there will need to be more resources put towards adult students and those students seeking only a certificate or micro-credential
- Get out in the community

- Faculty/staff go into schools to talk about NKU or be the expert in a field and talk about it
- Look at NKU programs that are going out into the community and doing it well
- Come to where the students are…

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Appendix A: Hard Copy of References Used

Bridging the Research to Practice Gap

Achieving Mission-Driven Diversity and Inclusion Goals

A Review of Research Findings and Policy Implications for Colleges and Universities

MARCH 2016

Teresa E. Taylor, Jeffrey F. Milem, and Arthur L. Coleman

CollegeBoard

EducationCounsel
Policy | Strategy | Law | Advocacy

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About the College Board's Access & Diversity Collaborative

Bridging the Research to Practice Gap was prepared on behalf of the College Board's Access & Diversity Collaborative by EducationCounsel LLC. Since its establishment in 2004, the Collaborative has established itself as the "go to" resources on policy, practice, legal and strategic guidance to colleges, universities, and state systems of higher education to support their independent development of their mission-based diversity goals and their strategies to achieve them. Building on the success of its first decade, the Collaborative seeks to serve as a resource for pragmatic policy and practice guidance and a convenor for thought leadership and collaborative engagement on policy and practice development.

The Collaborative is sponsored by a dozen national higher education organizations and a diverse group of more than 40 public and private colleges and universities. For more information on the Collaborative, please contact Brad Quin (bquin@collegeboard.org.) and visit the ADC website: http://diversitycollaborative.collegeboard.org/.

About EducationCounsel

EducationCounsel is a mission-based education consulting firm that combines significant experience in policy, strategy, law, and advocacy to make dramatic improvements in education outcomes throughout the United States. EducationCounsel develops and advances evidence-based ideas at the local, state, and national levels to strengthen educational systems and promote expanded opportunities and improved outcomes for all students in order to close achievement gaps and significantly improve education outcomes for all children from early childhood through postsecondary education. EducationCounsel is affiliated with Nelson Mullins Riley & Scarborough LLP. For more information, please visit http://www.educationcounsel.com.

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Please note: This paper is intended for informational and policy planning purposes only and nothing herein constitutes specific legal advice. Legal counsel should be consulted to address institution-specific legal issues.

Table of Contents

Introduction

Enrolling and educating a diverse student population is a fundamental interest for many institutions throughout the United States. But, as state and federal developments illustrate, this interest can raise questions from the public and the courts that institutions must be prepared to address. The good news is that institutions have a variety of sources to guide their efforts and address these questions, including decades' worth of research studies.

Research and evaluation are essential to help institutions define their diversity-related goals, identify optimal strategies to achieve them, and assess impact over time.[1] A strong research foundation can provide more effective and efficient allocation of scarce resources, more confidence in educational judgments, and – for those institutions that pursue "race-conscious" policies – the evidence required by the courts as justification of the need to consider race.

Though empirical foundations have always been relevant to institutional decisions and legal evaluations of those decisions, *Fisher v. University of Texas at Austin* underscored their importance as the U.S. Supreme Court has continued to emphasize the need for evidence-based justifications for race-conscious institutional practices. Two issues have gained special attention: (1) the relationship between the necessity of race-conscious practices and the availability and effectiveness of race-neutral alternatives; and (2) the relationship between the race-conscious practices and their impact on the achievement of diversity-based educational goals. Only with strong research foundations will institutions be able to address these issues effectively, something that the research community has also noted.[2]

The challenge today is to learn from and leverage existing research, translating general findings to specific contexts and for different audiences. That effort can help ensure that an institution's mission-driven diversity and inclusion goals are clearly defined, effectively pursued, and legally permissible.

With a special (though not exclusive) focus on racial and ethnic diversity, this paper is intended to support those efforts by:

1. **Surveying the current research landscape related to student diversity in higher education for areas of strength and areas in need of further exploration;**
2. **Suggesting prospective research directions that may inform action within individual institutions and in the broader higher education community; and**
3. **Identifying policy and practice implications for institutions in a shifting political and legal landscape.**

This paper is focused on assisting individual colleges and universities as they work to enhance their own research efforts, informed by the broader landscape of common principles and interests at play in the broad higher education community. Broad-based findings are often an important starting point for institutional action. For example, a well-established line of research that diversity can have a positive impact on teaching and learning, on students' skills development and civic participation, and on the American workforce as a whole[3] was the foundation for the U.S. Supreme Court's 2003 endorsement of the fact that the educational benefits of diversity are "substantial" and "real."[4] At the same time, moving forward, *actionable* studies on access, diversity, and inclusion are particularly needed to shape practitioners' efforts on the ground and inform national and institutional decision making.

However, common baselines do not translate into one-size-fits-all solutions. (And general findings alone are unlikely to be enough in most legal settings, in part because context can affect how the benefits of diversity play out.[5]) America is home to more than 6,000 unique institutions, and the strategies employed to achieve access, diversity, and inclusion goals can reflect that. More must be done to design research studies that contextualize findings and provide guidance on how those findings may be applied or extended to other settings.

Although this is not an easy task, it is also not impossible. As this paper's conclusion emphasizes, alignment across institutional programs, functions, and offices can establish important foundations for creating the greatest potential for achieving diversity goals, with important educational, management, and cost benefits.

Research encompasses many methods and approaches, ranging from rigorous peer reviewed quantitative and qualitative studies to more informal documentation of experiences and interactions (and everything between). Case studies; student, faculty, administrator, and alumni surveys and interviews; and analyses of data developments and trends are a few of the types of research efforts that can be informative. The multidisciplinary nature of the research agenda requires the contributions of many stakeholders, including researchers, practitioners, legal counsel, and institutional leaders, to ensure that studies are designed, carried out, and shared in a manner that has the greatest possible impact on institutional practices. We hope that this paper can play a role in invigorating those efforts.

This paper is divided into 3 sections:

- Section I describes its development.
- Section II – the heart of the paper – reviews the current research landscape, organized under a common planning framework of goals, objectives, enrollment strategies, and curricular/co-curricular strategies on campus. Each subsection ends with recommendations for institutional action.
- Section III focuses on alignment across programs and policies to create a coherent, effective institutional strategy to achieve its goals.

Throughout Sections II and III, we offer recommendations for policy, practice, and research. Detailed endnotes support each section.

Section I: This Paper's Development Process

The development of this paper involved several years of research and analysis, complemented by extensive engagement with higher education leaders and practitioners, researchers, and legal counsel on policy and legal issues related to access and diversity in higher education.

At its core, this paper was shaped by a comprehensive literature review of more than 1,000 sources to assess the overall state of the field, identify areas of strength, and develop a clearer understanding of the gaps and needed next steps. The review was oriented around the immediate "real world" questions that institutions of higher education face and related issues inherent in the pursuit of the educational benefits of diversity. We, therefore, focused on studies that had been used or recommended by a range of experts and stakeholders. For example, we reviewed all studies cited in the 92 amicus briefs filed in the U.S. Supreme Court's first hearing of *Fisher v. University of Texas at Austin*; studies cited in relevant published literature reviews; and studies recommended by researchers with demonstrated expertise in the study of the educational benefits of diversity. We also paid close attention to new studies published from 2014 to early to 2016 that presented promising foundations for institutional action. During our review, we disregarded articles that represented solely secondary research, only provided commentary, focused on how to conduct research, lacked an abstract, or were irrelevant to questions associated with the educational benefits of diversity.

To complement and inform that analysis, the College Board's Access and Diversity Collaborative (ADC) sought significant input from its organizational and institutional sponsors and other stakeholders to ensure that the information would be relevant and actionable.[6]

This paper identifies trends within this body of research and highlights studies that have particularly strong potential relevance for institutional policy and practice. We have based our conclusions on the strength and rigor of the research that was reviewed, and we have aimed to recommend only those action steps that are supported by available evidence. Where possible, we have distinguished findings that have a large body of research behind them from those that are based on a smaller but still promising number of studies. Some areas have received more research attention than others, and not every finding here has decades of work behind it.

At the same time, our review is not perfectly comprehensive, nor does it account for every article, book, or report published on this topic. It necessarily focuses on *published* studies and articles. Because institutions' own internal research efforts are often (appropriately) confidential, conclusions here are necessarily limited about the relative strength or weakness on particular points within the public, published diversity research landscape.

On a similar note, we emphasize that institutional leaders, practitioners, and researchers should take care to translate and adapt research findings to their unique contexts. Though published studies can and should inform how an institution defines and pursues diversity and seeks to reap its benefits, these findings may or may not play out in the same way in different settings. Connecting general findings to specific contexts is an essential step to building an effective – and legally sustainable – diversity strategy. In Justice O'Connor's words, "context matters."

Finally, given institutions' need to meet legal obligations, this paper focuses in particular on research regarding race and ethnicity.

Section II: The Current Research Landscape

This section summarizes the current research landscape, including areas of strength and gaps within the body of published research on the educational benefits of diversity. It aims to inform current institutional discussions oriented toward the development of sustainable and effective diversity policies and practices as well as to identify actionable questions for a broader research agenda. It is organized under a common policy planning framework followed by many institutions of higher education. Discussion of each element begins with a text box that includes a summary of our findings, followed by a more detailed discussion of important research insights and areas for further exploration. The framework and our findings are:

A. Institutional goals related to the educational benefits of diversity

1. The educational benefits of diversity are well documented, most often in undergraduate settings.
2. Adverse effects associated with a lack of diversity – such as racial isolation or tokenism and stereotypes based on race, gender, income, or first-generation status – are also generally well documented.
3. Though all students can benefit from diversity, benefits may flow differently for different types of students. Different students require different types of experiences and supports to benefit from campus diversity.
4. More research is needed to examine how general conclusions about educational benefits of diversity play out in different institutional contexts, disciplines, and fields.

B. Defining and measuring success in achieving institutional goals

1. Adequate representation of different groups in the student body is a prerequisite for achieving the educational benefits of diversity but is not sufficient on its own.
2. A clear relationship exists between campus climate and achievement of goals associated with the educational benefits of diversity. Positive campus climate and opportunities that foster meaningful interactions inside and outside the classroom are research-based benchmarks.
3. Alumni and employer perspectives can confirm the importance of the educational benefits of diversity.
4. Determining sufficient numbers of students with diverse backgrounds and characteristics is inherently context-specific. What works at any one institution will depend on an array of many factors, such as mission, historical setting, student demographics, academic focus, and geographic reach.

C. Enrollment strategies

1. Each element of the enrollment process (outreach, recruitment, admission, financial aid/scholarships) can play an important role in achieving diversity goals.
2. Race-conscious enrollment practices – in concert with race-neutral efforts – have been shown to have a positive impact on obtaining a racially diverse class in certain settings. But these determinations are inherently institution- and context-specific.
3. Admissions can be an essential strategy for achieving diversity goals.
    a. Individualized, holistic review is used by a variety of institutions and has been demonstrated to be effective in advancing diversity-related goals.
    b. The relative success of "automatic" or "guaranteed" admission policies (i.e., "percent plans") has been shown to depend heavily on context such as state demographics and segregated K-12 schools.

4. Research on the relationship between financial aid and scholarships and the achievement of diversity goals is limited, but significant research reflects the essential role financial aid plays in attracting and retaining low-income students.
5. Research on the relationship between outreach and recruitment and the achievement of diversity goals is growing, and some studies have demonstrated the effectiveness of certain recruitment strategies that may include a racial focus.
6. Strategies designed to attract low income and first-generation students may complement those focused on racial and ethnic minorities. That relationship, however, does not establish that those strategies are in all settings effective substitutes for race-conscious strategies. Again, context matters.

D. Strategies in and outside the classroom

1. Pedagogy and curricular offerings can be important strategies to achieve an institution's diversity goals. Opportunities for collaborative learning may be especially important, while negative classroom experiences for minority students may have a particularly significant negative impact on their overall attitude toward the campus.
2. Faculty members are essential partners in the achievement of diversity goals. They serve as "human bridges" between the student and the institution. Their classroom practices play an important role in creating and leveraging the benefits of diversity for learning and their perspectives can be important benchmarks for success. Having a diverse faculty can also be an important signal to students that diversity is an institutional priority.
3. Institutional housing policies and support for diverse peer groups can make a meaningful impact on the achievement of diversity goals.

Conclusion: Alignment across programs and policies

1. Alignment across institutional programs, functions, and offices creates the greatest potential for achieving diversity goals, with direct educational, management, and cost benefits.
2. A sustained effort with dedicated resources and common purpose can work toward alignment and help achieve institutional goals.

Overall, our review confirms that the body of research contains strong foundations for current institutional policy and practice, but deeper research and examination is needed to continue to improve existing efforts. Numerous studies verify that important benefits flow from diversity, including improved teaching and learning, skills development, and workforce preparedness, but more research is needed on how to identify and use specific benchmarks of success (e.g., critical mass and compositional diversity).

A. Institutional Goals Related to the Educational Benefits of Diversity

As described in this section, our review of published research reflects that:

1. **The educational benefits of diversity are well documented**, most often in undergraduate settings.
2. **Adverse effects associated with a lack of diversity – such as racial isolation or tokenism and stereotypes based on race, gender, income, or first-generation status – are also generally well documented.**
3. **Though all students can benefit from diversity, benefits may flow differently for different types of students.** Different students require different types of experiences and supports to benefit from campus diversity.
4. **More research is needed to examine how general conclusions about educational benefits of diversity play out in different institutional contexts, disciplines, and fields.**

A significant body of research confirms that the educational benefits of diversity are, as Justice O'Connor observed in *Grutter,* "substantial" and "real."[7] Hundreds of studies from our literature review verify that racially diverse environments and cross-racial interactions can have a positive impact on academic and intellectual development, on students' social-cognitive skills and personal development, civic involvement, and on our national workforce and economy.[8] And many studies concluded that the diversity policy or practice being studied was effective in obtaining those benefits.[9] Studies tend to focus on undergraduate contexts to demonstrate the educational benefits of diversity. [10]

Studies have underscored the importance of "campus climate," defined as external forces (i.e., governmental policy, programs, and initiatives; sociohistorical forces) and institutional forces (i.e., historical legacy of inclusion or exclusion; structural diversity in terms of numerical and proportional representation of different groups; psychological climate, including perceptions and attitudes between and among groups; behavioral climate characterized by the nature of intergroup relations on campus).[11] Campus-wide benefits from a diverse class composition include the reduction of racial isolation and "racial balkanization" (when students divide into small, sometimes contentious, factions) as well as the reduction of "solo status" or tokenism among underrepresented minorities (where a solo or token minority individual is given undue attention that can lead to greater stereotyping by majority group members).[12] Conversely, insufficient representation can lead to perceptions of racial hostility and feelings of isolation among those students in the minority, eroding the campus climate, limiting participation, and hampering the learning environment for all students.[13]

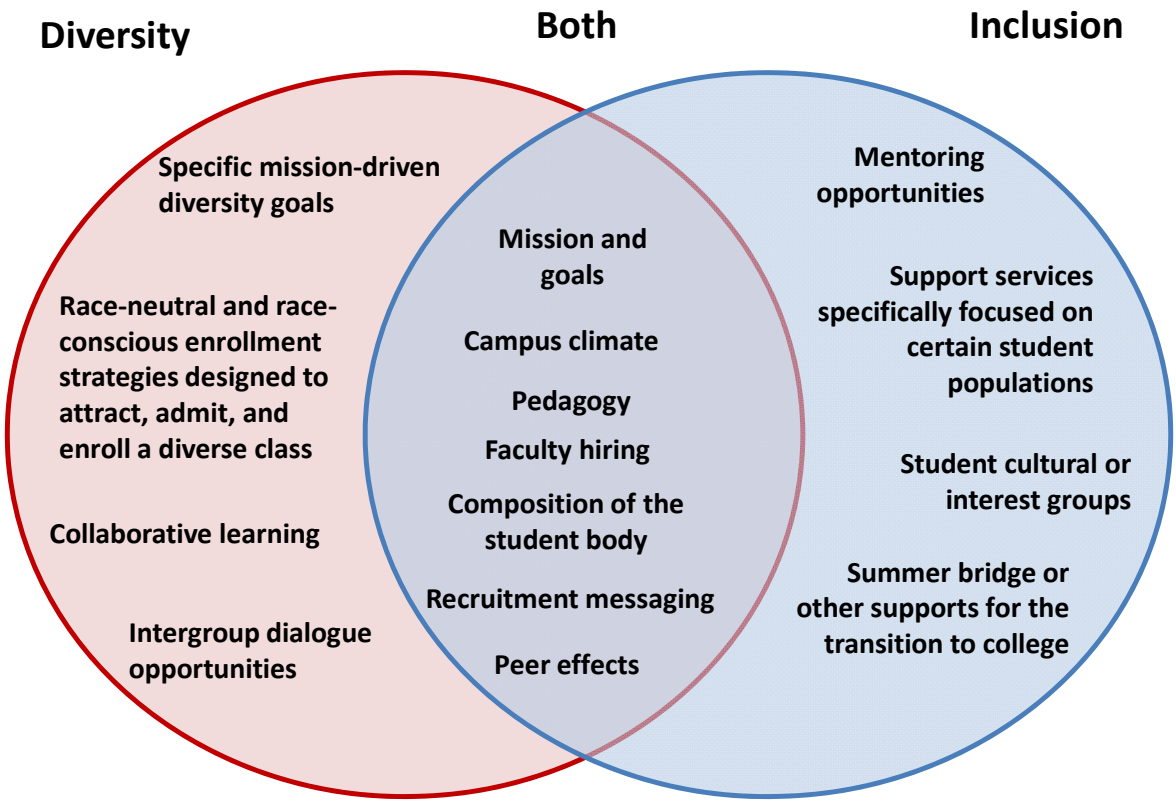
Studies have shown that by increasing the numbers of racial minority students, institutions can increase the frequency of cross-racial interactions among students and add value to the educational environment to enrich all students' learning.[14] Studies have shown that institutions have better retention and co-curricular programs when students have stronger levels of comfort and sense of belonging.[15] Sense of belonging, in particular, has been shown to promote "positive and or/ prosocial outcomes such as engagement, achievement, wellbeing, happiness, and optimal functioning" for a wide range of students, including Latino students, LGBT students, first-year students, students of color in STEM majors, African-American male students, graduate students, and students involved in campus clubs and organizations.[16]

Socioeconomic diversity is the focus of a growing body of research, with studies finding that low income and first generation students also face adverse effects from stereotypes and isolation and can benefit from more inclusive institutional policies and practices.[17] For example, a 2015 study found that "students exposed to cues suggestive of an institution's warmth toward socioeconomic diversity demonstrated greater academic efficacy, expectations, and implicit associations with high academic achievement compared with those exposed to cues indicating institutional chilliness."[18]

It is important to note that the benefits of diversity do not necessarily flow to all students in the same way. Studies have shown, for example, that white students may benefit more from exposure to diverse ideas and information and exposure to diverse peers, but African-American students may benefit more from their interactions with diverse peers *and* exposure to close friends of their own race.[19] Similarly, a study showed that a campus with numerical diversity may not be perceived that way by some minority groups, particularly by black students, which may inhibit cross-racial interaction.[20]

Experiences in K-12 education can often play a significant role. Some studies have shown, for example, that Latino and Asian American students are more likely to arrive at college having already experienced diverse neighborhoods and learning environments, while white students are more likely to have attended K-12 schools with significant white majorities.[21] Other studies have shown that, when white students lack interracial interaction in college, racially stigmatizing views that they developed before college can be reinforced.[22]

Studies have shown that when mission and diversity goals are not linked with campus action, students can perceive that the message is "hollow talk" and that the institution has a weak commitment to diversity; as a result, the benefits of diversity may be diminished.[23] These findings show that institutions' efforts should aim for twin goals: creating opportunities for students to interact in diverse groups *and* opportunities for students to feel included and welcome, both in and outside the classroom. It can be a significant challenge – and learning opportunity – to understand perspectives and experiences different than one's own. Institutional policy and practice can facilitate students' experiences by creating a climate and campus environment that welcomes difference and supports interactions across it. The graphic below shows some examples of the strategies described in this paper and how they may contribute on an institution's diversity and/or inclusion efforts.



Most research that confirms the effectiveness of the educational benefits of diversity concerned undergraduate environments. Only a few studies today have focused on specific majors, disciplines, or fields of interest; science, technology, engineering, and math (STEM) fields may be especially ripe for study.[24] Graduate and professional schools also likely require additional attention, even though some important foundations have already been laid.[25] Research on medical schools, for example, has shown a connection between a diverse medical school class and better healthcare delivery to traditionally underserved communities.[26] Studies have shown both that minority and female doctors are more likely to serve needy populations of patients (a significant need in our health care system)[27] and that a diverse medical student body can lead to all medical students (particularly white students) feeling more prepared to serve diverse patient populations.[28]

Policy recommendation

- **Clearly articulate the institution's unique, broad based diversity goals, with a direct connection to institutional mission and the research based benefits associated with student diversity.** At its core, an institutional mission statement should describe the contributions the institution seeks to make and the conditions and climate it needs to do so. As a foundation for policy coherence within complex institutional systems, a well developed mission statement should articulate well supported goals and the conditions that make those goals possible. Campus climate can be a helpful reference point, although likely inadequate alone. The mission statement should then be reflected in the policies and practices of different institutional units to align campus leaders, administrators, faculty, and other staff around a set of common goals that should be a guiding force in institutional action. In time, a strong mission statement that is both understood and acted upon can lead to significant institutional efficiencies and cost savings.

Research recommendation

- **Pursue studies using a variety of research methods that examine benefits of diversity in different learning environments, disciplines, schools, and institution types.** Most current studies that explore the interplay between diversity and its effects on students fall in two categories: (1) quantitative methodology, such as hierarchical linear and regression models and structural equation modeling (i.e., causal and quasi experimental methods); and (2) surveys and comparison of national longitudinal studies (i.e., descriptive methods). To enhance the research agenda, additional qualitative methods may enhance findings and create a more holistic understanding of direct and indirect educational outcomes. Possible methodologies include: campus case studies; long term observations; and in depth interviews with students, faculty, and administrators. These strategies may be especially helpful to understanding the outcomes of specific diversity policies and practices more deeply, including an examination of how quantitative findings play out in different contexts. Such efforts can provide a deeper, more holistic understanding of institution level impact that can lead directly to action.

B. Defining and Measuring Success in Achieving Institutional Goals

As described in this section, our review of published research reflects that:

1. **Adequate representation of different groups in the student body is a prerequisite for achieving the educational benefits of diversity but is not sufficient on its own.**
2. **A clear relationship exists between campus climate and achievement of goals associated with the educational benefits of diversity.** Positive campus climate and opportunities that foster meaningful interactions inside and outside the classroom are research-based benchmarks.
3. **Alumni and employer perspectives can confirm the importance of the educational benefits of diversity.**
4. **Determining sufficient numbers of students with diverse backgrounds and characteristics is inherently context-specific.** What works at any one institution will depend on an array of many factors, such as mission, historical setting, student demographics, academic focus, and geographic reach.

Research demonstrates that student population numbers alone are not sufficient to measure success in achieving the educational benefits of diversity on campus. Campus climate and alumni engagement are two other indicators that studies have shown to be helpful in gauging success. After all, studies confirm that the frequency and quality of interactions with diverse peers and others on campus matter most for obtaining the benefits of diversity.[29]

Composition of the student body

Having a sufficient number of students that represent valued elements of diversity can be an important first step to ensure that the educational benefits of diversity can be realized on campuses. Studies have found that a greater number or percentage of different types of students on campus increases the likelihood that *all* students will be exposed to diverse people, ideas, and information.[30] For example, one study found that campuses with higher racial diversity can mitigate the tendency for students in fraternities and sororities not to have close interracial friendships.[31]

Studies have recommended that institutions include the composition of their student bodies as part of defining their mission and practices to ensure "greater levels of engagement in diversity-related activities."[32] This recommendation aligns with the U.S. Supreme Court's instruction that an institution be able to describe what "critical mass" means in its unique context "by reference to the educational benefits that diversity is designed to produce."[33] Critical mass is not a quota but a flexible range that constitutes sufficient diversity to achieve the institution's mission-driven diversity goals.[34] It represents a "contextual benchmark" at which marginalization and isolation of minority groups decreases, full participation by all students is supported, and opportunities exist for all students to engage with those different than themselves.[35] In other words, where there is critical mass, the educational benefits of diversity may start to flow.

Research has recognized that individuals with multiple dimensions of diversity may have different experiences than those who represent a single minority identity. A line of studies on "intersectionality," for example, found that individuals with multiple minority identities (e.g., low income white women, African-American women, Latino members of the LGBT community) at times can experience more

prejudice, discrimination, and other negative effects than those with a single minority identity.[36] At other times, these individuals may be less likely to be recognized or noticed in the community, which can help them avoid some negative discrimination but can also reduce the likelihood that they will rise to leadership positions or influence on the community as a whole.

Campus climate

Research has identified a relationship between the campus climate for diversity and retention. Based on its research findings, one leading study recommended that student affairs staff, academic affairs staff, and faculty members structure opportunities for students to build relationships with more diverse peers.[37]

Studies have emphasized the importance of improving campus climate and fostering interracial interactions, particularly as enrollment patterns change and student demographics diversify.[38] Moreover, studies have shown a relationship between institutional context and students' college persistence and completion rates.[39] One study concluded that the combination of student characteristics and experiences and institutional structure and context, can strongly influence the retention and persistence of students[40] and can have a significant effect on the degree completion rates for students with diverse racial backgrounds.[41] In addition, peer dropout and retention intentions have an impact on student retention and persistence.[42]

The takeaway for institutions is relatively simple: the composition of the class and the institution's unique context (both across the institution and in different disciplines) both matter.

Note on Terminology

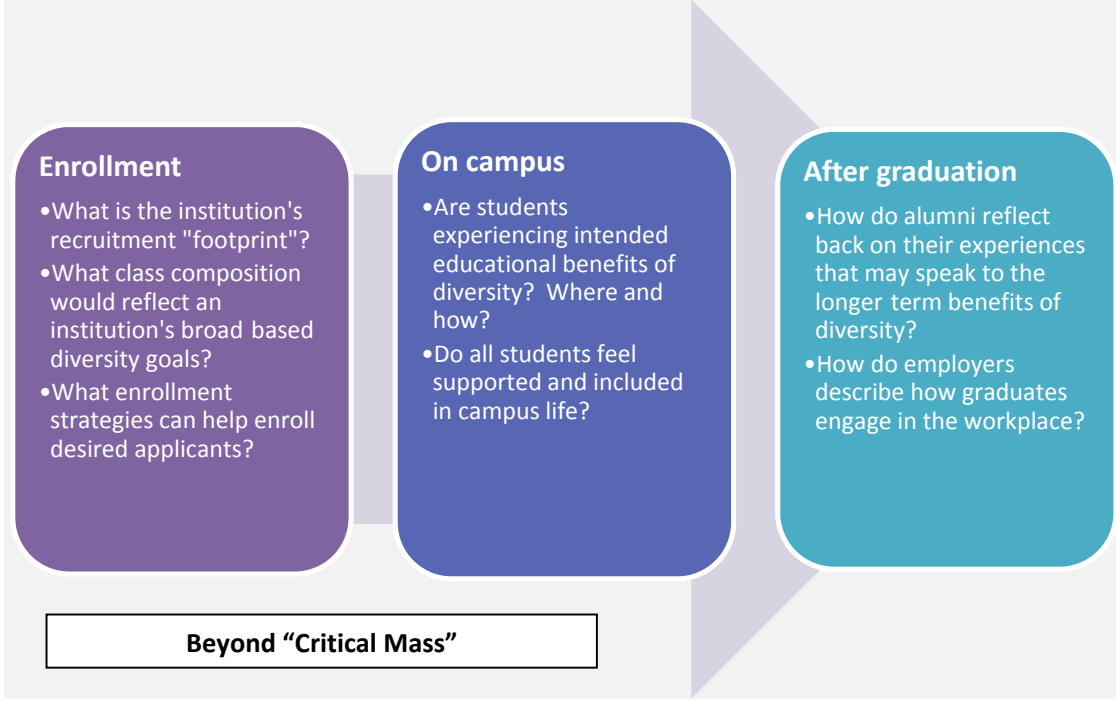
We have noticed a disconnect in the terminology that describes student body composition that may create confusion. Though segments of the educational community, along with the legal community, have relied on the term and concept "critical mass," education and social science researchers typically focus on a different but related concept: "compositional diversity," which describes the institutional and proportional representation of different racial and ethnic groups in light of campus climate and other unique factors of a particular campus setting. (A similar term – structural diversity – has fallen out of favor because it suggests a too rigid focus on basic population demographics on campus, to the exclusion of considerations of campus climate and other contextual factors.[43]) Some business-focused or organizational researchers focus on "organizational diversity" to describe the diversity reflected in various functions of an organization; in the higher education context, functions include the curriculum, decision-making, budget allocations, rewards, hiring, admissions, and tenure, and other day-to-day business. To bridge the gap between differences in terminology and perspective, some researchers have suggested new terms, including "dynamic diversity," which focuses on the interactions among students within a particular context and under appropriate environmental conditions needed to realize the educational benefits of diversity.[44]

Institutions should be deliberate in identifying benchmarks that indicate success on diversity goals. Two examples from institutions in Texas – both a result of the transparency required by legal action – illustrate how institutions may tailor their approach to creating benchmarks to their unique contexts.

- In response to a complaint to the U.S. Department of Education's Office for Civil Rights, Rice University defined critical mass in terms of its 11 residence halls, the center of students' academic, extra-curricular, and social lives on campus.[45] Students were randomly assigned to residence halls during their freshman year, and maintained membership throughout their

undergraduate years – whether or not they actually live in the hall. Rice could justify its consideration of race and ethnicity in its admissions process in part because it explained that it needed sufficient diversity in each residential hall to allow it to meet its diversity goals.[46] Each residential college was a "self-contained community" with its own dining hall, student government, club sports teams, budgets, traditions, social structures, and even unique classes for credit outside the normal departmental class schedule.[47] Without sufficient diversity among students ("racial, ethnic, and otherwise") in each college, Rice determined that it could not meet its institutional diversity goals.[48]

- In the *Fisher* litigation, the University of Texas at Austin (UT) considered whether different classes on campus had sufficient diversity as an indicator of whether it had reached sufficient critical mass of African-American and Latino students.[49] This was important because the *Fisher* plaintiff alleged that UT did not need to consider race or ethnicity because its student population had reached approximately 20 percent combined black and Latino enrollment.[50] UT argued that the aggregate number alone was insufficient evidence and wanted to look deeper at whether and how different racial and ethnic groups actually interacted on campus. They cited an internal study of classrooms on campus – one important way that students from different backgrounds came together – that showed that sufficient diversity was not present in thousands of courses.[51] As a result, UT readopted the consideration of race and ethnicity as part of the holistic, individualized admission process. (The lawfulness of its admission policy in this setting remains at issue, and is being re-examined by the U.S. Supreme Court in the 2015-16 term.)



Alumni and employer perspectives

Studies have confirmed that some benefits of diversity are not fully realized until after students graduate. A recent national study, for example, found that students who had interacted regularly with diverse peers in college were 2.2 times more likely to believe that their degree was worth the cost after graduation.[52] And several employer surveys have found that the educational benefits of diversity – such

as improved critical thinking, collaboration, and teamwork – are valued characteristics for hiring recent college graduates.[53]

Research recommendations

- **Examine the conditions and contexts that allow the educational benefits of diversity to flow, particularly those related to campus climate, student body composition, and opportunities to interact in diverse groups**. This is particularly important given the legal framework for race conscious policies that requires institutions to describe concretely their diversity goals and objectives – and the necessity of any race conscious means of achieving them. The research and higher education communities should also work to bridge the terminology gap so that all stakeholders can understand that they are working toward a similar goal: ensuring that student populations include sufficient diversity and deploying that diversity to allow the intended educational benefits to flow.

- **Examine how multiple elements of diversity, e.g., sexual orientation, point of view, religion, and socioeconomic background possibly in conjunction with race, ethnicity, and gender – lead to educational benefits and improved outcomes.** Diversity is often defined broadly in institutional missions and policies to encompass many different characteristics, dispositions, and experiences. (And, indeed, both the Supreme Court and, in many academic institutions, faculty and administration, recognize a broad definition of diversity – talent, geographic, experiential, socio economic, and many other qualities, including, but not limited to gender, race and ethnicity – as being critical to creating a robust academic environment.)

Policy recommendation

- **Concretely describe what success on diversity goals looks like.** Questions about improvement or success usually begin with an examination of "how much" diversity is necessary to achieve goals and what aspects of broad diversity are missing or inadequately represented. Institutions should work to define what compositional diversity or critical mass means in their own contexts, even as they recognize that numbers alone are not the answer – and that "success" will involve a highly contextualized judgment about sucess in the classroom and beyond. Geographic location, institutional characteristics, and enrollment patterns can all have a significant impact, and an institution should not rely solely on studies based on settings with significant differences from their own contexts.

Practice recommendation

- **Identify measures to track progress on goals and interdisciplinary teams to gather, interpret, and act on.** Quantitative and qualitative measures to consider include:
  - Enrollment, persistence, retention, and completion patterns for all students and sub groups
  - Compositional diversity institution wide and in different disciplines
  - Data on the quantity and quality of engagement students have across communities of difference (e.g., campus climate surveys)
  - Reported incidents of discrimination, harassment, or other intolerance on campus
  - Engagement with students within underrepresented groups on campus to understand whether they experience racial isolation or tokenism on campus and, if so, in what settings
  - Alumni and employer surveys that measure longer term benefits of diversity in communities and in the workplace
- **Engage with faculty to track and interpret indicators.** Graduate students may also be helpful partners.

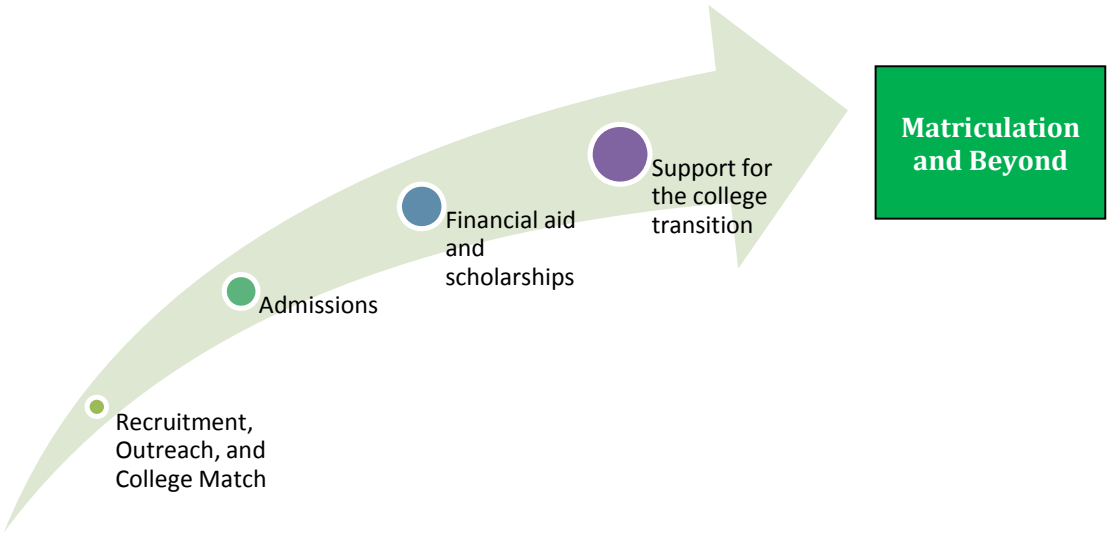
C. Enrollment Strategies

As described in this section, our review of published research reflects that:

1. **Each element of the enrollment process (outreach, recruitment, admission, financial aid/scholarships) can play an important role in achieving diversity goals.**
2. **Race-conscious enrollment practices – in concert with race-neutral efforts – have been shown to have a positive impact on obtaining a racially diverse class in certain settings.** These determinations are inherently institution- and context-specific.
3. **Admissions can be an essential strategy for achieving diversity goals.**
    a. Individualized, holistic review is used by a variety of institutions and has been demonstrated to be effective in advancing diversity-related goals.
    b. The relative success of "automatic" or "guaranteed" admission policies (i.e., "percent plans") has been shown to depend on context such as state demographics and segregated K-12 schools.
4. **Research on the relationship between financial aid and scholarships and the achievement of diversity goals is limited, but significant research reflects the essential role financial aid plays in attracting and retaining low-income students**.
5. **Research on the relationship between outreach and recruitment and the achievement of diversity goals is growing, and some studies have demonstrated the effectiveness of certain recruitment strategies that may include a racial focus.**
6. **Strategies designed to attract low income and first-generation students may complement those focused on racial and ethnic minorities.** That relationship, however, does not establish that those strategies are in all settings effective substitutes for race-conscious strategies. Again, context matters.

Though most published studies have focused on admissions, studies have shown that tying diversity goals to other enrollment practices can improve and increase underrepresented minority students' access to selective institutions' admission processes and likelihood of enrollment.[54] This aligns with the move that many institutions have made to "enrollment management" systems that connect recruitment and outreach, admission, and financial and scholarship activities through aligned goals and thoughtful staffing structures.[55]

Research on enrollment can clarify sometimes misunderstood institutional practices. For example, a 2015 study found that "institutions that consider race in admissions decisions use other race-conscious and race-neutral diversity strategies more often and find them more effective than institutions that use race-neutral strategies alone."[56] And it found that the most widely-used strategies (e.g., targeted recruitment and outreach) receive little media and research attention, while little-used strategies tend to receive significant media and research attention (e.g., reducing legacy emphasis, test-optional policies, and percent plans).[57]



Recruitment, outreach, and college match

Though relatively few diversity-related research articles focus on recruitment and outreach, such studies have found a strong link between recruitment, outreach, and retention practices, particularly in the science, technology, engineering, and mathematics (STEM) fields.[58] A recurring theme in these studies is that targeted recruitment and outreach can lead to better retention and graduation rates for female and minority students.[59]

Research has shown that many low-income students – even those that have strong grades and test scores – are less likely to apply to competitive institutions. [60] One study of national data found that 41 percent of all high school students academically "undermatch" in their postsecondary enrollment choices, which occurs "when a student's academic credentials permit them access to a college or university that is more selective than the postsecondary alternative they actually choose."[61] Studies in response to this trend have shown that relatively small investments can significantly increase application and enrollment rates of high-achieving, low-income students. For example, one study sent mailings to high-achieving, low-income students with information about college applications, including guidance on application strategies, semi-customized net price information on five colleges, and eight "no-paperwork" application fee waivers.[62] The results showed that investment in these materials (which cost about $6 per student) led to a substantial increase in participating students' applications to selective colleges and, the number of students who enrolled in a college that was equal to their own academic achievement.[63]

These efforts are particularly important given findings that the likelihood of graduation for underrepresented students increases as institutional selectivity rises.[64] For example, two studies of state higher education systems found that outcomes for substantially similar students can be significantly affected by the type of institution of attendance:

- A study of the University of California system (made up of three highly selective and five moderately selective four-year campuses) compared students admitted by traditional admissions with those admitted through the Guaranteed Transfer Option (which allows guaranteed admission to a specific campus conditional on successful completion of lower-level requirements at a California Community College). [65] Students accumulated more credits when

they attended a less demanding institution *but* did not earn higher grades, were no more or less likely to drop out of a school where they were "overmatched," and were less likely to drop out at a more selective institution than if they had attended a less demanding institution.[66]

- A study of SAT-takers in Georgia – where minimum SAT scores are required for admission to four-year state institutions – found that, for relatively low-skilled students just above and below the minimum admission threshold, access to four-year public colleges substantially increases bachelor's degree completion rates, particularly for low-income students.[67]

In response, higher education organizations and institutions have undertaken their own efforts to reach more high-achieving, low-income students. The College Board now sends out application fee waivers, scholarship information, and other college match materials to students in the top 10-15 percent of their high school classes and the bottom third of income distribution.[68] The University of Michigan sends out vouchers and application guidance to high-achieving, low-income Michigan students; if admitted, these students can receive four years of free tuition.[69] After the first year of these efforts (and others such as improving Michigan's yield of admitted applicants), the number of African-American and Latino freshmen rose a combined 23.5 percent, with black enrollment gaining the most (from 3.84 to 5.11 of the total admitted class) – a small (just 58 African-American students) but visible change.[70] Other programs designed to enhance college match are also showing promising results, including the Posse Foundation,[71] College Advising Corps,[72] Bottom Line,[73] and the Gates Millennium Scholars Program.[74]

There is a competing theory that underrepresented students may be in danger of "mismatching" with an institution as a result of holistic review in admissions or other policies aimed at increasing minority student enrollment (e.g., admission practices designed to enroll a diverse population of students may have the negative effect of admitting students who are not academically qualified to succeed at selective institutions).[75] But many studies have explicitly called mismatch theory into question, even finding that the opposite effect can occur (as described above).[76]

Admissions

For the last few decades, higher education admissions has been the most common subject for the broader conversation about diversity and higher education in research, law, and the broader public. This is not surprising, as admissions policies have been the focus of every Supreme Court case (and several lower court cases) on the subject of race-conscious practices since the 1970s[77] – and institutions involved in these suits have tended to receive significant attention from the research community.[78] Research has confirmed that the use of race and ethnicity in the admission process can be an important tool for institutions to use to achieve their diversity goals because it lays a foundation for interracial interactions and campus climate.[79] At the same time, however, models that promote the use of other factors such as socio-economic status (SES) have also had success at increasing campus diversity, though that diversity is usually more related to income than race and ethnicity.[80] As one study concluded, "both socioeconomic and racial diversity are essential to promoting a positive campus racial climate [and] racial and socioeconomic diversity, while interrelated, are not interchangeable."[81]

Most selective institutions use holistic review as the organizing philosophy and structure for their admission programs, particularly for undergraduate institutions, law schools, and medical schools.[82] (Graduate program admissions are much more decentralized and tend to be dependent on academic departments, though holistic review is increasingly of interest in these contexts, too.[83]) Holistic review is a flexible framework that allows for the institution-specific consideration of a range of intersecting

factors to make individualized admissions decisions and build the class as a whole to meet institutional goals.[84]

A small but prominent line of research has shown that holistic review can be effective in creating a robustly diverse academic environment, including but not limited to racial minorities. A 2015 study of enrollment practices showed that 76 percent of all participating institutions and 92 percent of more selective institutions reported using holistic review.[85] About two-thirds of those that reported using holistic review found it to be effective, making it one of the most commonly used and most commonly seen as effective enrollment strategies that institutions use to work toward their diversity-related goals.[86] A 2014 survey of medical, dentistry, and nursing programs found that 67 percent of surveyed programs used holistic review and, of those programs, a majority saw an increase in student diversity.[87]

A forthcoming study found that the quality of information provided about an applicant and his or her background and context can have an effect on admissions decisions. Specifically, "[a]dmissions officers were more likely to admit a low-[socio-economic status] student when higher-quality information was provided about the high school context, even though the lower-quality information still conveyed substantial differences in applicants' high schools and parental education. This effect was independent of the demographic background of the admissions officers, the amount of professional experience in admissions, and the selectivity of the institution."[88] These findings suggest that efforts to make high school information more objective and standardized for all students may help diversify admitted classes of undergraduate students, particularly for low income applicants.

Beyond holistic review, special attention has been paid to "automatic" or "guaranteed" admission plans adopted through state law and applicable to state universities in Texas, Florida, and California.

- The University of California (UC) system adopted statewide and local percent plans. The local path, "Eligibility in the Local Context" (ELC), has had limited success in increasing diversity in the UC system due to significant competition for limited space. Although many California applicants qualify under the top nine percent ELC standard, UC campuses cannot accommodate all of them, particularly the most competitive campuses, such as UC – Berkeley and UCLA.[89]

- Florida's percent plan, "The Talented Twenty," guarantees admission at one of eleven state public institutions to students who rank in the top twenty percent of their high school classes. Studies have shown that white and Asian students are "disproportionately eligible;" that the program had a small impact in increasing eligibility for admission for underrepresented students; and that the increases in diversity at the state's most competitive public institutions (the University of Florida and Florida State University) was likely due to increased outreach and recruitment rather than to the Talented Twenty program.[90]

- As the subject of the *Fisher* litigation, the University of Texas at Austin (UT) has received especially strong research attention. Under Texas' "Top Ten Percent Plan," automatic admission to state-funded Texas institutions is available to any Texas high school student ranking at the top of his or her graduating class (the actual percentile has decreased to seven or eight percent at UT due to increasing demand for slots).[91] Research has found that the Top Ten Percent Plan has promoted a diverse student body at UT (though not in all disciplines), but the reasons for that may not be directly tied to the Plan itself. Studies have shown that the increase in campus diversity may be better attributed to the state's demographics and high levels of racial segregation rather than the Plan on its own; since 2009, white students have made up less than half of high school graduates in Texas.[92]

These institutions are competitive state flagship universities that serve a significant population of students and that have been the subject of significant public and legal attention, so the research focus on these states is understandable. But state automatic admission programs are, as the Fifth Circuit Court of Appeals recognized in 2014, a "unique creature" that may "offer no template for others" in different circumstances.[93] (Indeed, a 2015 study of institutional practices within different sectors and contexts found that percent plans were the least commonly used strategy to attain diversity goals, with just 13 percent of responding institutions reporting that they used them.[94])

Finally, several have examined the impact of state bans on the consideration of race on public institutional enrollment patterns. Many concluded that these bans led to decreased minority enrollment, in part because they had a discouraging effect on both application rates and enrollment rates of underrepresented minority students.[95] One recent study went beyond initial undergraduate enrollment to examine longer term effects and found that the enrollment of students of color decreased by about 12.2 percent in graduate programs as a result of bans in Texas, California, Washington, and Florida.[96] These findings suggest that in some contexts, race-neutral strategies alone do not produce the same type of student diversity as race-conscious strategies.[97]

Other studies of public institutions in states with bans (Arizona, California, Florida, Georgia, Michigan, Nebraska, New Hampshire, Texas, and Washington) have found that many regained at least some minority student enrollment over time due to better designed race-neutral strategies, including a greater focus on low income applicants.[98] One recent study of race-neutral methods, for example, found that Latino enrollment was regained at all institutions but the highly selective University of California - Berkeley and University of Michigan and that African-American enrollment was regained at all but the University of California – Berkeley, University of California – Los Angeles, University of New Hampshire, and University of Michigan.[99]

Scholarships and financial aid

Research on scholarships and financial aid has grown significantly over the last two decades, with a focus on the effects of financial aid on student persistence. But there appear to be inconsistencies in conclusions between studies (even using the same data sets) and as well as gaps in available research (e.g., the effects of financial aid on graduation, the effects of financial aid for students at two-year institutions, the effects of loan debt on persistence and graduation, the effects of merit aid, and the impact of student self-selection or likelihood to apply for aid).[100]

Some studies have shown that the effect of financial aid depends both on student need and on specific institutional conditions. For example, one study found that, on average, a $1,000 increase in grant or scholarship funds for low-income students results in a two to four percent increase in student retention.[101] The study's authors hypothesized that, because this effect is relatively small but the cost is high, better targeted financial aid or more cost effective financial aid may be needed to ensure the highest return on additional investment in these programs.[102] In response to this hypothesis, a study of Louisiana's public statewide and regional four-year institutions (excluding the state flagship) found that increasing the amount of need met with grants/scholarships from less than 30 percent to 55-60 percent corresponded to a 26 percent increase in the retention rate; on the other hand, increasing the percentage from 55-60 percent to 70-80 percent increases retention by only four percent.[103]

Research has also shown that the burden for paying for higher education is disproportionately felt by low-income, historically underrepresented, and minority students.[104] A recent study examined the influence of increasing tuition on the enrollment patterns of diverse groups of students and the impact

on the racial and ethnic composition of student bodies at four-year public institutions.[105] It found that, as tuition increases by $1,000 for full-time, undergraduate courses at nonselective public institutions, campus racial and ethnic diverse enrollment fell by almost six percent.[106]

Though federal grants are directed to alleviate the costs of college, they have not kept pace with rising college costs.[107] Further, state merit aid tends to be awarded disproportionately to white, upper-income students.[108] Among undergraduate students enrolled full-time/full-year in Bachelor's degree programs at four-year colleges and universities, white students receive 76 percent of all institutional merit-based scholarship and grant funding and are 40 percent more likely to win private scholarships than minority students; minority students represent about a third of applicants but slightly more than a quarter of private scholarship recipients.[109]

The underlying challenge of financial aid and scholarship programs usually comes down to limited funding. Need-based programs such as the University of Florida's Machen Opportunity Scholarship Program have had positive ancillary effects on increasing racial diversity on campus, but the effects are necessarily limited due to the inability to accommodate all potentially eligible students with currently available funding.[110]

Private scholarship opportunities can be important supplements to public funds. One of the most prominent, the Gates Millennium Scholars (GMS), provides about 1000 "last dollar" awards (intended to cover the gap between tuition and the real cost of college attendance) to minority students who are Pell Grant eligible and have demonstrated high academic achievement, a commitment to community service, and exceptional leadership potential. GMS awards are renewable for up to ten years, providing support through undergraduate and graduate school. A review of the impact of GMS on outcomes found that, despite some differences among cohorts and subgroups, recipients were more likely than non-recipients to be academically on-track (graduated or still enrolled in undergraduate program); to be enrolled in graduate school or other post-baccalaureate program; and to aspire to obtain a post-baccalaureate degree.[111]

Another leading private scholarship program, the Michael and Susan Dell Foundation Dell Scholars Program, each year provides 300 mostly first generation students with financial support ($20,000 over six years), a laptop and textbook credits, and individualized advising throughout college (including mentoring and access to a private networking group). A study of its impact found that, though being named a Dell Scholar had no impact on students' initial decision to enroll or on early college persistence, Dell Scholars at the margin of eligibility were significantly more likely to earn a bachelor's degree within six years (a nearly 25 percent or greater increase in bachelor's attainment).[112] Though high cost, the study found that the program's benefits – both in the enhanced earnings of recipients and their tax payments – outweigh the program's costs after 12 years of post-college earnings.[113]

Support for the college transition

Many institutions offer opportunities for students to come to campus to study and experience campus life before freshman year begins. Summer "bridge" programs – usually intended to help incoming freshmen acclimate to the college environment – have received some research attention but studies have raised questions about the lack of research-based assessments to determine the actual impact of summer bridge programs.[114] One recent longitudinal study of a University of Arizona bridge program focused mostly on minority, first generation, and low-income students found a significant, positive correlation between participation in the bridge program and first-year retention; after controlling for entering student characteristics, the study also found a correlation between program participation and

second-year retention.[115] And the Meyerhoff Scholars Program at the University of Maryland Baltimore County (UMBC) has provided financial assistance, mentoring, advising, and research experience to undergraduate students committed to obtaining Ph.D. degrees in science, technology, engineering, and math (STEM) fields. Several studies have shown that it increased diversity in STEM fields at UMBC, provided multiple supports and opportunities to participating students, and consistently produced strong student outcomes.[116]

Practice recommendation

- **Design and evaluate enrollment strategies with specific attention to diversity goals (recognizing that other institutional goals will also come into play).** Even well developed enrollment processes have not always been examined to probe what policies and practices are working and why. Enrollment leaders and institutional researchers may consider the following:
  - Running projections to see how different combinations of admissions factors and/or financial aid policies may change results
  - Examining admission rates and yields for different student sub groups and cross referencing with students' experiences with different enrollment practices
  - Surveying stakeholder groups (e.g., students, high school counselors, faculty, alumni, and employers)
  - Comparing historical admission policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class
  - Identifying retention and completion benchmarks for success for different populations of students and examining the impact of different strategies on meeting those benchmarks

Research Recommendation

- **Focus new research efforts on common enrollment strategies, particularly holistic review.** Recent studies have shown that the most researched enrollment strategies automatic or guaranteed state admissions plans are the least common. Holistic review may be particularly ripe for additional study, given the frequency of use and relatively small research base on how to make it as effective at achieving institutional goals as possible. Researchers may be particularly important partners for institutions at this time given the many new initiatives to make holistic review processes even more inclusive and nuanced by examining student portfolios of work throughout high school, encouraging students to demonstrate concern for others and community service, and offering students new application formats to reflect their unique talents and perspectives (e.g., videos).

D. Strategies In and Outside the Classroom

As described in this section, our review of published research reflects that:

1. **Pedagogy and curricular offerings can be important strategies to achieve an institution's diversity goals.** Opportunities for collaborative learning may be especially important, while negative classroom experiences for minority students may have a particularly significant negative impact on their overall attitude toward the campus.
2. **Faculty members are essential partners in the achievement of diversity goals.** They serve as "human bridges" between the student and the institution. Their classroom practices play an important role in creating and leveraging the benefits of diversity for learning and their perspectives can be important benchmarks for success. Having a diverse faculty can also be an important signal to students that diversity is an institutional priority.
3. **Institutional housing policies and support for diverse peer groups can make a meaningful impact on the achievement of diversity goals.**

While a diverse student body can lead to interactions with peers who hold different views of the world, studies have consistently shown that the mere presence of minorities and co-existence of diverse groups is not enough; what matters most is what an institution does with its diverse student population.[117] Curriculum and course offerings, faculty engagement, mentoring, and student peer and affinity groups can all play a role.[118] And, as one leading study has found, many institutional actions related to curricular and co-curricular programs can contribute to the achievement of institutional goals, including developing retention and support programs on campus; engaging students in institutional history; and creating safe cultural spaces.[119]

Pedagogy and curricular offerings

Research confirms that pedagogy and curricular offerings can be an important reflection of institutional mission and values, including in diversity. And respect for diverse talents and ways of learning has been included as a best practice in undergraduate education for decades.[120]

As one study observed, a lack of diverse perspectives in an institution's curriculum can contribute to a "campus climate of exclusion," especially if the composition of the student body is diverse. Aligning faculty development and rewards to promote pedagogical practices and curricular offerings that support the institution's diversity and inclusion goals has been suggested by many researchers as a potentially highly effective strategy.[121]

Research on collaborative learning has found that it can improve the racial climate in the classroom and allow for greater educational benefits to flow as students' preconceptions are challenged and communication across groups takes place.[122] One study even found that collaborative learning had the highest effect on college students' openness to diversity.[123]

Studies have identified diversity and global learning (i.e., courses that help students explore cultures, life experiences, and worldviews different from their own) as "high-impact educational practices," research-backed educational practices that are correlated with positive educational results for students.[124] Other high-impact practices include learning communities, service learning, study abroad, student-faculty research, and senior culminating experience.[125] Studies have shown that students who engage in these

practices earn higher grades in the first year of college and are more likely to be retained in the second year – an effect that is even greater for students of color.[126] But, despite the evidence of these practices' benefits, research suggests that they are not being practiced frequently enough on college campuses; also, first-generation and African-American students have been shown to be less likely than other peers to participate.[127]

Research has also shown that negative classroom experiences can be a barrier to the achievement of institutional diversity and inclusion goals. Studies have shown that while minority students can be resilient and bear some prejudice before feeling alienated, this resiliency does *not* apply when students experience prejudice or discrimination in the classroom.[128] Multiple studies have found that negative experiences in the classroom can spill over into minority students' overall perceptions of inclusiveness on campus.[129]

Supported by a strong research base, institutions are increasingly turning to opportunities to engage in structured dialogue outside the classroom as well.[130] Many studies of intergroup relations or "intergroup dialogue" (IGD) programs that create environments for diverse groups of students to interact and engage in structured communication have shown that, through cognitive dissonance these programs can create better intergroup understanding, can increase students' positive intergroup relationships, and can increase participants' motivation to be active in their communities after college.[131] Studies also caution that poorly trained facilitators can prevent participants from experiencing the benefits of IGD (in fact, poorly trained facilitators can have a negative impact on participants' attitudes toward diversity and inclusion).[132]

Faculty engagement and hiring

Including faculty, staff, administrators, trustees and alumni in diversity efforts is an essential institutional strategy.[133] Faculty members' perceptions of campus climate may be important benchmarks to address the effectiveness of diversity and inclusion strategies – *and* faculty members should be aware of how their instructional and classroom efforts contribute to the achievement of diversity goals.[134] Programs that encourage a mentoring relationship between students and faculty have been shown to have an important impact on student experiences and outcomes.[135]

Having faculty members from underrepresented groups on campus can provide students another opportunity for frequent and quality interactions, which have been found beneficial for students' development and outcomes,[136] including better student recruitment and retention strategies, increased interracial interactions, and improved teaching and learning practices.[137] After all, "Students are painfully aware when there is discrepancy in diversity between the faculty and student bodies on their campus, and failure to actively and publicly pursue a more diverse faculty sends a message of insincere commitment to diversity. In this way, faculty diversity initiatives are not only important in their own right . . . but they also serve to enhance the perceived climate for diversity."[138]

A new line of research has focused on faculty "cluster hiring" (hiring faculty into multiple departments or colleges around interdisciplinary research topics, often with a complementary aim to increase faculty diversity along race, ethnicity, gender, perspective, ideology, and methodology) and found that the practice can increase faculty diversity and cultivate a more inclusive campus climate.[139] Successful institutions in the study made diversity benefits explicit in the goals and dedicated resources and infrastructure to support the clusters.[140]

Mentoring and academic supports

Though existing research is somewhat limited (and often focused on the importance of faculty members being mentored), some studies show that effective mentoring of students can have a meaningful impact on academic outcomes. For example, the University of Minnesota offers several forms of peer and faculty-student mentoring opportunities, both formal and informal, aimed at achieving institutional diversity goals by supporting underrepresented students. A study of its efforts found that, even in programs without a formal mentoring component, participants engaged in informal mentoring partnerships to offer support to one another.[141] More broadly, the study found that the institutionalization of mentoring can contribute to a more sensitized faculty, a more diverse student body, and better outcomes for underrepresented groups.[142]

Research on two institutions of higher education in Oklahoma use a mentoring program designed to engage faculty in the process of mentoring underrepresented female students, especially teacher candidates, found that participating mentors believed that "their contributions as mentors not only increased the quantity of teachers, but also, their mentoring was key for the purposes of recruiting and retaining qualified and diverse candidates through to graduation to return to the work force."[143] And a qualitative study of past participants in the University of Connecticut's Minority Research Apprentice Program, designed to attract underrepresented students by expanding their knowledge of research and technology, showed the success of the program at helping to clarify minority students' career goals.[144]

Also, several studies have shown that mere exposure to mentors – whether through a formal program or not – has yielded benefits for students.[145]

Finally, though not directly tied to *faculty* mentoring, a randomized controlled trial individualized "coaching" for students – most of whom were "non-traditional" college students enrolled in degree programs – found that regular contact with a coach on long-term goals and skill development increased retention and completion for participating students in a cost effective way.[146]

Housing policies, peer groups, and affinity groups

Research has shown that the more an institution encourages students to interact beyond the classroom, the more likely students are to experience the benefits of diversity. Peer or affinity groups can also have a significant impact on the quality of students' interracial interactions.[147] At the same time, research on the topic is limited because the majority of higher education peer group studies have focused on the student body as a whole rather than the influence of interpersonal interactions among different student groups and the effect that race and ethnicity may have.[148] Moreover, estimating peer effects is difficult to research, given challenges in finding cause and effect and in accounting for the natural selection bias of choosing friends.[149]

An influential study of the U.S. Air Force academy found that the *academic* benefits of diversity increase when students live, study, and participate in co-curricular activities together.[150] (Similar observations were a foundation of the amicus brief effort from retired military leaders to the U.S. Supreme Court in *Grutter* and *Fisher I and II*, which also underscored that fostering teamwork and collaboration among diverse groups was a significant national security interest for the military.[151])

Roommate studies have shown that white students in particular may benefit from having roommates of other races and ethnicities. One study found that randomly assigned roommates during the first year of college and subsequent voluntary contact between roommates during the second and third years reduced racial prejudice among undergraduate students.[152] Another found that living with an other-race roommate can positively impact white students' attitudes toward race and were less anxious, more

pleasant, and more physically engaged in other settings with diverse groups.[153] Another study found that white students at a large state university randomly assigned African-American roommates in their first year were more likely to have more personal contact with and interact more comfortably with members of minority groups, and more likely to endorse a general view that a diverse student body is essential for a high-quality education. [154]

Roommate studies have also shown that roommates from different family income backgrounds can also have positive effects. A study of Berea College students – an institution that specifically targets low-income students – found that "low income students may be benefitted by having a higher income peer as a roommate in a non-trivial fashion [in first-semester grades and retention] by being paired with higher income peers without the higher income peers incurring substantial costs."[155]

There have been studies that show positive effects of cross-racial friendship. For example, racial diversity in friendship groups has been found to have positive effects, particularly for students of color.[156] Another study of students at Berea College found that white students randomly assigned to black roommates have a significantly larger proportion of black friends than white students who are randomly assigned white roommates.[157]

Studies have also shown that underrepresented students' sense of belonging on campus and opportunities for leadership can increase through engagement with other students *from their own cultural groups*.[158] For example, one study of focus groups of African-American and Asian-American students found that "ethnic student organizations constituted critical venues of cultural familiarity, vehicles for cultural expression and advocacy, and sources of cultural validation for participants."[159] Another study of multiple racial/ethnic groups found that participation in ethnic student organizations is positively linked with higher rates of cross-racial interaction.[160] Another found that participation in a racial/ethnic student organization was "significantly and positively associated with numerous civic behaviors and attitudes after graduation."[161]

Peers can have a significant impact on persistence and success, particularly for certain disciplines. A study of the experiences of 1250 women of color and 891 white women attending 135 institutions nationwide found that "women of color who persisted in STEM frequently engaged with peers to discuss course content, joined STEM-related student organizations, participated in undergraduate research programs, had altruistic ambitions, attended private colleges, and attended institutions with a robust community of STEM students."[162] (Notably, and somewhat in contrast to general studies that positively link institution-wide persistence rates with more selective admissions, this study also found that negative predictors of persistence include attending a highly selective institution.[163])

Policy recommendations

- **Create opportunities for students to interact in diverse groups in and outside the classroom.** Faculty members are likely to be essential partners in the effort to implement high impact educational practices, engage in mentoring, and serve as a signal to students about the institution's commitment to its goals.
- **Ensure that students from all backgrounds have opportunities to interact with peers who are similar *and* peers who are different.** Institutions should offer students options for their extra curricular activities, housing, and courses while also creating opportunities for deliberate engagement across difference (e.g., intergroup dialogue).

Research recommendations

- **Examine whether and how the educational benefits of diversity are actually being experienced in and outside the classroom.** Studies and surveys should examine the quality and frequency of interracial interactions among students – and the short and long term benefits of these interactions. This requires a close look at specific policies and practices as well as how they work individually and in concert to produce the intended educational benefits of diversity.

Section III: Alignment across programs and policies

As described in this section, our review of published research reflects that:

1. **Alignment across institutional programs, functions, and offices creates the greatest potential for achieving diversity goals, with direct educational, management, and cost benefits.**
2. **A sustained effort with dedicated resources and common purpose can work toward alignment and help achieve institutional goals.**

There is important guidance for institutions within the body of published research on the educational benefits of diversity. The findings from these studies can and should provide guideposts for institution and context-specific research and institutional decision making. We hope that the findings and recommendations in this paper may help institutions with a variety of large- and smaller-scale efforts.

As institutions work to build their research base, alignment and coordination of efforts across the institution is essential. Research confirms, for example, the importance of institutional leaders taking steps to translate diversity goals into specific action steps through directive from the president's office, collaboration across campus, or both.[164] Tools to support this effort have been developed.[165] Research also supports the importance of the assessment and ongoing evaluation of efforts to achieve an institution's mission-driven goals; though these efforts require time and resources, they are also an important reflection of institutional values.[166]

A growing body of research confirms the importance of alignment based on mission across programs, functions, and offices to create the greatest potential for achieving diversity goals.[167] Research confirms that a more holistic approach to diversity strategies – developing a mission that includes the benefits of diversity, implementing strategies to foster interactions between students, *and* assessing strategies for impact and effectiveness – can help institutions achieve the benefits they seek.[168] In other words, a "sustained and coordinated effort is needed to increase the positive effects of diversity on student development and learning."[169] Institutional leaders set the tone and make institutional resources available. Admission, recruitment and outreach, and financial aid officers are responsible for attracting, admitting, and enrolling a diverse student body. Enrolled students are then handed off to student affairs professionals, who help students establish peer groups and engage in student life programs. Faculty members imbue students with important skills and knowledge to be successful working in diverse environments. And institutional researchers can examine how well these various efforts are contributing to the achievement of the institution's diversity goals.

Given the complexity of this endeavor, institutions have been encouraged to create a common educational purpose for diversity and be explicit about the "centrality of diversity to the campus's mission of improving teaching and learning."[170] Research has also underscored the importance of institutions recognizing the various internal and external as well as current and historical forces that impact the institution and its student body.[171] Institutions have been encouraged to create an aligned strategy grounded in institutional mission and to consider and address each element of that strategy to achieve diversity goals.[172]

Policy recommendation

- **Put the necessary resources, staff, and structure in place for building the institution's evidence base for its diversity goals and strategies, particularly its internal research office.** To assess the effectiveness of policies individually and as a whole, institutional leaders and administrators should engage with and empower internal researchers, using findings from well known national studies as a starting point but moving to studies within their own contexts. Not every program or policy can or should be subject to a rigorous peer reviewed study, but an institution should develop clear strategies for evaluating policies and practices over time, particularly if they provide any benefit to individual students on the basis of race or ethnicity.

Practice recommendations

- **Inventory all institutional strategies that aim to enhance the institution's ability to meet its diversity related goals.** For all institutions, this process serves an essential policymaking function: understanding what the institution is already doing in order to identify prospective areas for growth and improvement. Moreover, for institutions pursuing race conscious policies, the inventory may help explain why race neutral policies and practices, alone, are insufficient to meet diversity goals.

- **Initiate or re constitute an interdisciplinary working group.** Having a core team to guide diversity efforts can be a foundation for success. That team likely includes legal counsel, enrollment leaders, student affairs administrators, and internal researchers that represent multiple disciplines (both within and beyond the institutional research office).

- **Engage the entire campus community.** Broad participation is needed to interpret and act on evaluation results. Building support for diversity efforts among faculty, students, and staff is an important complement to "top down" initiatives from campus leaders.

ENDNOTES

[1] Nondiscrimination law can intersect and align with relevant issues of institutional policy, particularly with respect to efforts to achieve racial and ethnic diversity. Federal non-discrimination law, for example, includes key inquiries that are grounded in the what, why, and how of education decision-making. Federal law draws important lines between ends and means; relevant research should, too.

[2] See Chris Gonzalez Clarke & Anthony Lising Antonio, *Rethinking Research on the Impact of Racial Diversity in Higher Education*, 36 REV. HIGHER EDUC. 25 (2012).

[3] E.g., Patricia Gurin, Eric L. Dey, Sylvia Hurtado, & Gerald Gurin, *Diversity and Higher Education: Theory and Impact on Educational Outcomes,* 72 HARV. EDUC. REV. 330 (2002), *available at* https://igr.umich.edu/files/igr/Diversity%20and%20Higher%20Education.pdf; WILLIAM G. BOWEN & DEREK BOK, THE SHAPE OF THE RIVER: LONG-TERM CONSEQUENCES OF CONSIDERING RACE IN COLLEGE AND UNIVERSITY ADMISSIONS (1998); Nida Denson & Mitchell J. Chang, *Racial Diversity Matters: The Impact of Diversity-Related Student Engagement and Institutional Context*, 46 AM. EDUC. RES. J. 322 (2009); Uma M. Jayakumar, *Can Higher Education Meet the Needs of an Increasingly Diverse and Global Society?* 78 HARV. EDUC. REV. 615 (2008), *available at* http://diversity.cofc.edu/journal-articles/higher-education-diverse-and-global-society; Mark E. Engberg, *Educating the Workforce for the 21st Century: A Cross-Disciplinary Analysis of the Impact of the Undergraduate Experience on Students' Development of a Pluralistic Orientation*, 48 RES. HIGHER EDUC. 283 (2007); EMILY J. SHAW, COLL. BD., RESEARCH REPORT NO. 2005-4: RESEARCHING THE EDUCATIONAL BENEFITS OF DIVERSITY (2005), *available at* https://research.collegeboard.org/sites/default/files/publications/2012/7/researchreport-2005-4-researching-educational-benefits-diversity.pdf; Mitchell J. Chang, Alexander W. Astin, & Dongbin Kim, *Cross-Racial Interaction Among Undergraduates: Some Consequences, Causes, and Patterns*, 45 RES. HIGHER EDUC. 529 (2004); Mitchell J. Chang, *Does Racial Diversity Matter? The Educational Impact of a Racially Diverse Undergraduate Population*, 40 J.C. STUDENT DEV. 377 (1999).

[4] Grutter v. Bollinger, 539 U.S. 306, 330 (2003).

[5] E.g., CATHERINE L. HORN & STELLA M. FLORES, PERCENT PLANS IN COLLEGE ADMISSIONS: A COMPARATIVE ANALYSIS OF THREE STATES' EXPERIENCES (2003) ("Although, at first glance, the Texas, California, and Florida plans appear to be very similar, in fact they vary widely, and key differences must be noted when considering their implementation and effectiveness. In particular, the specific mechanics of the policies, the larger context in which they were implemented and are being maintained, and additional policies and practices that support, or in some cases work separately from, percent plans to affect campus diversity differ in some very fundamental ways."), http://civilrightsproject.ucla.edu/research/college-access/admissions/percent-plans-in-college-admissions-a-comparative-analysis-of-three-states2019-experiences/horn-percent-plans-2003.pdf.

[6] In April 2013, a broad-based group of practitioners and researchers met to discuss important research-oriented policy and practice issues, including the benefits of diversity, methods of gauging success (e.g., critical mass), race-neutral strategies, and the broader research agenda. In February 2014, the ADC Advisory Council further explored these issues. Those discussions set the stage for further convenings focused on research and practice issues. In May 2014, the ADC hosted a convening of leading researchers, institutional representatives, national organization leaders, and other stakeholders. And, in August 2015, researchers and representatives of higher education organizations and institutions came together to review this paper. Finally, three leading researchers performed a close review of the full draft of this paper, its citations, and conclusions. Ongoing conversations with individual researchers, institutional leaders, and enrollment officers rounded out these efforts.

Attendees at the April 2013 convening: Frank Ashley, Steve Graff, Jess Howell, Michael Hurwitz, Greg Perfetto, Martha Pitts, Brad Quin, Anne Sturtevant, Rohit Tandon (College Board); John Barnhill (Florida State University); Thomas Bear (Notre Dame University); Saba Bireda, Art Coleman, Kate Lipper, and Terri Taylor (EducationCounsel); Tony Broh (Enrollment Planning Network); Josh Civin (NAACP Legal Defense Fund); Sharon Davies (Ohio State University); Barbara Gill (University of Maryland); Debra Humphreys (AAC&U); Jamie Lewis Keith (University of Florida); Robert Lay (Boston College); Jerry Lucido (University of Southern California); Courtney McAnuff (Rutgers

University); Jeff Milem (University of Arizona); Norma Poll-Hunter (AAMC); Susan Sturm (Columbia Law School); Ronné Patrick Turner (Northeastern University).

Participants in the ADC Advisory Council call: John Barnhill (Florida State University), Timothy Brunold (University of Southern California), Art Coleman, Kate Lipper, and Terri Taylor (EducationCounsel), Shannon Gundy (University of Maryland, College Park), Rachelle Hernandez (University of Minnesota), Jamie Lewis Keith (University of Florida), Patricia Morales (University of California – Irvine), Brad Quin (College Board), Michael Reilly (AACRAO), Greg Roberts (University of Virginia), Yvonne Romero Da Silva (University of Pennsylvania), Susan Sturm (Columbia Law School), and James Washington (Dartmouth College).

Attendees at the May 28, 2014, convening: Connie Betterton, Jess Howell, Greg Perfetto, and Brad Quin (College Board); Jessie Brown (ACE); Doug Christiansen and Stella Flores (Vanderbilt University); Art Coleman, Kate Lipper, and Terri Taylor (EducationCounsel); Liliana Garces (Penn State University); Susan Johnson (Lumina Foundation); Debra Humphreys (AAC&U); Jamie Lewis Keith (University of Florida); Jerry Lucido (University of Southern California); Mike Reilly (AACRAO); Michael Rose (NACAC), Jeff Milem (University of Arizona); Susan Sturm (Columbia Law School); Marta Tienda (Princeton University); Mariët Westermann (Mellon Foundation).

Attendees at the August 20, 2015, meeting: Connie Betterton, College Board; Julie Browning, Rice University; Jack Buckley, College Board; Art Coleman, EducationCounsel; Lorelle Espinosa, American Council on Education; Steve Handel, University of California, Office of the President; John McGrath, NACAC; Jess Howell, College Board; Jamie Lewis Keith, University of Florida; James Massey, University of Maryland, College Park; Jeff Milem, University of Arizona; Greg Perfetto, College Board; Brad Quin, College Board; Mike Reilly, AACRAO; Greg Roberts, University of Virginia; Erin Russ, EducationCounsel; Nick Spiva, EducationCounsel; Terri Taylor, EducationCounsel.

[7] Grutter v. Bollinger, 539 U.S. 306, 330 (2003).

[8] See *supra* note 3; see also Nicolas A. Bowman, *Promoting Participation in a Diverse Democracy: A Meta-Analysis of College Diversity Experiences and Civic Engagement*, 81 REV. EDUC. RES. 29 (2011); Nida Denson, *Do Curricular and Co-Curricular Diversity Activities Influence Racial Bias? A Meta-Analysis*, 79 REV. EDUC. RES. 805 (2009); Denson & Chang, *Racial Diversity Matters, supra* note 3; Mitchell J. Chang, Nida Denson, Victor Sáenz, & Kim Misa, *The Educational Benefits of Sustaining Cross-Racial Interaction Among Undergraduates,* 77 J. HIGHER EDUC. 430 (2005); Thomas F. Nelson Laird, *College Students' Experiences with Diversity and their Effects on Academic Self-Confidence, Social Agency, and Disposition Toward Critical Thinking*, 46 RES. IN HIGHER EDUC. 365 (2005); Chang, Astin, & Kim, *Cross-Racial Interaction Among Undergraduates, supra* note 3; Anthony Lising Antonio, Mitchell J. Chang, Kenji Hakuta, David A Kenny, Shana Levin, & Jeffrey F. Milem, *Effects of racial diversity on complex thinking in college students*, 15 PSYCHOL. SCI. 507 (2004), *available at* http://diversity.umich.edu/admissions/research/racial-diversity.pdf.

[9] E.g., Gurin et al., *Diversity and Higher Education, supra* note 3, at 341; Expert Report of Patricia Gurin: The Compelling Need for Diversity in Higher Education, Gratz et al. v. Bollinger, No. 97-75321 (E.D. Mich.) & Grutter et al. v. Bollinger, et al., No. 97-75928 (E.D. Mich.) (1999) (reprinted in 5 MICH. J. RACE & L. 363 (1999) and 32 UNIV. OF MASS. SCHS OF EDUC. J. 36 (1999)), *available at* http://diversity.umich.edu/admissions/legal/expert/gurintoc.html.

[10] Jeffrey F. Milem, *The Educational Benefits of Diversity: Evidence from Multiple Sectors*, *in* COMPELLING INTEREST: EXAMINING THE EVIDENCE ON RACIAL DYNAMICS IN COLLEGES AND UNIVERSITIES 126 (Mitchell J. Chang et al. eds., 2003), *available at* http://faculty.ucmerced.edu/khakuta/policy/racial_dynamics/Chapter5.pdf.

[11] Id. at 32 (citing Sylvia Hurtado, Jeffrey F. Milem, Alma R. Clayton-Pedersen, & Walter Recharde Allen, *Enhancing Campus Climates for Racial/Ethnic Diversity Through Educational Policy & Practice*, 21 REV. HIGHER EDUC. 3 (1998).

[12] Research proves that the experience of solo status or tokenism can have negative effect on the performance and achievement of underrepresented minorities. Increasing the number of diverse students in an institution of higher education can create better environments for those students. E.g., Mischa Thompson & Denise Sekaquaptewa, *When Being Different is Detrimental: Solo Status and the Performance of Women and Racial Minorities*, 2 ANALYSES OF SOC. ISSUES & PUBLIC POL'Y 183 (2002); Chang, Denson, Sáenz, & Misa, *The Educational Benefits of Sustaining Cross-Racial Interaction, supra* note 8.

[13] When there is little numeric diversity, people of color feel more vulnerable to social stigma, stereotype threat, microaggressions, racial tension, and tokenism/social status. Liliana M. Garces & Uma M. Jayakumar, *Dynamic Diversity: Toward a Contextual Understanding of Critical Mass*, 43 EDUC. RESEARCHER 115 (2014); see also Jerry Z. Park, Brandon C. Martinez, Ryon Cobb, Julie J. Park, & Erica Ryu Wong, *Exceptional Outgroup Stereotypes and White Racial Inequality Attitudes Toward Asian Americans,* 78 SOC. PSYCHOL. Q. 399 (2015); Sylvia Hurtado et al., *Enacting diverse learning environments: Improving the campus climate for racial/ethnic diversity in higher education*, 26 ASHE-ERIC HIGHER EDUC. REP. 8 (1999); Deirdre M. Bowen, *Brilliant Disguise: An Empirical Analysis of a Social Experiment Banning Affirmative Action*, 85 IND. L.J. 1197 (2010).

[14] There are positive benefits students accrue from just being in an environment where other students have higher levels of engagement with racial diversity, either through curricular activities or cross-racial interactions. Denson & Chang, *Racial Diversity Matters, supra* note 3. And compositional diversity plays an important symbolic role by communicating to interested internal and external constituents that diversity is a priority JEFFREY F. MILEM, MITCHELL J. CHANG, & ANTHONY LISING ANTONIO, MAKING DIVERSITY WORK ON CAMPUS: A RESEARCH-BASED PERSPECTIVE 6-10 (2005), *available at* https://www.aacu.org/sites/default/files/files/mei/milem_et_al.pdf; Nida Denson & Mitchell J. Chang, *Dynamic relationships: Identifying moderators that maximize benefits associated with diversity,* 42 J. HIGHER EDUC. 172 (2015).

[15] Hurtado et al., *Enacting diverse learning environments, supra* note 13, at 8; Mitchell Chang, M. Kevin Eagan, Monica H. Lin, & Sylvia Hurtado, *Considering the impact of racial stigmas and science identity: Persistence among biomedical and behavioral science aspirants*, 82 J. HIGHER EDUC. 564 (2011), *available at* http://www.heri.ucla.edu/nih/downloads/Considering-the-Impact-of-Racial-Stigmas-and-Science-Identity.pdf; Susan Rankin & Robert D. Reason, *Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups,* 46 J. COLL. STUDENT DEV. 43 (2005), *available at:* http://www.brynmawr.edu/diversitycouncil/documents/Rankin.pdf; Sylvia Hurtado, et. al., *Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging*, 70 SOC. OF EDUC., 324–345 (1997).

[16] TERRELL STRAYHORN, COLLEGE STUDENTS' SENSE OF BELONGING: A KEY TO EDUCATIONAL SUCCESS FOR ALL STUDENTS (2012).

[17] Nicole M. Stephens, Stephanie A. Fryberg, Hazel Rose Markus, Camille S. Johnson, & Rebecca Covarrubias, *Unseen disadvantage: How American universities' focus in independence undermines the academic performance of first-generation students*, 102 J. PERSONALITY & SOC. PSYCHOL. 1178 (2012) ("[Our] studies revealed that representing the university culture in terms of independence (i.e., paving one's own paths) rendered academic tasks difficult and, thereby, undermined first-generation students' performance. Conversely, representing the university culture in terms of interdependence (i.e., being part of a community) reduced this sense of difficulty and eliminated the performance gap without adverse consequences for continuing-generation students."); Annique Smeding, Céline Darnon, Carine Souchal, Marie-Christine Toczek-Capelle, & Fabrizio Butera, *Reducing the Socio-Economic Status Achievement Gap at University by Promoting Mastery-Oriented Assessment*, 8 PLOS ONE 371678 (2013) ("For the first time, empirical data support the idea that low-SES students can perform as well as high-SES students if they are led to understand assessment as part of the learning process, a way to reach mastery goals, rather than as a way to compare students to each other and select the best of them, resulting in performance goals."); Mickaël Jury, Annique Smeding, & Céline Darnon, First-generation students' underperformance at university: the impact of the function of selection, 6 FRONTIERS IN PSYCHOL. 710 (2015); Judith M. Harackiewicz, Elizabeth A. Canning, Yoi Tibbetts, Cynthia J. Giffen, Seth S. Blair, Douglas I. Rouse, & Janet S. Hyde, *Closing the social class achievement gap for first-generation students in undergraduate biology*, 106 J. EDUC. PSYCHOL. 375 (2014); Michelle L. Rheinschmidt & Rodolfo Mendoza-Denton, *Social class and academic achievement in college: The interplay of rejection sensitivity and entity beliefs*, 107 J. PERSONALITY & SOC. PSYCHOL. 101 (2014); Nicole M. Stephens, MarYam G. Hamedani, & Mesmin Destin, *Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition*, 25 PSYCHOL. SCI. 943 (2014); Sarah E. Johnson, Jennifer A. Richeson, & Eli J. Finkel, *Middle class and marginal? Socioeconomic status, stigma, and self-regulation at an elite university*, 100 J. PERSONALITY & SOC. PSYCHOL. 838 (2011); Jean-Claude Croizet & Theresa Claire,

Extending the Concept of Stereotype Threat to Social Class: The Intellectual Underperformance of Students from Low Socioeconomic Backgrounds, 24 PERS. SOC. PSYCHOL. BULL. 588 (1998).

[18] Alexander S. Bowman & Mesmin Destin, *The Effects of a Warm or Chilly Climate Toward Socioeconomic Diversity on Academic Motivation and Self-Concept*, 42 PERS. SOC. PSYCHOL. BULL. 172, *available at* http://sites.northwestern.edu/scmlab/files/2014/08/Browman-Destin-2015-PSPB-2luoy0b.pdf.

[19] Expert Report of Patricia Gurin, *supra* note 9, (noting that while all students benefited from the exposure they had to students from different racial and ethnic backgrounds, it was also important for students of color to have opportunities for same-race contact); Chang, *Does Racial Diversity Matter?, supra* note 3.

[20] Anthony Lising Antonio, *When Does Race Matter in College Friendships? Exploring Men's Diverse and Homogenous Friendship Groups*, 27 REV. HIGHER EDUC. 553 (2004).

[21] Gurin et al., *Diversity and Higher Education, supra* note 3, at 341 ("As groups, only Asian American and Latino/a students came to the University having lived and gone to school in environments where they were not in the majority. Thus, the university's conscious effort to help students experience diversity in and out of the classroom provide the very features that foster active, conscious, and effortful thinking."); Victor B. Sáenz, *Breaking the Segregation Cycle: Examining Students' Precollege Racial Environments and College Diversity Experiences*, 34 REV. HIGHER EDUC. 1, 4 (2010) ("White students were the most segregated group in the nation's public and private schools, attending schools that were on average 80% White. Asian students lived in the nation's most integrated communities and were the least segregated in schools among all student groups."); Jayakumar, *supra* note 3.

[22] Uma M. Jayakumar, *The Shaping of Postcollege Colorblind Orientation Among Whites: Residential Segregation and Campus Diversity Experiences*, 85 HARV. EDUC. REV. 609 (2015); see also Jeffrey F. Milem, Paul D. Umbach, & Christopher T.H. Liang, *Exploring the Perpetuation Hypothesis: The Role of Colleges and Universities in Desegregating Society*, 45 J.C. STUDENT DEV. 688, 699 (2004) ("If we fail to engage students in diversity related initiatives and activities while in college, our students are likely to return to the pre-college environments from which they came and that remain highly segregated.").

[23] Anthony Lising Antonio, *Diversity and the Influence of Friendship Groups in College*, 25 REV. HIGHER EDUC. 63 (2001).

[24] Engberg, *supra* note 3; Mitchell Chang, Jessica Sharkness, Sylvia Hurtado, & Christopher B. Newman, *What Matters in College for Retaining Aspiring Scientists and Engineers from Underrepresented Racial Groups,* 51 J. RES. IN SCI. TEACHING 555 (2014); Sylvia Hurtado, M. Kevin Eagan, M. Tran, C. Newman, M. Chang, & P. Velasco, "*We do science here:" Underrepresented students' interactions with faculty in different college contexts,* 67 J. SOCIAL ISSUES 553 (2011); Mitchell Chang, M. Eagan, M. Lin, & S. Hurtado, *Considering the impact of racial stigmas and science identity: Persistence among biomedical and behavioral science aspirants,* 82 J. HIGHER EDUC. 564 (2011).

[25] This deficit may be explained in part by the scope of our review.

[26] Dean K. Whitla et al., *Educational Benefits of Diversity in Medical School*, 78 ACAD. MED. 460 (2003); G. Guiton, M. Chang, & L. Wilkerson, *Student body diversity: Relationship to medical students' experiences and attitudes,* 82 ACAD. MED. S85 (2007).

[27] Jeffrey F. Milem, *The Educational Benefits of Diversity: Evidence from Multiple Sectors*, *in* COMPELLING INTEREST: EXAMINING THE EVIDENCE ON RACIAL DYNAMICS IN COLLEGES AND UNIVERSITIES 24-24 (Mitchell J. Chang et al. eds., 2003), *available at* http://faculty.ucmerced.edu/khakuta/policy/racial_dynamics/Chapter5.pdf.

[28] E.g., Somnath Soha et al., *Student Body Racial and Ethnic Composition and Diversity-Related Outcomes in US Medical Schools,* 300 J. AM. MED. ASS'N. 1135 (2008), *available at* http://www.wiche.edu/info/rmCollaborative/JAMA.pdf.

[29] Denson & Chang, *Dynamic relationships, supra* note 14, at 172-73; Ernest T. Pascarella et al., *Influences on Student's Openness to Diversity and Challenge in the First Year of College*, 67 J. HIGHER EDUC. 174 (1996).

[30] E.g., Chang, Astin, & Kim, *Cross-Racial Interaction Among Undergraduates, supra* note 3; Gurin et al., *Diversity and Higher Education, supra* note 3; Engberg, *supra* note 3; Julie J. Park, Nida Denson, & Nicholas A. Bowman, *Does socioeconomic diversity make a difference? Examining the effects of racial and socioeconomic diversity on the campus climate for diversity*, 50 AM. EDUC. RES. J. 466 (2012); Victor B. Sáenz et al., *Factors Influencing Positive Interactions Across Race for African American, Asian American, Latino, and White College Students*, 48 RES. HIGHER EDUC. 1 (2007); Gary R. Pike & George D. Kuh, *Relationships Among Structural Diversity, Informal Peer Interactions and Perceptions of the Campus Environment*, 29 REV. HIGHER EDUC. 425 (2006); Patricia Gurin, Biren (Ratnesh) A. Nagda, & Gretchen E. Lopez, *The Benefits of Diversity in Education for Democratic Citizenship*, 60 J. SOC. ISSUES 17 (2004).

[31] Julie J. Park & Young K. Kim, *Interracial Friendship and Structural Diversity: Trends for Greek, Religious, and Ethnic Student Organizations*, 37 REV. HIGHER EDUC. 1 (2013).

[32] Denson & Chang, *Racial Diversity Matters, supra* note 3.

[33] Grutter v. Bollinger, 539 U.S. 306, 308 (2003). It is worth noting, however, that there is disagreement on the continuing relevance of critical mass. Even though the U.S. Supreme Court has blessed the concept of critical mass as a contextual benchmark for enrollment practices, researchers at the May 28, 2014, convening hosted by College Board explained that they are more comfortable assessing the institutional conditions that must be in place that facilitate the learning and development of all students. Researchers explained that this approach shifts the emphasis from viewing student populations as the "problem" – also referred to as a "deficit approach" – to holding institutions accountable for creating conditions that allow students to succeed. This conversation is also present in published literature. For example, one study has explained that a multitude of external and internal factors influence an institution's climate for diversity, which makes the "critical mass" of diverse students needed organically unique and different based the institution. SYLVIA HURTADO & ADRIANA RUIZ, THE HIGHER EDUC. RES. INST., THE CLIMATE FOR UNDERREPRESENTED GROUPS AND DIVERSITY ON CAMPUS (2012), *available at* http://heri.ucla.edu/briefs/urmbriefreport.pdf. To address these challenges, another study recently argued that a new term – dynamic diversity – may be a useful replacement term to focus researchers and practitioners on the interactions among students within a particular context and under appropriate conditions that are needed to realize the educational benefits of diversity. Garces & Jayakumar, *supra* note 13.

[34] ARTHUR COLEMAN & SCOTT PALMER, COLL. BD., ADMISSIONS AND DIVERSITY AFTER MICHIGAN: THE NEXT GENERATION OF LEGAL AND POLICY ISSUES (2006), *available at* http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/acc-div_next-generation.pdf.

[35] Brief for Am. Educ. Res. Ass'n et al. as Amici Curiae Supporting Respondents at 25, Grutter v. Bollinger, 539 U.S. 309 (No. 02-241), *available at* http://www.aera.net/Portals/38/docs/News_Media/AERABriefings/AmicusBrief/GrutterBrief-Final.pdf.

[36] Valerie Purdie-Vaughns & Richard P. Eibach, *Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities*, 59 SEX ROLES 377 (2008), *available at* http://www.columbia.edu/cu/psychology/vpvaughns/assets/pdfs/Intersectional%20Invisibility%20(2008).pdf; Kimberle Crenshaw, *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color*, 43 STAN. L. REV. 1241 (1991), *available at* http://socialdifference.columbia.edu/files/socialdiff/projects/Article__Mapping_the_Margins_by_Kimblere_Crenshaw.pdf.

[37] Gurin et al., *Diversity and Higher Education, supra* note 3.

[38] HURTADO & RUIZ, *supra* note 353; Sylvia Hurtado et. al, *Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice*, 21 REV. OF HIGHER EDUC. 279 (1998).

[39] There is disagreement among institutions in how to define retention – i.e. institutional retention, system retention, or retention within a major, discipline, or course. HURTADO & RUIZ, *supra* note 33.

[40] Marvin A. Titus, *An Examination of the Influence of Institutional Context on Student Persistence at 4-Year Colleges and Universities: A Multilevel Approach*, 45 RES. IN HIGHER EDUC. 7 (2004).

[41] Samuel D. Museus et. al, *Racial differences in the effects of campus racial climate on degree completion: A structural equation model*, 32 REV. OF HIGHER EDUC. 1 (2008).

[42] Leticia Oseguera & Byung Shik Rhee, *The Influence of Institutional Retention Climates on Student Persistence to Degree Completion: A Multilevel Approach*, 50 RES. IN HIGHER EDUC. 6 (2009), *available at* http://www.heri.ucla.edu/PDFs/Oseguera_Rhee_RetentionClimates_2009.pdf.

[43] MILEM, CHANG, & ANTONIO, MAKING DIVERSITY WORK ON CAMPUS, *supra* note 14, at 15 n.3.

[44] Garces & Jayakumar, *supra* note 13.

[45] Rice University, *About the residential college system*, http://www.students.rice.edu/students/Colleges.asp (last visited Nov. 3, 2015).

[46] Rice Univ., OCR Complaint #06052020 (U.S. Dep't of Educ. Sept. 10, 2013) (compliance resolution), http://www2.ed.gov/about/offices/list/ocr/docs/investigations/06052020-a.html.

[47] Id.; see also ARTHUR L. COLEMAN, TERESA E. TAYLOR, & KATHERINE E. LIPPER, COLL. BD., THE PLAYBOOK: A GUIDE TO ASSIST INSTITUTIONS OF HIGHER EDUCATION IN EVALUATING RACE- AND ETHNICITY-NEUTRAL POLICIES IN SUPPORT OF THEIR MISSION-RELATED DIVERSITY GOALS 13-14 (2014), *available at* http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf.

[48] Rice Univ., *supra* at note 46; COLEMAN, TAYLOR, & LIPPER, *supra* note 47, at 13-14.

[49] As described UT's briefs to the Fifth Circuit in its rehearing of *Fisher* in 2014, UT explained that it conducts an annual review of progress toward its critical mass objectives on "various data points including but not limited to enrollment figures; evidence of racial isolation and the racial climate on campus (which includes reports of racially hostile or insensitive conduct), including feedback from faculty and students; and other data including the educational benefits of diversity experienced in the classroom." Supplemental Brief for Appellees at 48, Fisher v. Univ. of Texas at Austin, (No. 09-50822), *available at* http://www.utexas.edu/vp/irla/Documents/2013-10-25-UT-Fisher.Supp.Br.pdf.

[50] Id. at 37-39.

[51] On the issue of examining critical mass within individual classrooms, citing a UT classroom diversity study that showed that "African-American and Hispanic students were nearly non-existent in thousands of classes," UT explained that, though it "never pursued classroom diversity as a discrete interest or endpoint . . . this palpable lack of diversity in the classrooms – one of many factors UT considered – underscored that UT had not yet fully realized the educational benefits of diversity." Id. at 46.

[52] STEPHANIE MARKEN, GALLUP, GRADUATES EXPOSED TO DIVERSITY BELIEVE DEGREE MORE VALUABLE (Oct. 28, 2015), http://www.gallup.com/poll/186257/graduates-exposed-diversity-believe-degree-valuable.aspx.

[53] E.g., HART RESEARCH ASSOCS., ASSOC. OF AM. COLLS & UNIVS, FALLING SHORT? COLLEGE LEARNING AND CAREER SUCCESS 4-5 (2015), https://www.aacu.org/leap/public-opinion-research/2015-survey-results; HART RESEARCH ASSOCS., ASSOC. OF AM. COLLS & UNIVS, IT TAKES MORE THAN A MAJOR: EMPLOYER PRIORITIES FOR COLLEGE LEARNING AND STUDENT SUCCESS 1-2 (2013), https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf.

[54] Catherine L. Horn & Patricia Marin, *Realizing the Legacy of Bakke*, *in* REALIZING BAKKE'S LEGACY: AFFIRMATIVE ACTION, EQUAL OPPORTUNITY, AND ACCESS TO HIGHER EDUCATION 6 (Patricia Marin & Catherine L. Horn eds., 2008); Patricia Gurin with Eric L. Dey, Gerald Gurin, & Sylvia Hurtado, *The educational value of diversity*, in PATRICIA GURIN, JEFFREY S. LEHMAN, & EARL LEWIS, WITH OTHERS, DEFENDING DIVERSITY: AFFIRMATIVE ACTION AT THE UNIVERSITY OF MICHIGAN (2004).

[55] See generally HANDBOOK OF STRATEGIC ENROLLMENT MANAGEMENT (Don Hossler & Bob Bontrager eds., 2015).

[56] LORELLE ESPINOSA, MATTHEW GAERTNER, & GARY ORFIELD, AM. COUNCIL ON EDUC., RACE, CLASS, & COLLEGE ACCESS: ACHIEVING DIVERSITY IN A SHIFTING LEGAL LANDSCAPE iv (2015), *available at* http://www.acenet.edu/news-room/Documents/Race-Class-and-College-Access-Achieving-Diversity-in-a-Shifting-Legal-Landscape.pdf.

[57] Id. at iii.

[58] GARY HUANG, NEBIYU TADDESE, ELIZABETH WALTER, & SAMUEL S. PENG, NAT'L CTR FOR EDUC. STATISTICS, ENTRY AND PERSISTENCE OF WOMEN AND MINORITIES IN COLLEGE SCIENCE AND ENGINEERING EDUCATION (2000), *available at* http://nces.ed.gov/pubs2000/2000601.pdf; Robert W. Lent et al., *Social Cognitive Predictors of Academic Interests and Goals in Engineering: Utility for Women and Students at Historically Black Universities*, 52 J. COUNSELING PSYCHOL. 1 (2005); Sandra L. Hanson, *African American Women in Science: Experiences from High School Through the Post-Secondary Years and Beyond,* 16 NWSA J. 2 (2004); Joretta Joseph, The Experiences of African American Graduate Students: A Cultural Transition (Aug. 2007) (unpublished Ph.D. dissertation, University of Southern California), *available at* http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll127/id/543928.

[59] HUANG, TADDESE, WALTER, & PENG, *supra* note 58; Hanson, *supra* note 58; A. J. MacLachlan, *The Graduate Experience of Women in STEM and How it Could be Improved,* in REMOVING BARRIERS: WOMEN IN ACADEMIC SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (J. M. Bystydzienski & S. R. Bird eds., 2006).

[60] Caroline Hoxby & Christopher Avery, *The Missing "One-Offs": The Hidden Supply of High-Achieving, Low Income Students*, BROOKINGS PAPERS ON ECON. ACTIVITY (2013), *available at* http://www.brookings.edu/~/media/projects/bpea/spring-2013/2013a_hoxby.pdf.

[61] JONATHAN SMITH, MATEA PENDER, & JESSICA HOWELL, COLL. BD., THE FULL EXTENT OF STUDENT-COLLEGE ACADEMIC UNDERMATCH (2012), *available at* https://aefpweb.org/sites/default/files/webform/Extent%20of%20Undermatch.pdf.

[62] CAROLINE HOXBY & SARAH TURNER, EXPANDING COLLEGE OPPORTUNITIES FOR HIGH-ACHIEVING, LOW INCOME STUDENTS, Stanford Inst. for Econ. Pol. Research Discussion Paper No. 12-014 (2012), *available at* http://siepr.stanford.edu/?q=/system/files/shared/pubs/papers/12-014paper.pdf.

[63] Id.

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[65] Michal Kurlaender & Eric Grodsky, *Mismatch and the Paternalistic Justification for Selective College Admissions*, 86 SOCIOLOGY OF EDUC. 294 (2013), *available at* http://poverty.ucdavis.edu/sites/main/files/file-attachments/kurlaendergrodsky-prepubsoejuly2013.pdf; Alon & Tienda, *supra* note 57; Mario L. Small & Christopher Winship, *Black students' graduation from elite colleges: Institutional characteristics and between-institution differences*, 36 SOCIAL SCI. RES. 1257 (2007), *available at* https://dash.harvard.edu/bitstream/handle/1/3200324/Winship_BlackStudents.pdf?sequence=1.

[66] Alon & Tienda, *supra* note 64; Kurlaender & Grodsky, *supra* note 65; Small & Winship, *supra* note 65.

[67] Joshua Goodman, Michael Hurwitz, & Jonathan Smith, *College Access, Initial College Choice and Degree Completion* (NBER Working Paper No. 20996, 2015), *available at* http://scholar.harvard.edu/files/joshuagoodman/files/collegetypequality.pdf.

[68] College Board, *Realize Your College Potential*, http://professionals.collegeboard.com/guidance/access-to-opportunity/realize-your-college-potential (last accessed Nov. 9, 2015).

[69] Univ. of Michigan, *U-Michigan will test new approach to reaching high-achieving, low-income students*, Michigan News (Aug. 26, 2015), http://ns.umich.edu/new/releases/23079-u-michigan-will-test-new-approach-to-reaching-high-achieving-low-income-students.

[70] Anemona Hartocollis, As Justices Weigh Affirmative Action, Michigan Offers an Alternative, N.Y. Times (Jan. 4, 2016), http://www.nytimes.com/2016/01/05/us/affirmative-action-supreme-court-michigan.html?_r=1.

[71] POSSE FOUNDATION, POSSE ALUMNI REPORT 2012: FULFILLING THE PROMISE - THE IMPACT OF POSSE AFTER 20 YEARS 14 (2012) ("Posse Scholars persist and graduate from college at a rate of 90 percent. However, 34 percent of Posse alumni reported that they thought about dropping out. These alumni indicated that they decided to stay because of the support of their fellow Posse members, academic advisors and family members."), *available at* https://www.possefoundation.org/m/alum-report-web.pdf.

[72] ERIC P. BETTINGER ET AL., EVALUATION AND ASSESSMENT SOLUTIONS FOR EDUCATION, NATIONAL COLLEGE ADVISING CORPS: 2010-11 EVALUATION REPORT 8 (2012), http://www.socialimpactexchange.org/sites/www.socialimpactexchange.org/files/Evaluation%20Report%2010-11%20(04%2025%2012)%20FINAL.pdf ("Compared to seniors who have not met with the NCAC adviser at their school, students who have met with the NCAC adviser are…25% more likely to apply to college [and]…34% more likely to get accepted to four-year institutions.").

[73] KOLAJO PAUL AFOLABI, MOVING FROM ACCESS TO SUCCESS: AN EVALUATION OF BOTTOM LINE'S COLLEGE ACCESS AND SUCCESS PROGRAMS iii (July 2010), *available at* http://scholar.harvard.edu/files/joshuagoodman/files/collegetypequality.pdf ("Forty-five percent of students who participated in the Access and Success Programs obtained a college degree in four years and 73 percent obtained a college degree in six years, compared to 26 and 45 percent, respectively, of Access-only students. When comparing students who participated in Bottom Line's College Access and Success Programs to similar students who participated only in Bottom Line's College Access Program, participation in the College Success Program is positively associated with a 17 to 29 percentage point increase in the probability that a student will graduate in 4 years and a 27 to 43 percentage point increase in the probability that a student will graduate from college within 6 years.").

[74] Tatiana Melguizo, *Are students of color more likely to graduate from college if they attend more selective institutions? Evidence from a cohort of recipients and nonrecipients of the Gates Millennium Scholarship Program,* 32 EDUC. EVALUATION & POL'Y ANALYSIS 230 (2010).

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[76] William C. Kidder & Angela Onwuachi-Willig , *Still Hazy After All These Years: The Data and Theory Behind "Mismatch,"* 92 TEX. L. REV. 895 (2014), *available at* http://www.texaslrev.com/still-hazy-after-all-these-years-the-data-and-theory-behind-mismatch/; WILLIAM C. KIDDER & RICHARD LEMPERT, THE MISMATCH MYTH IN AMERICAN HIGHER EDUCATION: A SYNTHESIS OF EMPIRICAL EVIDENCE AT THE LAW SCHOOL AND UNDERGRADUATE LEVELS (2014), *available at* http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2431746; Michal Kurlaender & Eric Grodsky, *Mismatch and the Paternalistic Justification for Selective Admissions*, 86 SOC. OF EDUC. 294 (2013), *available at* http://poverty.ucdavis.edu/sites/main/files/file-attachments/kurlaendergrodsky-prepubsoejuly2013.pdf.

[77] Fisher v. Univ. of Texas,133 S. Ct. 2411 (2013) (challenging race-conscious undergraduate admission policy); Grutter v. Bollinger, 539 U.S. 306 (2003) (challenging race-conscious law school admission policy at University of Michigan); Gratz v. Bollinger, 539 U.S. 244 (2003) (challenging race-conscious undergraduate admission policy at University of Michigan); Regents of the Univ. of Cal. v. Bakke, 438 U.S. 265 (1978) (challenging race-conscious medical school admission policy at University of California – Davis).

[78] Tongshan Chang & Heather Rose, *A Portrait of Underrepresented Minorities at the University of California*, *1994-2008*, *in* EQUAL OPPORTUNITY IN HIGHER EDUCATION: THE PAST AND FUTURE OF CALIFORNIA'S PROPOSITION 209 at 83, 97 (Eric Grodsky & Michal Kurlaender eds., 2010); Kalena E. Cortes, *Do Bans on Affirmative Action Hurt Minority Students? Evidence from the Texas 10% Plan*, 29 ECON. EDUC. REV. 1110, 1122 (2010); Angel Harris & Marta Tienda, *Minority Higher Education Pipeline: Consequences of Changes in College Admissions Policy in Texas*, 627 ANNALS AM. ACAD. POL. & SOC. SCI. 60, 66-67, 77-78 (2010); David Card & Alan B. Krueger, *Would the Elimination of Affirmative Action Affect Highly Qualified Minority Applicants? Evidence from California and Texas*, 58 INDUSTRIAL & LABOR RELATIONS REV. 416 (2005).

[79] BOWEN & BOK, THE SHAPE OF THE RIVER, *supra* note 3; Gurin et al., *Diversity and Higher Education, supra* note 3; CHILLING ADMISSIONS, *supra* note 54; MITCHELL J. CHANG, QUALITY MATTERS: ACHIEVING BENEFITS ASSOCIATED WITH RACIAL DIVERSITY (2011); Gary R. Pike et al., *Evaluating the Rationale for Affirmative Action in College Admissions: Direct*

and Indirect Relationships Between Campus Diversity and Gains in Understanding Diverse Groups, 48 J. COLLEGE STUDENT DEV. 166 (2007).

[80] Park, Denson, & Bowman, *Does socioeconomic diversity make a difference?, supra* note 33 ("a socioeconomically diverse institution is associated with more frequent interactions across class lines, which is associated both with more frequent interactions across race and greater involvement in CCD activities"); Anthony P. Carnevale, Stephen J. Rose, & Jeff Strohl, *Achieving Racial and Economic Diversity with Race-Blind Admissions Policies*, *in* THE FUTURE OF AFFIRMATIVE ACTION: NEW PATHS TO HIGHER EDUCATION DIVERSITY AFTER FISHER V. UNIVERSITY OF TEXAS (Richard D. Kahlenberg ed., 2014); Thomas J. Kane, *Misconceptions in the Debate over Affirmative Action in College Admissions*, *in* CHILLING ADMISSIONS: THE AFFIRMATIVE ACTION CRISIS AND THE SEARCH FOR ALTERNATIVES (Gary Orfield & Edward Miller eds., 1998).

[81] Park, Denson, & Bowman, *Does socioeconomic diversity make a difference? supra* note 30.

[82] Jerome A. Lucido, *How Admission Decisions Get Made*, *in* HANDBOOK OF STRATEGIC ENROLLMENT MANAGEMENT 147, 148-49 (Don Hossler & Bob Bontrager eds., 2015); GRETCHEN W. RIGOL, COLL. BD., ADMISSIONS DECISION-MAKING MODELS 1 (2003), *available at* http://www.collegeboard.com/prod_downloads/press/adm_decision_making.pdf.

[83] Julia D. Kent & Maureen Terese McCarthy, Council of Graduate Schs., Holistic Review in Graduate Admissions (2016), *available at* http://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf; Kimberly A. Griffin & Marcela Muniz, *Rethinking the Structure of Student Recruitment and Efforts to Increase Racial and Ethnic Diversity in Doctoral Education*, 10 INT'L J. DOCTORAL STUDIES 199 (2015); Julie R. Posselt, *Toward Inclusive Excellence in Graduate Education: Constructing Merit and Diversity in PhD Admissions,* 120 AM. J. OF EDUC. 481 (2014).

[84] Lucido, *How Admission Decisions Get Made*, *supra* note 82, at 148-49; RIGOL, COLL. BD., ADMISSIONS DECISION-MAKING MODELS, *supra* note 82, at 1; see generally Brief for Coll. Board et al. as Amici Curiae Supporting Respondents, Fisher v. University of Texas at Austin, No. 14-981, *available at* http://educationcounsel.com/?publication=fisher-v-university-of-texas-u-s-supreme-court-amicus-brief-2015.

[85] ESPINOSA, GAERTNER, & ORFIELD, *supra* note 56, at 31-32.

[86] Id.

[87] URBAN UNIVS. FOR HEALTH, HOLISTIC ADMISSIONS IN THE HEALTH PROFESSIONS: FINDINGS FROM A NATIONAL SURVEY 6-7 (2014), *available at* http://urbanuniversitiesforhealth.org/media/documents/Holistic_Admissions_in_the_Health_Professions.pdf.

[88] Michael Bastedo & Nicolas Bowman, *Improving Admission of Low-SES Students: Results from a National Experiment* 6 (forthcoming) (draft on file with the authors).

[89] Brian Fitzpatrick, *Strict Scrutiny of Facially Race-Neutral State Action and the Texas Ten Percent Plan*, 13 MICH. J. RACE & L. 277 (2007).

[90] PATRICIA MARIN & EDGAR K. LEE, THE CIVIL RIGHTS PROJECT, APPEARANCE AND REALITY IN THE SUNSHINE STATE: THE TALENTED 20 PROGRAM IN FLORIDA (2003); U.S. COMM'N ON CIVIL RIGHTS, BEYOND PERCENT PLANS: THE CHALLENGE OF EQUAL OPPORTUNITY IN HIGHER EDUCATION (2002).

[91] Competition for slots under the Top Ten Percent plan has increased, and the actual admission threshold has varied between seven and eight percent since 2011. Univ. of Texas, *Admissions Decisions* http://admissions.utexas.edu/apply/decisions (last visited Nov. 9, 2015).

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[93] *Fisher v. University of Texas*, *supra* note 92, at 39.

[94] ESPINOSA, GAERTNER, & ORFIELD, *supra* note 56, at iii.

[95] Liliana M. Garces & David Mickey-Pabello, *Racial Diversity in the Medical Profession: The Impact of Affirmative Action Bans on Underrepresented Student of Color Matriculation in Medical Schools*, 86 J. HIGHER EDUC. 2 (2015); Liliana M. Garces, *Understanding the Impact of Affirmative Action Bans in Different Graduate Fields of Study*, 50 AM. EDUC. RES. J. 251 (2013); Liliana M. Garces, *Racial Diversity, Legitimacy, and the Citizenry: The Impact of Affirmative Action Bans on Graduate School Enrollment,* 36 REV. HIGHER EDUC. 93 (2012); Ben Backes, *Do affirmative action bans lower minority college enrollment and attainment? Evidence from statewide bans,* 47 J. HUMAN RESOURCES 435 (2012); Jose L. Santos, Nolan L. Cabrera, & Kevin J. Fosnacht, *Is "Race-Neutral" Really Race-Neutral? Adverse Impact Towards Underrepresented Minorities in the UC System,* 81 J. HIGHER EDUC. 675 (2010); Susan K. Brown & Charles Hirschman, *The end of affirmative action in Washington State and its impact on the transition from high school to college,* 79 SOC. OF EDUC. 106 (2006); Mark C. Long, *College applications and the effect of affirmative action.* 121 J. ECONOMETRICS 319 (2004).

[96] Garces, *Racial Diversity, Legitimacy, and the Citizenry*, *supra* note 95.

[97] Peter Hinrichs, *The Effects of Affirmative Action Bans on College Enrollment, Educational Attainment, and the Demographic Composition of Universities*, 94 REV. ECON. & STATISTICS 712 (2012) (concludes that bans have no effect on the typical student and the typical college, but they decrease underrepresented minority enrollment and increase white enrollment at selective colleges); HURTADO & RUIZ, *supra* note 33; Thomas J. Espenshade & Chang Y. Chung, *The Opportunity Cost of Admission Preferences at Elite Universities*, 86 SOC. SCI. Q. 293 (2005), *available at* https://www.princeton.edu/~tje/files/webOpportunity%20Cost%20of%20Admission%20Preferences%20Espenshade%20Chung%20June%202005.pdf; CHILLING ADMISSIONS: THE AFFIRMATIVE ACTION CRISIS AND THE SEARCH FOR ALTERNATIVES (Gary Orfield & Edward Miller eds., 1998).

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[101] KEVIN CROCKETT, MARK HEFFRON, & MARK SCHNEIDER, NOEL-LEVITZ & AM. INSTS. FOR RES., TARGETING FINANCIAL AID FOR IMPROVED RETENTION OUTCOMES 2 (2011), *available at* http://www.air.org/sites/default/files/downloads/report/LA_PELL_STUDY_report_1011_0.pdf.

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[103] Id. at 6.

[104] HURTADO & RUIZ, *supra* note 33.

[105] Drew Allen & Gregory C. Wolniak, *Exploring the Effects of Tuition Increases on Racial/Ethnic Diversity at Public Colleges and Universities* (presented at Am. Educ. Res. Ass'n Annual Meeting, April 2015), *available at* http://www.aera.net/Portals/38/Newsroom%20-%20Recent%20Research/Exploring%20the%20Effects%20of%20Tuition%20Increases%20on%20Racial-Ethnic%20Diversity%20at.pdf.

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[107] St. John et. al, *Race-conscious student financial aid: Constructing an agenda for research, litigation, and policy development, in* CHARTING THE FUTURE OF COLLEGE AFFIRMATIVE ACTION: LEGAL VICTORIES, CONTINUING ATTACKS, AND NEW RESEARCH 173, 176-78 (Gary Orfield et al. eds., 2007).

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[109] MARK KANTROWITZ, THE DISTRIBUTION OF GRANTS AND SCHOLARSHIPS BY RACE 1 (2011), *available at* http://www.finaid.org/scholarships/20110902racescholarships.pdf. It is worth noting that a 1994 U.S. Government Accountability Office (GAO) study of race-exclusive scholarships at four-year institutions found that only five percent of college-controlled scholarships awarded in 1991-92 were restricted to minority students, but that institutions believed these scholarships to have significant impact on the recruitment and retention of minority students. LINDA G. MORRA, U.S. GOVERNMENT ACCOUNTABILITY OFFICE, HIGHER EDUCATION: INFORMATION ON MINORITY-TARGETED SCHOLARSHIPS, HEHS-94-77 (Jan. 14, 1994), *available at* http://archive.gao.gov/t2pbat4/150617.pdf.

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[114] Nolan L. Cabrera, Danielle D. Miner, and Jeffrey F. Milem, *Can a summer Bridge Program Impact First-Year Persistence and Performance? A Case Study of the New Start Summer Program*, 54 RES. IN HIGHER EDUC. 482, 482-83 (2013).

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[116] Kenneth I. Maton, Shauna A. Pollard, Tatiana V. McDougall Weise, & Freeman A. Hrabowski III, *Meyerhoff Scholars Program: A Strengths-Based, Institution-Wide Approach to Increasing Diversity in Science, Technology, Engineering, and Mathematics*, 79 MOUNT SINAI J. MED. 610 (2012); Kenneth I. Maton, Freeman A. Hrabowski III, & Carol L. Schmitt, *African American College Students Excelling in the Sciences: College and Postcollege Outcomes in the Meyerhoff Scholars Program*, 37 J. RES. IN SCI. TEACHING 629 (2000), *available at* http://ww.cssia.org/pdf/20000007-AfricanAmericanCollegeStudentsExcellingintheSciences-CollegeandPost-CollegeOutcomesintheMeyerhoffScholarsProgram.pdf.

[117] Laird, *supra* note 8; SHAW, *supra* note 3; Chang, Denson, Sáenz, & Misa, *The Educational Benefits of Sustaining Cross-Racial Interaction, supra* note 8; MILEM, CHANG, & ANTONIO, MAKING DIVERSITY WORK ON CAMPUS, *supra* note 14, at 4 (observing, "even on campuses that appear to be quite compositionally diverse, there can be significant problems associated with the campus racial climate – especially when specific racial and ethnic groups are dramatically underrepresented in the environment").

[118] Gurin et al., *Diversity and Higher Education, supra* note 3, at 336; MILEM, CHANG, & ANTONIO, MAKING DIVERSITY WORK ON CAMPUS, *supra* note 14, at 6-9, 24, 28-29; Pike and Kuh, *supra* note 30; Denson & Chang, *Racial Diversity Matters, supra* note 3; HURTADO & RUIZ, *supra* note 33.

[119] Anthony Lising Antonio, Jeffrey F. Milem, & Mitchell J. Chang, *Approaching diversity work in the university: Lessons from an American context, in* AS THE WORLD TURNS: IMPLICATIONS OF GLOBAL SHIFTS IN HIGHER EDUCATION FOR THEORY, RESEARCH, AND PRACTICE 371 (Walter R. Allen, Robert T. Teranishi, & Marguerite Bonous-Hammarth eds., 2012).

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[121] MILEM, CHANG, & ANTONIO, MAKING DIVERSITY WORK ON CAMPUS, *supra* note 14; Alberto Cabrera et al., *Collaborative Learning: Its Impact on College Students' Development and Diversity*, 43 J. COLL. STUDENT DEV. 20 (2002); Alberto F. Cabrera & Amaury Nora, *College Students' Perceptions of Prejudice and Discrimination and Their Feelings of Alienation: A Construct Validation Approach*, 16 REV. EDUC. PEDAGOGY & CULTURAL STUDIES 387 (1994); Patrick T. Terenzini et al., *Racial and Ethnic Diversity in the Classroom*, 72 J. HIGHER EDUC. 509 (2001); Vincent Tinto, *Classrooms as Communities: Exploring the Educational Character of Student Persistence*, 68 J. HIGHER EDUC. 599 (1997).

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[125] AM. ASSOC. OF COLLS. & UNIVS., THE LEAP VISION FOR LEARNING, *supra* note 124, at 15.

[126] GEORGE D. KUH, AM. ASSOC. OF COLLS. AND UNIVS., HIGH-IMPACT EDUCATIONAL PRACTICES: WHAT THEY ARE, WHO HAS ACCESS TO THEM, AND WHY THEY MATTER (2008).

[127] AM. ASSOC. OF COLLS. & UNIVS., THE LEAP VISION FOR LEARNING, *supra* note 124, at 16-17 (citing GEORGE D. KUH, AM. ASSOC. OF COLLS. AND UNIVS., HIGH-IMPACT EDUCATIONAL PRACTICES: WHAT THEY ARE, WHO HAS ACCESS TO THEM, AND WHY THEY MATTER (2008)).

[128] SHAW, *supra* note 3, at 4; Cabrera & Nora, *supra* note 121; Mitchell J. Chang et al., *Considering the Impact af Racial Stigmas and Science Identity: Persistence among Biomedical and Behavioral Science Aspirants*, 82 J. HIGHER EDUC. 564 (2011).

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TIA BROWN McNAIR · SUSAN ALBERTINE · MICHELLE ASHA COOPER
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BECOMING A STUDENT-READY COLLEGE

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CONTENTS

CHAPTER THREE

Making Excellence Inclusive to Support Student Success

Guiding Questions

- How can educators build an intentional and supportive environment for students that reinforces that every student is known, respected, supported, and valued?
- What institutional policies and practices need to be reexamined and changed to alleviate barriers to student engagement and success?
- How are institutions preparing all students for the kind of challenges they will confront in life, work, and citizenship?

Becoming a student-ready college is a value proposition. It is an aspiration that campus leaders want to achieve, but one that does not ignore the challenges facing the enterprise of higher education, individual institutions, and educators. Becoming a student-ready college prioritizes the desire of educators to better serve our country's diverse student population. It represents a paradigm shift that reframes the conversations about student success from a mindset focused on student deficits and limitations to approaches that focus on students' assets, institutional responsibility, and personal accountability that can lead to sustainable change. However, without clearly defined action steps, "becoming a student-ready college" will quickly become one of the many catch phrases in higher education that everyone agrees with but no one really understands.

In chapter one, we provided a profile of 21st-century college students and outline some of the external market forces that may hinder the ability of higher education professionals to focus on designing a student-ready college. The educational inequities presented in chapter one are systemic and are the result of decades of policies that have disenfranchised many Americans. We do not seek in this book to address the social policies that contribute to educational disparities. Instead, we focus on strategies that can be applied when students arrive on college campuses—strategies that every educator can implement to change the institution's environment to support student success. In chapter two, we provided recommendations for how leaders can create a campus environment that encourages success for all students, starting with individual accountability and ending with collective action toward shared goals.

This chapter outlines key steps as they relate to the various roles of the participants in the ecosystem in designing campus action plans to support student learning and success. The term "ecosystem" is the best analogy to describe the symbiotic relationship among educators at individual institutions. If we think of postsecondary institutions as an ecosystem, then we are envisioning an entity that can excel through individual action and shared responsibility. Each person plays a role and must take personal responsibility for the effectiveness of that role in supporting student success. From highlighting the importance of caring educators in students' lives to defining student success and providing thought-provoking questions for institutional self-study, this chapter will provide specific guidelines for how to become a student-ready college by making excellence inclusive.

Making Excellence Inclusive

As a guiding principle of the Association of American Colleges and Universities' signature initiative, Liberal Education and America's Promise (LEAP), Making Excellence Inclusive (MEI) "is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations … [it is] an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities" (AAC&U, n.d.b). Making excellence inclusive encourages institutional self-assessment and requires shared responsibility for improvement efforts and high levels of accountability—all of which describes what it means to be a student-ready college. The examples, guiding questions, and recommendations included in this chapter translate the theory of inclusive excellence into campus practice.

Removing Systemic Barriers and Challenges for Students

A young woman, age 24, who recently completed her service in the armed forces, decides to return to her local community college to complete her requirements for transfer to a four-year institution. She attended the community college prior to her enrollment in the armed forces, but completed only the first level of her developmental coursework and nine hours

of credit-bearing courses. She follows the steps outlined in the student handbook for re-enrollment, but encounters roadblocks at almost every point in the re-enrollment process.

Her first stop is the admissions office. Before she can explain why she would like to speak with an admissions counselor, the receptionist stops her mid-sentence and asks for her student identification number. When she can't remember it, the receptionist asks for her social security number, without looking up to make eye contact. The receptionist tells her to take a seat and that a counselor will be with her shortly. After an hour wait and similarly disengaged conversation with an admissions counselor who confirms that her admissions paperwork is in order, the student proceeds to the advising center to register for classes. When she arrives at the advising center, she is told there is a problem with her veterans' benefits and she needs to go to the financial aid office to resolve the problem. She walks across campus to the financial aid office to meet with a counselor familiar with processing post–GI Bill benefits. Unfortunately, before she can explain her situation, the financial aid staff member asks her for her student identification number, and after accessing her records, tells her to take a seat. She waits for 30 minutes before someone tells her no one is available to help her because the one person trained to work with veterans is out of the office for the next two weeks. She is told to return at that time.

Her frustration mounts. She feels discouraged and attempts to see a faculty member from one of her developmental classes with whom she felt she connected a couple of years ago. When she reaches the office of the faculty member, she is disappointed to learn that the person is no longer in that position and has

left the college for another institution. The student leaves the college without re-enrolling. When she arrives home, she decides she must say something, because this process does not encourage students to pursue their postsecondary education. She writes a letter to the president of the college and describes her day. Instead of signing the letter with her name, she signs it with her student identification number. The next day she sends the letter to the president and waits for a response.

She is surprised when she receives a call from the president within a week of sending the letter. The first thing the president does is address her by her name and ask her how she can help. The student explains her situation to the president. The president promises her that when she returns to campus the next day, her experience will be different, and there will be a person from the advising office to assist her with navigating the re-enrollment process. Before ending the call, the president asks her why she signed the letter with her student identification number and not her name? She shyly responds, "Because that is the first thing everyone asked me when I wanted help, and I knew you would be able to find me faster with my student identification number. It is my identity at the college. My name doesn't matter."

This hypothetical story draws on details from true experiences. It is not meant to place blame on any particular office on a college campus. It describes a set of circumstances and responses that can occur in any office on a college campus. Unfortunately, it also reflects the informal and formal conversations we have had with too many underserved students in higher education during campus visits. The questions readers

should ask in response to this story are "Does this happen on my campus? Could this happen at my campus? Have I ever treated a student in a similar manner?"

A Caring Educator

As an unintended consequence of external incentive structures that prioritize institutional efficiency in higher education (i.e., completion-driven financial reward systems), our core beliefs and values about what we, as educators, know are the critical elements for student success are being overshadowed. Becoming a student-ready college requires a deep commitment to continual institutional and self-assessment. AAC&U's publication *Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning* (2015) includes ten action steps that "provide a framework for needed dialogue, self-assessment, and action" (p. 4). The first step is "knowing who your students are and will be." The second step is "committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions." These two action steps are essential first steps in becoming a student-ready college because they speak to the core beliefs and values of individuals and institutions.

One of those critical elements of the campus climate is a caring educator—an element of student success that cannot be quantified or measured by an efficiency scale. Research studies have shown the power of a caring adult in the overall success of students at various ages (Harvey, 2007; Kramer & Gardner, 2007; Lerner & Brand, 2006; McClure, Yonezawa, &

Jones, 2010). In a recent Gallup survey that asked "Was there someone who encouraged your development?," responses confirmed that this assurance of encouragement remains one of the two essential factors in a person's feeling of success in work and life many years after completion of postsecondary education (Busteed, 2015).

Considering the value of a caring educator in the process of supporting student success, what is the role of the caring adult in a student-ready college? First, let us dispel the idea that we want every educator to become a "counselor" for every student he or she encounters. That is not our message, and that is an impossible aspiration, given the limits on time and effort for most educators. Our message is that within our personal sphere of influence on the college campus (e.g., students in your classroom, advisees, students who work in your office, students who access academic support services), how are our daily actions demonstrating compassion and empathy for the students we encounter? Are we understanding of the challenges and obstacles that students face today, and do we see these challenges not as reflecting students' deficits, but as reflecting the deficits of our institutions, our society, or even ourselves?

At a student-ready college, educators should strive to be empathetic. According to Bennett, "empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)" (as cited in Association of American Colleges and Universities, n.d.c). An empathetic educator can feel the lack of identity and isolation the student in the scenario experienced through imaginary participation in the emotional and intellectual responses that

the female veteran student in this chapter's opening anecdote encountered in navigating the institutional processes for re-enrollment. This ability to personally understand and relate emotionally with the student is what motivates empathetic educators to act and to offer assistance. An empathetic educator would view the student's situation as a failing of the institution, not of the student, and would take the necessary steps to change institutional procedures to ensure that other students do not have similar experiences. Imagine if every time we encountered a student in need of assistance, we asked ourselves, "If this were my son, daughter, friend, or mentee, how would I want someone to help him or her?" Approaching each situation in this way transforms our responses to be more empathetic. Becoming a student-ready college requires each and every person who is part of the ecosystem to make a personal decision to take responsibility and ownership for student success. It requires each person to make every action, every task, every lecture, every assignment, every experience expressions of care and emotion. It means realizing that being an educator is not just a profession, a career, or a job. It means defining your role in an ecosystem as a responsibility for fostering continual improvement and for serving in a role of support and guidance for students.

Embracing a Paradigm Shift

A student-ready college does not focus solely on beliefs, values, and intent without action, specifically individual and collective action. Continual reflection is inherent and serves as a core structural process for student-ready colleges. Becoming a

student-ready college requires every perso
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more diverse than ever before. They come
racial, and sexual identity groups; a mul
regions; a range of age groups; and a myriad of
backgrounds. Given the diversity of student backgrounds and the reality that it is human nature to have preconceived notions about others who are not similar to ourselves, it is critical that we, as educators, spend time recognizing and acknowledging our biases and the stereotypes that may negatively influence the students we serve.

If this self-examination does not occur, there will be a tendency to address student success and institutional change from a deficit-minded perspective, or from a perspective researchers have named "implicit bias." Estela Mara Bensimon, codirector of the Center for Urban Education and professor at the Rossier School of Education at the University of Southern California, describes deficit-minded thinking as "funds of knowledge that prevent[s] individuals from seeing racial inequity or cause[s] them to interpret disparities as a deterministic deficiency that afflicts Latinos, Latinas, and African Americans in particular" (Bensimon & Malcom, 2012, p. 30). Deficit-minded thinking involves blaming the students for being underprepared, rather than blaming the social systems that perpetuate inequities in education. It involves the belief that certain students cannot learn how to navigate the complexities of higher education, that

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student-ready college requires every person to have a sense of ownership and a level of participation in the ecosystem of the institution to make it successful. Full participation requires self-examination. We must know who our students are and will be beyond the demographic data, but we must first also know ourselves as educators. The students we are educating today are more diverse than ever before. They come from various ethnic, racial, and sexual identity groups; a multitude of geographic regions; a range of age groups; and a myriad of socioeconomic backgrounds. Given the diversity of student backgrounds and the reality that it is human nature to have preconceived notions about others who are not similar to ourselves, it is critical that we, as educators, spend time recognizing and acknowledging our biases and the stereotypes that may negatively influence the students we serve.

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they are unmotivated, or that they lack the intellectual capacity to succeed in certain programs. Deficit-minded thinking can extend to all student groups that are seen as different by an individual educator. The term "implicit biases" "refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness" (Kirwan Institute for the Study of Race and Ethnicity, 2015). For example, an educator might view students of color as lazy or as unmotivated and not as intelligent as other students, based on societal stereotypes and images perpetrated in the media. Low-income students may be seen as not having financial literacy or understanding the value of saving money—and these supposed characteristics, or deficits, might be seen as a rationale for why these students are poor. These deficit-minded thoughts, biases, and stereotypes can influence how we educate and interact with students. Becoming a student-ready college requires individuals who make up the institution's ecosystem to identify, to acknowledge, and to confront these beliefs to begin a change process that doesn't limit student opportunities for learning and success. Every educator should ask the questions, "What do I believe about students who are different from me? What are my personal beliefs about today's college students that may hinder my ability to create a student-ready college?"

Once educators have identified their beliefs, they should examine those beliefs for biases, misconceptions, and preconceived notions that can hinder student learning and success. This level of acknowledgment and self-examination seems counterintuitive to how educators perceive themselves because it is generally assumed that higher education professionals, because of academic training and the pursuit of knowledge, are at the forefront of reflection, inclusivity, and acceptance. Unfortunately, this is not always the case. In fact, deficit-minded practices and beliefs about student success are pervasive and entrenched in campus policies and practices. We will not progress to the level of caring described earlier until we can engage in the types of conversations that can help us deal with the mindsets that limit our capacities to truly care. We all have limitations in our ability to be effective educators. It is only through open discussions and ownership of these biases, preconceived notions, and assumptions about diverse students that we can initiate the process of becoming student-ready.

One way that campuses can encourage this level of self-examination and accountability is through holding ongoing intergroup dialogues for all educators to explore entrenched biases and stereotypes. We are not speaking of the one-day diversity workshops that are common to most campuses; these are ongoing, intergroup dialogues or "courageous conversations" for faculty, staff, and administrators that should represent a process for continual learning that will shape current and future campus conversations and lay the foundation for an inclusive and honest campus culture. Furthermore, these

dialogues should not be considered opportunities to label colleagues who are honest in sharing their views; rather, the dialogues should be considered safe places for engaging in difficult conversations that will ultimately benefit the campus community. In these dialogues, colleagues can develop relationships with "critical friends" to help maintain a mutual commitment and a level of shared accountability for addressing assumptions, biases, and preconceived notions when they arise.

Guiding Questions

- How does your institution value and affirm the cultural capital of underserved students?
- What biases or stereotypes may be standing in the way?
- What do your students' own stories tell you about the work you need to do?
- How do you ensure that underserved students receive the appropriate amount of challenge and support to ensure their success, without marginalizing these students?
- What can you learn from your own successes and failures and from other institutions working to increase underserved student success?

A Culture of Inclusion

Institution A, a regional, comprehensive four-year college, ha
a new president who is in the process of developing a five-yea
strategic plan, as the current plan ends in one and half years
The student demographics of this suburban institution hav
changed dramatically over the past six years: (1) the student
are more ethnically and racially diverse, (2) the number of stu
dents on financial aid has risen from 25 percent to 44 percent
(3) the faculty regularly complain that the current students ar
not as academically prepared for college-level work as student
in the past, and (4) state funding for the institution has beer
reduced by 2 to 3 percent every fiscal year for the past three
years. One of the new president's initiatives is to create a Center
for Student Success with a focus on implementing high-impac
practices to increase student engagement and to advance
student learning and success. The president has identified a
team of campus leaders, based on areas of responsibility, to
serve as the student success committee and to provide goals
objectives, and programs for the Center for Student Success
A new director for the Center has been hired and serves as
the cochair of the committee, along with the vice-provost of
undergraduate education and the assistant vice president
of student affairs. The president has given the committee one
academic year to submit a comprehensive plan for the service
design of the Center.

Does this scenario sound familiar? Many campuses ha
instituted student success committees and elevated the role

that committee in shaping the agenda for campus change. The charge from the president is valid and is a common response on how to initiate a change process—form a committee to explore ideas and to propose a plan. However, if we seek to create student-ready colleges and we perceive the campus community as an ecosystem with individual and shared responsibilities focused on promoting collective action, then the traditional version of functioning by committee no longer fits with these efforts. The structure and use of the committee for institutional decision making can be a hindrance to a student-ready college—and antithetical to the creation of a culture of inclusion and the promotion of transparency. Functioning by use of the committee structure creates a campus culture divided between those who hold knowledge and those who do not. Consider the following questions: Who is generally chosen to serve on committees? Is it those in the inner circle of the leadership? Is it those who hold prominent titles and positions in the campus community? At a student-ready college, the traditional view of the committee is dismantled and a new role emerges. The redesigned role of the committee offers full participation, open communication, and transparency.

Instead of functioning mainly by committees, we propose a more inclusive way of sense making to generate ideas—topical dialogues and campus forums open to all faculty, staff, and administrators to explore individual perspectives and to build shared commitments and common understanding of the goals and values of the institution as well as promising practices for advancing student success. The point at which the "committee" starts in the planning process will shape every action that takes place in the design and implementation of the final recommendations. The committee's purpose is to facilitate

widespread understanding of the goals and to gather input on the process, to promote collaboration among campus educators, and to develop a process that encourages and measures coordination of efforts to achieve a common goal.

Defining Student Success as Learning

In our roles at national organizations focused on improving higher education institutions and student outcomes, we have the opportunity to work with campus educators across the country who often find themselves in situations similar to the scenario just described. When speaking with a group of stakeholders, one of the first things we do is ask them to define what student success means to them and for their institution. This question is not new. Defining student success and clarifying goals are essential elements of any student success plan. That is why it surprises us that, when we ask, we still get as many different answers as there are educators in the room. A student-ready institution has a clear vision of what student success is, and that vision is known and valued across campus. It is part of the institutional culture. If it is not commonly known and valued by campus educators, then this is a critical initial charge to those leading topical dialogues and campus forums.

From our perspective, if the goal is to prepare students for the kinds of challenges they will confront in work, in life, and as citizens, both U.S. and global, and to help them integrate and apply their knowledge and skills to complex and unscripted problems, then the definition of student success at an institution is more than the institution's mission statement, graduation rates, or retention rates. It is the institutional learning outcomes. It is the learning that every student will

achieve before graduating from the institution. However, even though most institutions have learning outcomes, very few are disaggregating data by student characteristics to assess whether excellence is truly inclusive (Hart Research Associates, 2015).

Educators at a student-ready college are keenly aware of the learning outcomes at their institution and the experiences through which students demonstrate achievement of these learning outcomes. They have a comprehensive assessment plan for evaluating student work products to ensure that all students are achieving the benchmarks of proficiency (e.g., AAC&U's Valid Assessment of Learning in Undergraduate Education). Students are aware of the learning outcomes that they must achieve, the relevance of these outcomes to their success, and the academic and cocurricular pathways through which they will achieve proficiency of the learning outcomes. In other words, the guided learning pathway for student success is transparent and clearly defined. A student-ready college has a plan in place to achieve these goals, and every educator on campus understands his or her role in helping to achieve these outcomes.

Guiding Questions

- What are the learning outcomes for your institution? For your department? For your program?
- How widely known are the learning outcomes among your colleagues? How are you communicating the learning outcomes to campus educators?

- Are the learning outcomes used as the definition of student success on your campus?
- How does your institution assess student achievement of the learning outcomes? Are specific student groups not achieving the learning outcomes compared to other student groups?
- Is there an assessment plan in place to track student progress with achievement of the outcomes?
- Are students aware of the learning outcomes and the relevance to their success?
- Do students know their current proficiency levels of learning outcomes? Do they have defined proficiency level goals?
- Do students know the pathways for achievement of the learning outcomes?

Promoting Excellence in Student Engagement

The president in the earlier scenario is responding to the extensive research on high-impact educational practices (HIPs), which shows that student participation, especially underserved student participation, in these educational practices (e.g., first-year experiences, common intellectual experiences, learning communities writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, community-based learning,

internships, capstone courses and projects), can lead to higher levels of student persistence and grade point averages (Kuh, 2008) and self-reported learning gains (Kuh, 2008; Kuh & O'Donnell, 2013; Finley & McNair, 2013).

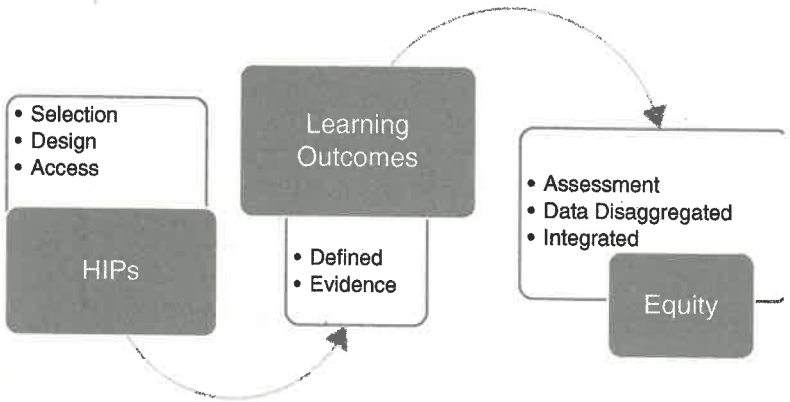
In our work with campuses, we have discovered that a directive to simply implement HIPs, absent an examination of students' needs, institutional capacity, and faculty and staff development, often leads to a convoluted curriculum design and a variety of HIPs with little integration and limited effectiveness. When campus educators discuss embedding HIPs into the curriculum and cocurriculum experience, they often fail to explore intentionality in connecting the implementation of HIPs to defined learning outcomes. And as they discuss selecting, designing, and implementing HIPs, they also often overlook assessing those HIP-influenced outcomes and analyzing equity in student participation. Figure 3.1 illustrates a model for discussing the intentionality of HIPs.

The quality dimensions of high-impact practices also play a critical role in the success of these practices in increasing student achievement of learning outcomes. If implementation and scaffolding of high-impact practices across a student's educational experience form a sustainable change strategy through guided learning pathways, educators must design HIPs based on these criteria:

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time

- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence (Kuh & O'Donnell, 2013, p. 8)

Figure 3.1 Model for Discussing the Intentionality of HIPs



Key questions that every "committee" or campus forum should address:

- What do you want to accomplish by focusing on the design and development of HIPs?
- What are your goals for student learning and success?
- Are they tied to the institution's mission and vision for student success and retention?
- What HIPs currently exist on your campus?
- What do you know about who participates? Who has access? Who doesn't?
- What makes these practices high-impact? [*Hint: Evidence of achievement of student learning outcomes*]
- What defined learning outcomes will be achieved as a result of student participation in HIPs?
- Are HIPs integral to students' educational experiences wherever those experiences occur, whether on campus, off campus, or online?
- How will student achievement be assessed and tracked?
- How does your institution support faculty and staff across programs as they incorporate high-impact practices into their work?

Colleges that are student-ready have engaged in campus dialogues to define answers and strategies for addressing these questions. Not only are the answers clearly articulated and widely shared among campus educators, but they are also valued, and each educator understands his or her role in helping to achieve the goals—this individual responsibility leads to collective action. At a student-ready college there are numerous opportunities for reflection and examination of the goals along with the evidence of success. The intentionality of the design of the student success plan becomes transparent through an institutional culture of full inclusion and diverse perspectives.

Charting Your Course of Action

As previously stated, Making Excellence Inclusive is "an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities." Our experiences with campuses have helped us identify key elements of any student success plan that will help educators clearly define the various roles and responsibilities for all stakeholders:

- Clear identification and definition of the problem based on data (quantitative and qualitative)
- Content goals (the "what" you seek to achieve)
- Process goals (the "how" and the "who" will be responsible)
- Defined actions and timeline (action, purpose/details, and when)

- Measures of success, including direct assessment of student learning
- Communication with stakeholders and strategies for continuous feedback and improvement

Campuses seeking to become student-ready will address these key elements as part of their student success efforts and will engage the entire campus community in the conversations. Making Excellence Inclusive involves high levels of accountability through the use of clearly defined goals and measures of student progress and success.

Conclusion

Defining what it means to be a student-ready college starts with an individual educator and moves on to the collective action of all educators to influence and change the institutional environment to make excellence inclusive by supporting the success of all students. As important as it is to know who your students are, it is just as important for you to understand who you are as an educator and what limitations may hinder your ability to fully educate all students, especially those who are different from you. We have an individual and shared responsibility to engage in self-reflection and to hold each other accountable for our actions. We must learn to be empathetic educators and to focus on students' assets, not their deficits. Educators at a student-ready college define success by the learning outcomes students must achieve, and they provide high-quality educational experiences to help students achieve at levels that prepare them for lifelong success. A student-ready college prioritizes learning over efficiency, even when external pressures call for a different course of action. The success of students comes first.