Race, Class, and College Access: Achieving Diversity in a Shifting Legal Landscape

Report Release Convening

JULY 21, 2015 | WASHINGTON, D.C.
The American Council on Education's Center for Policy Research and Strategy—in partnership with The Civil Rights Project at UCLA and the Center for College & Career Success in Pearson's Research & Innovation Network—presents its groundbreaking study to examine how legal challenges to race-conscious admissions have changed contemporary admissions practices at selective colleges and universities.

The project's first phase is a survey study of admissions and enrollment management leaders at four-year nonprofit, non-open-access institutions from around the country. The report, *Race, Class, and College Access: Achieving Diversity in a Shifting Legal Landscape*, examines:

1. How statewide legislation and Supreme Court rulings influenced student outreach, recruitment, and admissions decisions at selective American colleges and universities.

2. Those strategies admissions and enrollment management leaders are using to support racial, ethnic, and socioeconomic diversity, and which appear to be working.

3. How the research, policy, and legal communities can assist institutions in preparing for a future where the only constant seems to be change.

The report catalogs innovative strategies and leading practices implemented by institutions that have the ability to consider race in the admissions process, as well as those that have adapted to or have always used exclusively race-neutral admissions practices.

*Race, Class, and College Access: Achieving Diversity in a Shifting Legal Landscape* was made possible with support from the National Association for College Admission Counseling, American Association of Collegiate Registrars and Admissions Officers, the College Board, and EducationCounsel.
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**MODERATORS:**
- **David Hawkins**, Executive Director of Educational Content and Policy, National Association for College Admission Counseling
- **Art Coleman**, Partner and Co-Founder, EducationCounsel
- **Mike Reilly**, President, American Association of College Registrars and Admissions Officers

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Arthu r L. Coleman  
*Partner and Co-Founder, EducationCounsel*

Art Coleman is a managing partner and co-founder of EducationCounsel LLC, an affiliate of Nelson Mullins Riley & Scarborough LLP. With a background in providing legal, policy, strategic planning, and advocacy services to educators, Mr. Coleman addresses issues of access, accountability and completion in elementary, secondary and post-secondary education. Mr. Coleman previously served as Deputy Assistant Secretary in the U.S. Department of Education’s Office for Civil Rights.

Molly Corbett Broad  
*President, American Council on Education*

A leading spokesperson for American higher education, Molly Corbett Broad became the twelfth president of the American Council on Education (ACE) in 2008. She is the first woman to lead the organization since its founding in 1918. Broad came to ACE from the University of North Carolina, where she served as president. Previously, she served as a senior officer for the California State University system and CEO for Arizona’s university system as well as a succession of administrative posts at Syracuse University.

Lorelle L. Espinosa  
*Assistant Vice President, Center for Policy Research and Strategy, American Council on Education*

Lorelle Espinosa joined the American Council on Education (ACE) in September 2013 as assistant vice president for ACE’s Center for Policy Research and Strategy, where she manages the center’s research agenda. Espinosa has served the higher education profession for nearly 20 years, including in student affairs and undergraduate education at the University of California, Davis; Stanford University; and the Massachusetts Institute of Technology, where she served as director of recruitment and associate director of undergraduate admissions.

Matthew Gaertner  
*Senior Research Scientist, Center for College & Career Success, Pearson’s Research & Innovation Network*

Matthew Gaertner’s research focuses on the effects of educational policies and reforms — at both the postsecondary and K-12 levels — on student access, persistence, and achievement. Gaertner’s work has been published in *Harvard Law & Policy Review, Harvard Educational Review, Educational Evaluation and Policy Analysis, Research in Higher Education*, and *Educational Measurement: Issues and Practice*. In addition, his research on affirmative action has been recognized by numerous professional organizations.
Vern Granger
Associate Vice President, Office of Enrollment Services, The Ohio State University
Vern Granger is the associate vice president of the Office of Enrollment Services at The Ohio State University where he oversees the offices of Undergraduate Admissions, University Orientation, and First Year Experience. Previously, he was the assistant dean of enrollment services and director of admissions at the University of Tennessee, and the senior associate director of admissions at North Carolina State University.

Kimberly Griffin
Associate Professor, College of Education, University of Maryland, College Park
Kimberly Griffin is an associate professor in the department of Counseling, Higher Education, and Special Education at the University of Maryland, College Park. Griffin’s research interests are primarily focused in three areas: the access, experiences, and outcomes of underrepresented communities in higher education; diversity within the Black higher education community; and the influence of relationships on outcomes at critical time points. These interests have led her to conduct work on a variety of topics, including diversity in the professoriate and career development of Ph.D. completers in science, Black professors and their engagement in student interaction, the experiences of Black immigrant college students, diversity recruitment in graduate education, and campus racial climate.

Melissa Hart
Professor and Director, University of Colorado Boulder Law School, Byron R. White Center
Melissa Hart devotes her teaching and scholarship to employment discrimination, civil procedure and constitutional law. She has been teaching at the University of Colorado Law School since 2000 and has served as the director of the Byron R. White Center for the Study of American Constitutional Law since 2010. Hart has clerked for Judge Guido Calabresi of the Second Circuit and for Justice John Paul Stevens on the United States Supreme Court and has practiced law for several years in Washington, D.C.

David Hawkins
Executive Director of Educational Content and Policy, National Association for College Admission Counseling
David Hawkins is the executive director for educational content and policy for the National Association for College Admission Counseling (NACAC), based in Arlington, VA. NACAC is a nonprofit membership association that represents more than 14,000 high school counselors and college admission officers throughout the U.S. and around the world.
Jamie Lewis Keith  
Vice President, General Counsel and University Secretary, University of Florida

Jamie Lewis Keith is vice president, general counsel and university secretary of the University of Florida. Prior to UF, Keith was senior counsel for the Massachusetts Institute of Technology (creating and leading MIT’s first primary counsel’s office), the general counsel and assistant commissioner of the Massachusetts capital assets agency in Governor William F. Weld’s administration, and a junior partner in the Boston law firm, Hale and Dorr (now Wilmer Hale). Keith works nationally on diversity and research policy.

Bernie Machen  
Former President, University of Florida

Bernie Machen was University of Florida’s eleventh president, serving from 2004 through 2014. During that time, he expanded UF’s research operation, elevated its educational programs and increased access for students from a diversity of economic backgrounds. He bolstered the university’s commitment to innovation, grew its endowment, and led a noted university-wide sustainability initiative.

Richard McCormick  
President Emeritus, Rutgers University

Richard McCormick served as Rutgers’ nineteenth president from 2002 to 2012. Over his decade in office, Rutgers increased its student diversity as well as its students’ academic profile. McCormick, a scholar of American political history who began his academic career on the Rutgers faculty in 1976 and later served as provost of University of North Carolina at Chapel Hill and president of the University of Washington, returned to the faculty upon the completion of his Rutgers presidency.

Gary Orfield  
Professor, UCLA Graduate School of Education, and Co-Director, Civil Rights Project at UCLA

Gary Orfield is distinguished research professor of education, law, political science, and urban planning at the University of California, Los Angeles. Orfield’s research interests are in the study of civil rights, education policy, urban policy and minority opportunity. He was co-founder and director of the Harvard Civil Rights Project, and now serves as co-director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA.
Jeremiah Quinlan
Dean of Undergraduate Admissions, Yale University
Jeremiah Quinlan is responsible for the worldwide outreach to high-achieving students, the selection process, the development of university admissions policy and practices, and the advancement of Yale’s position as a global leader in undergraduate education. Since 2003, Quinlan has served in a variety of roles in the Yale Admissions office. As the Director of Outreach and Recruitment, he led the Admissions office’s efforts to attract high-achieving low-income students and overhauled the office’s yield activities, resulting in (at the time) the most diverse freshman class in Yale’s history in terms of race and socio-economic status. From 2011 to 2013, Jeremiah also served as the inaugural Dean of Admissions & Financial Aid at Yale-NUS College, the first liberal arts college in Singapore.

Julie Park
Assistant Professor, College of Education, University of Maryland, College Park
Julie J. Park is assistant professor in the department of Counseling, Higher Education, and Special Education at the University of Maryland, College Park. Her research addresses how race, religion, and social class affect diversity and equity in higher education, including the diverse experiences of Asian American college students. She is particularly interested in how macro-level conditions such as institutional demography and structural inequality affect organizational culture and patterns of cross-racial interaction. She is the author of When Diversity Drops: Race, Religion, and Affirmative Action in Higher Education (Rutgers University Press, 2013), an examination of how universities are affected by bans on affirmative action.

Mike Reilly
President, American Association of College Registrars and Admissions Officers
Mike Reilly joined the American Association of College Registrars and Admissions Officers (AACRAO) as executive director in 2012. Prior to coming to AACRAO he served as the executive director for the Council of Presidents, an association of the six public baccalaureate degree granting institutions in Washington state. He has 20 years of experience in university admissions and enrollment management, including having served as the associate vice president for enrollment management at both Central Washington University and Humboldt State University.

Frank Tuitt
Associate Provost for Inclusive Excellence and Associate Professor of Higher Education, Morgridge College of Education, University of Denver
Frank Tuitt is the associate provost for inclusive excellence at the University of Denver (DU) and associate professor of higher education in DU’s Morgridge College of Education. Tuitt’s research explores topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. Tuitt is a co-editor and contributing author of the books Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms, and Contesting the Myth of a Post-Racial Era: The Continued Significance of Race in U.S. Education.

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