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Promoting Access and Diversity in Science: The Educational, Economic and Security Imperative

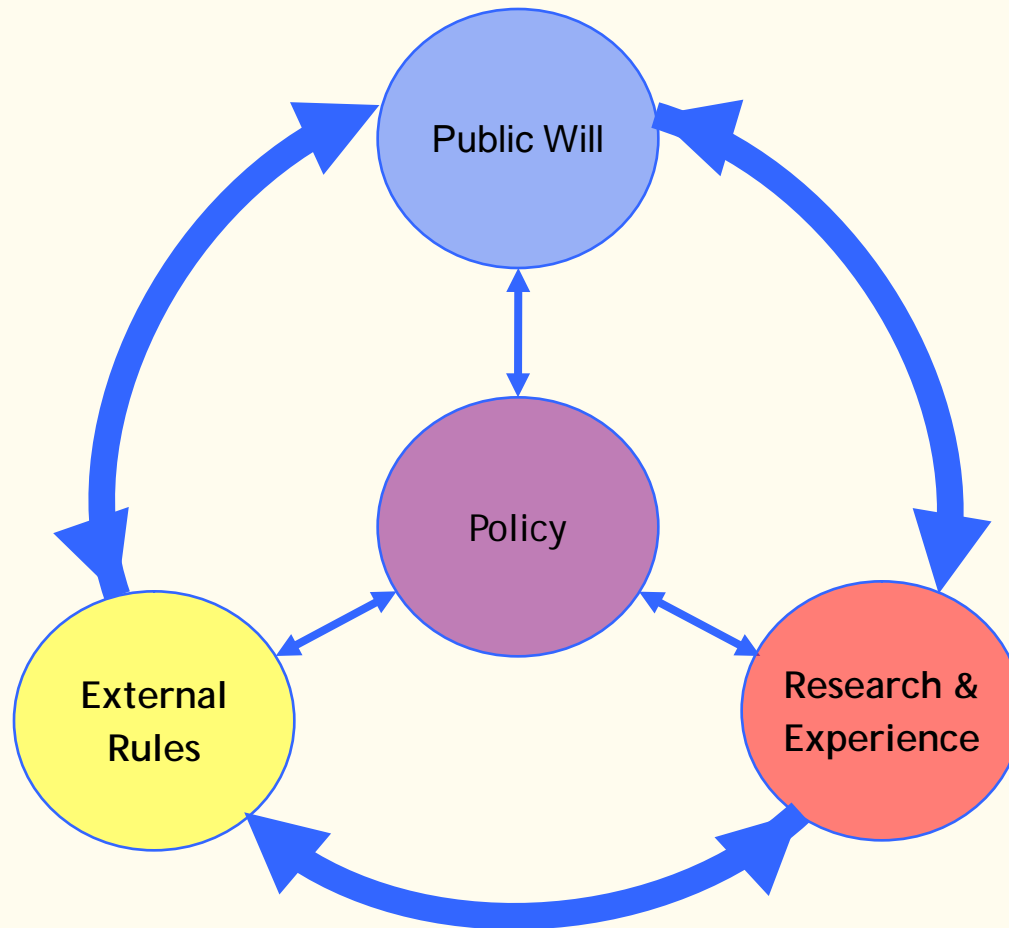
Collaborative for Enhancing Diversity in Science
Congressional Briefing
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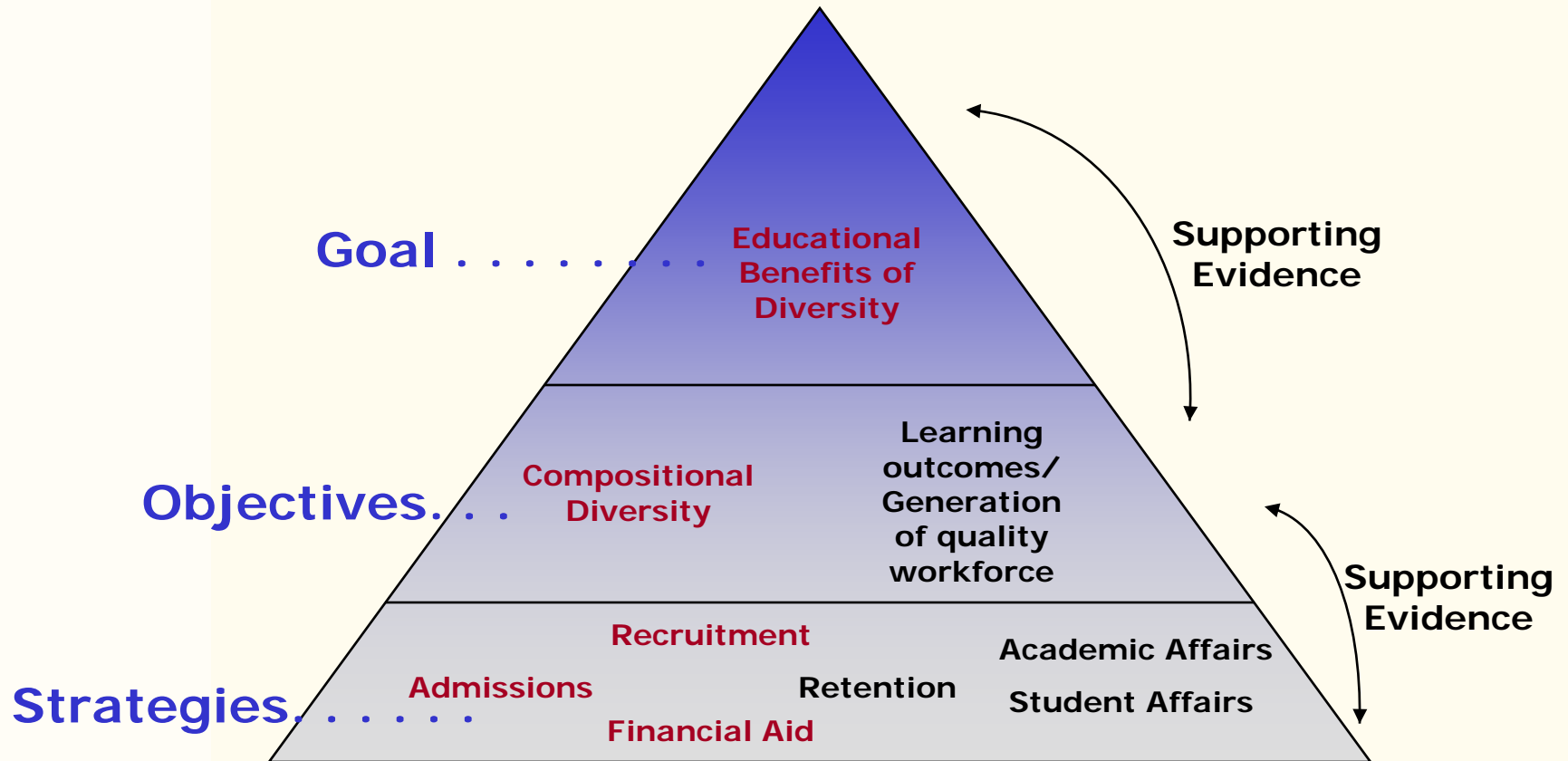
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Key Spheres of Policy Influence



Coherent Policy Design: Mapping the University of Michigan Model

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



Basic Legal Principles

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

❑ YES YOU CAN

- Diversity-related goals can be compelling and support race- and ethnicity-conscious policies.
 - ❖ They must be mission-driven and educationally focused.
 - ❖ They can include core diversity benefits such as improved teaching and learning, enhanced civic values and preparation for 21st Century economy.
 - ❖ They *may* (likely) address issues of access and equal opportunity—if appropriately framed, and limited in scope and time.
- Objectives by which success is gauged must be established.
 - ❖ Critical mass objectives can support diversity-related goals.

❑ NO YOU CAN'T

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

Research & Experience

Educational research on the benefits of student diversity

“Substantial” and “Real” Educational Benefits of Diversity

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

Higher Education

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

Research & Experience

Educational research on the benefits of student diversity associated with scientific advancement

“Substantial” and “Real” Educational Benefits of Diversity

- Promotes cross-racial understanding
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DIVERSITY:

- **Is essential to advancement of science and engineering**
- **Stimulates critical, reflective and complex thinking**

SCIENCE IS A COLLABORATIVE ENTERPRISE

- **Diverse work teams create better and more innovative products and ideas**
- **Economic benefits flow from diversity**

Higher Education

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Research & Experience

The Economic Case...

**Business/Private
Enterprise**

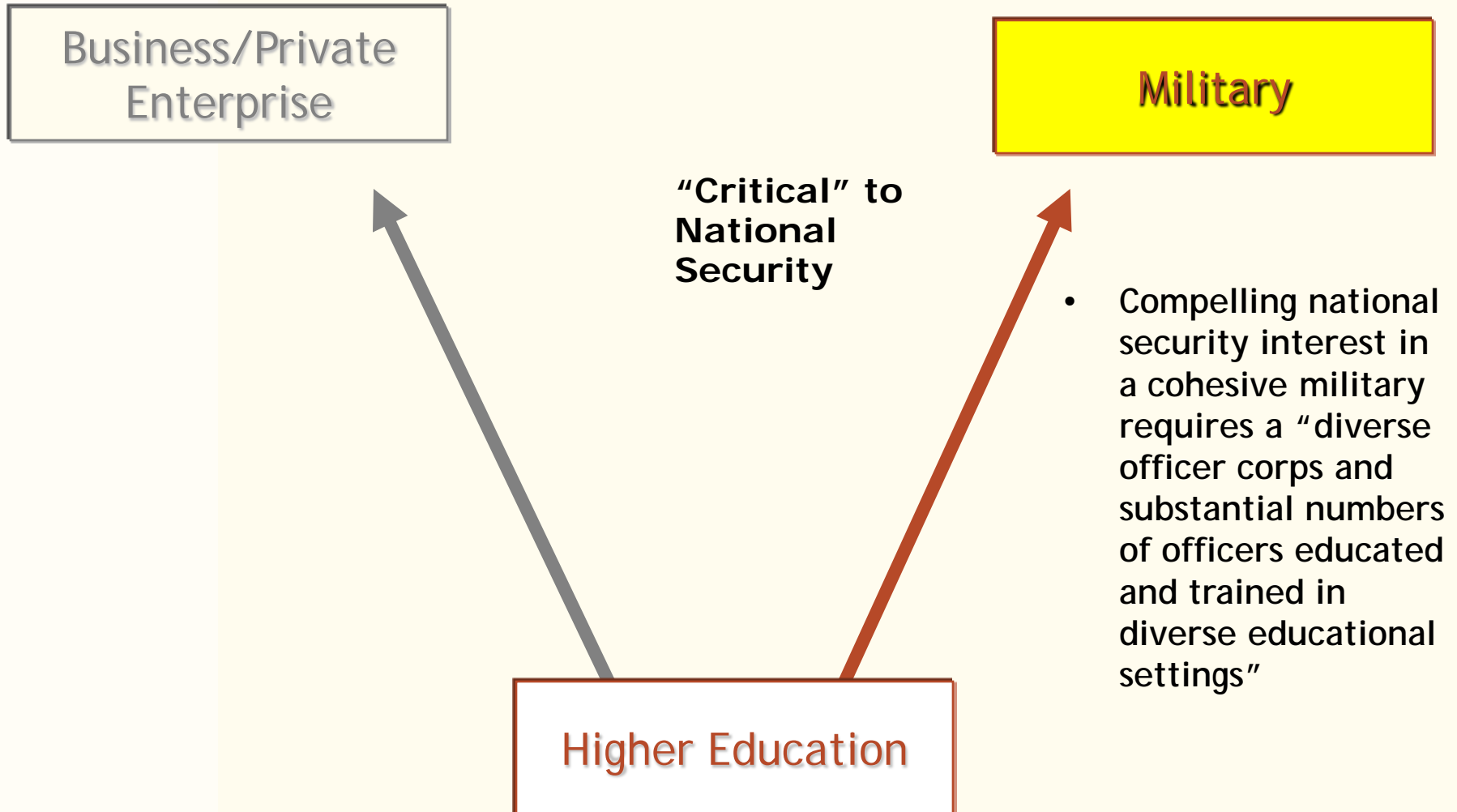
The future of American business and the economy are tied to diversity.

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

Higher Education

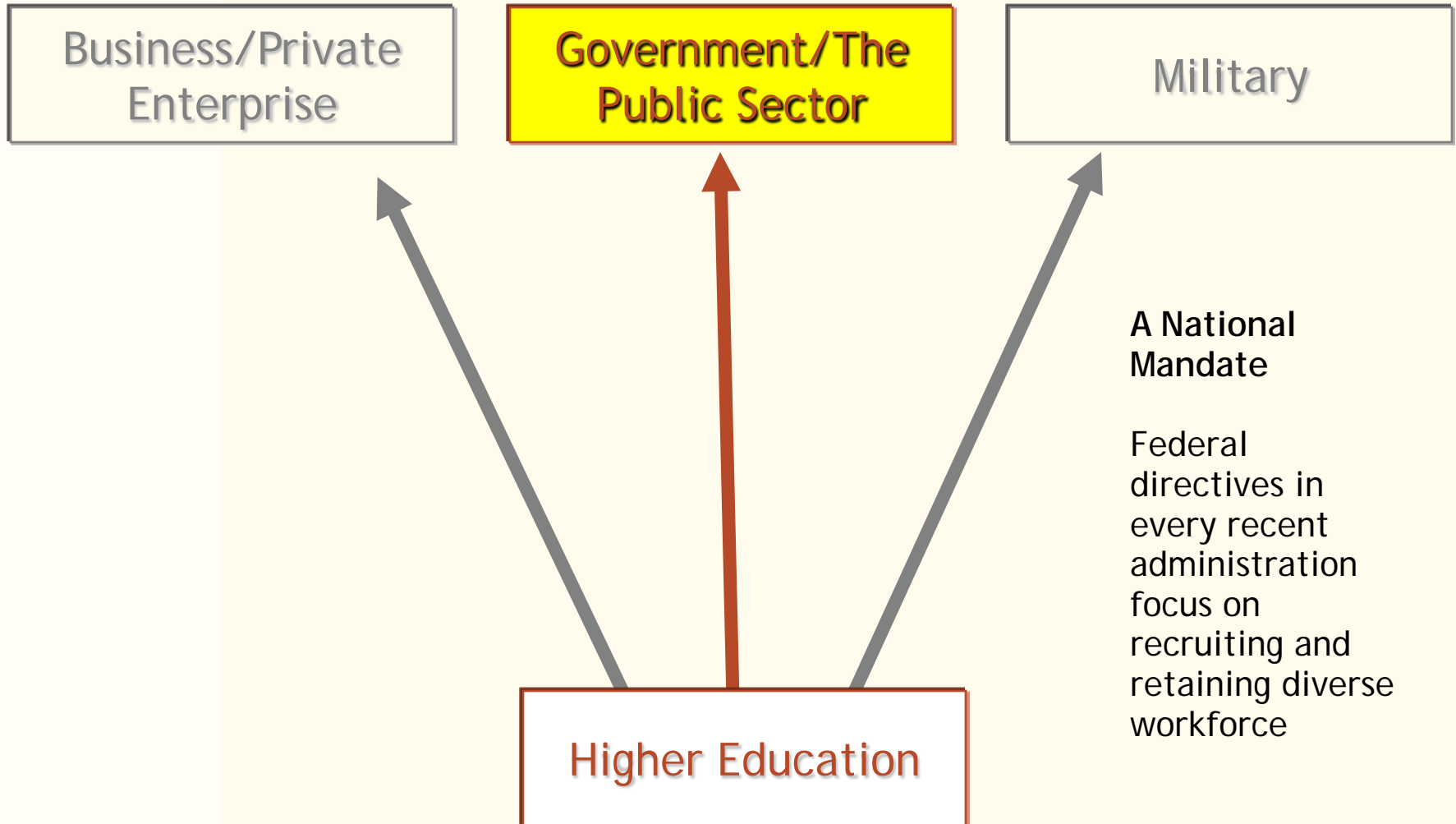
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The National Security Case...



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The Federal Government case...

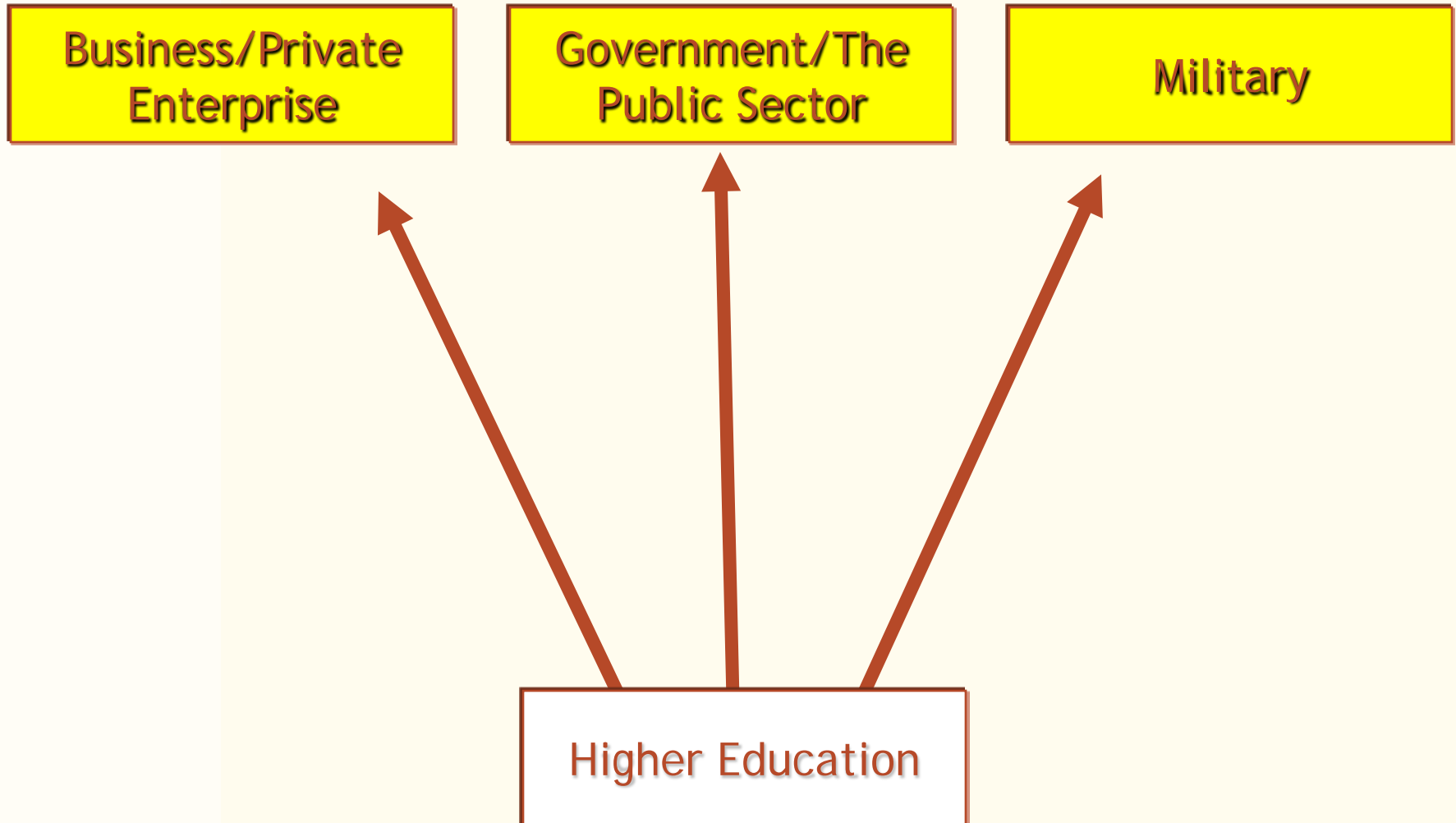


A National Mandate

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

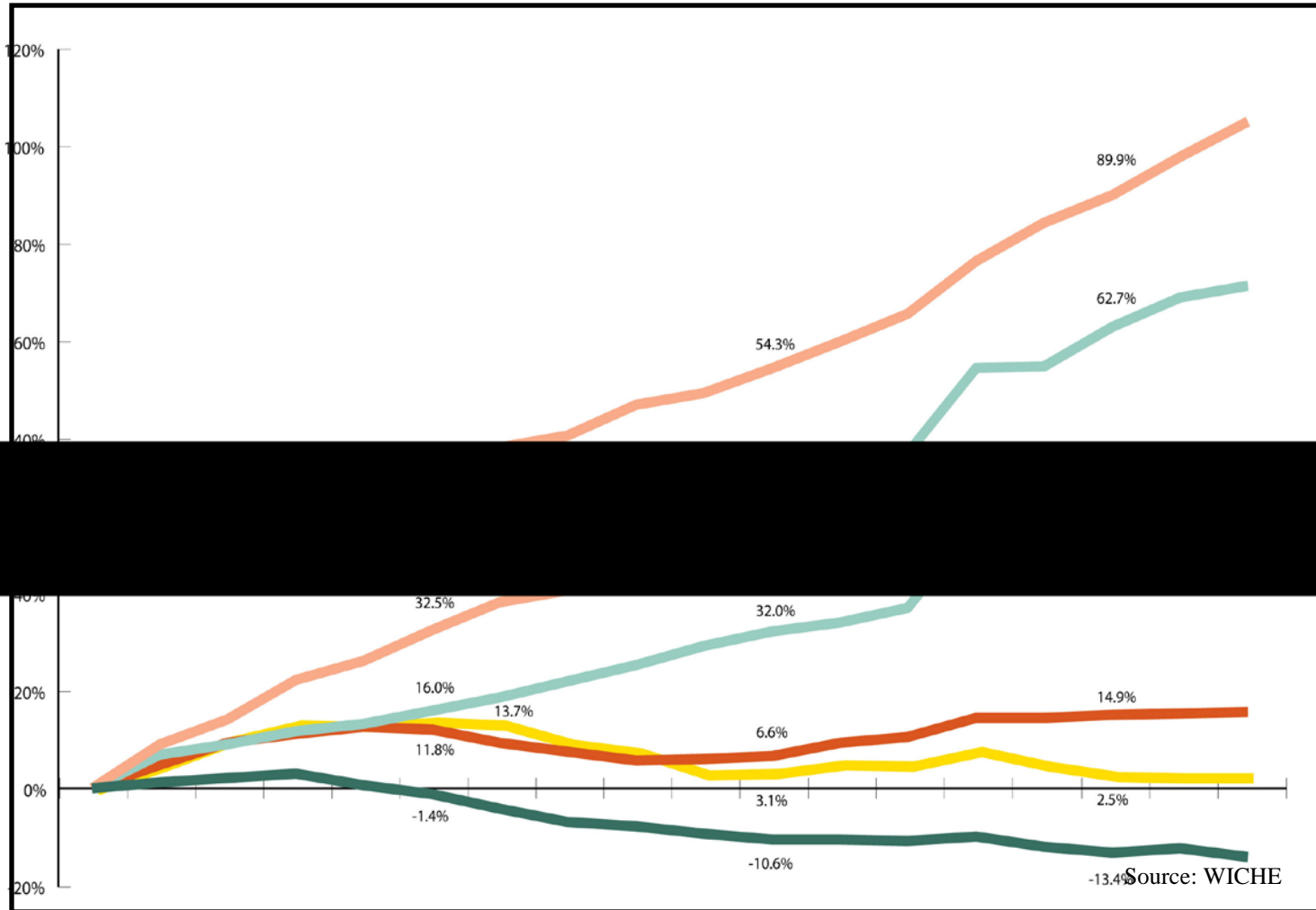
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The Big Picture...



Demographic Projections

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



Source: WICHE

Overview of Legal and Political Trends

MAJOR TAKEAWAYS

1. **The window of opportunity to get it right.**
2. **Clarity regarding what is permissible.**
3. **Growing consensus regarding the need to address achievement gap and pipeline issues, with a focus on science.**
 - K-12 initiatives, linkage
 - Data!—NCLB +
4. **The ability to use the “educational benefits” frame to connect research, practice and policy.**
 - Forward-looking educational goals
 - Building on substantial (but incomplete) body of evidence
 - Social science research
 - Large-scale and institution-specific data
 - Policy frameworks
 - Integrated development of research agendas, including a focus on policy implications
 - Precision in focus (e.g., specific goals and objectives)
 - Design that reflects elements of replicability, scale and context
 - Embedded legal principles
5. **Common-sense, consensus-building possibilities in the court of public opinion (as in the courts of law).**

Reference: The U.S. Supreme Court

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

2003



GRUTTER MAJORITY

GRATZ MAJORITY

2007



Seattle S.D. Majority

Reference:

Professional Development Opportunities

College Board Access and Diversity Collaborative 2009 National Seminars

➤ Leading Institutional Change

❖ **April 2-3, 2009. Washington, D.C.**

- *Former U.S. Secretary of Education Richard W. Riley will participate. EducationCounsel will host reception for attendees.*

❖ **June 17-18, 2009. Berkeley, CA.**

➤ Knowing the Basics

❖ **April 21-22, 2009. Raleigh, NC.**

- *Event co-sponsored by the Southern Association for College Admission Counseling, and follows the SACAC Annual Conference, which concludes April 21.*

For more information, including registration, *visit*

www.collegeboard.com/diversitycollaborative

Reference: Resources

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

- ❑ The University of Michigan
 - www.umich.edu/~urel/admissions/

Reference: Contact Information

- ❑ Art Coleman, co-managing partner of EducationCounsel LLP, previously served as Deputy Assistant Secretary for Civil Rights in the U.S. Department of Education.

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

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