

Future Diversity 2008

Conference Report

This groundbreaking conference was a collaborative effort among the Center for Institutional and Social Change at Columbia Law School; Rutgers -- The State University of New Jersey; Columbia University; and The College Board. The conference focused on innovative initiatives and research designed to increase diversity, create inclusive institutions and reconnect higher education to its public mission.



December 3-5, 2008

Center for Institutional and Social Change

**The Future of Diversity and Opportunity in Higher Education
A National Forum on Innovation and Collaboration
December 3-5, 2008**

In December 2008, the Center for Institutional and Social Change at Columbia Law School hosted, in collaboration with Rutgers University, Columbia University, and The College Board, a conference on innovative initiatives and research aimed at increasing diversity, creating inclusive institutions, and reconnecting higher education to its public mission. The conference was a response to the urgent need for effective and lawful ways to advance diversity and opportunity by increasing access and participation for those currently marginalized from high quality higher education.

The discussions that resulted from the conference are published in this conference report. This report includes summaries of plenary lectures delivered at the conference, as well as speaker profiles. Additional transcripts of lectures, presentations, interactive web and video resources, and articles by panel participants can be found on the Center for Institutional and Social Change's website, www.groundshift.org. These resources generated from the conference are part of a larger ongoing effort by Center for Institutional and Social Change to further advance practices and ideas that move institutions toward full participation.

Contents

1. Introduction: The Need for Diversity and Full Participation, p. 4
2. The Role of Leadership, p. 8
3. Navigating Innovation and Change in the Current Legal and Political Environment, p. 13
4. Reconnecting Merit to the Mission of Higher Education, p.17
5. Changing Classroom and Curriculum to Engage a Diverse Student Body, p. 22
6. Building Effective Relationships Between K-12, Higher Education, and the Community, p. 26
7. Networks, Collaboration, and Partnerships as Strategic Approaches to Diversity, p. 30
8. Faculty as Agents for Institutional Collaboration and Transformation, p. 39
9. The University, the Media, and Public Discourse, p. 42
10. Connecting Diversity and Globalization: Immigration and Access, p. 45
11. Conclusion: Looking Toward the Future, p. 48

Speaker Profiles, p. 54

Selected References, p. 82

1. Introduction: The Need for Diversity and Full Participation

This conference on diversity and opportunity occurred at a time of great urgency and opportunity. The economic crisis could overwhelm our capacity to advance full participation, yet the political climate also offered an opportunity to connect diversity to the public mission of higher education in a democracy. President Lee Bollinger, of Columbia University, and President Richard McCormick, of Rutgers, the State University of New Jersey, articulated powerfully the importance of diversity, the unfinished work to be done to achieve diverse institutions, and the critical role of leadership in sustaining diversity when it is challenged.

Speakers

Lee Bollinger is *President of Columbia University*. A prominent advocate of affirmative action, he played a leading role in the twin Supreme Court cases – *Grutter v Bollinger* and *Gratz v Bollinger* – that upheld and clarified the importance of diversity as a compelling justification for affirmative action in higher education. A leading First Amendment scholar, he is widely published on freedom of speech and press, and currently serves on the faculty of Columbia Law School.

Richard McCormick is *President of Rutgers, The State University of New Jersey*. His top priorities are maintaining and enhancing Rutgers’s academic quality and connecting the university more deeply to the people of New Jersey. Prior to becoming president of Rutgers, McCormick enjoyed a distinguished career as a faculty member, scholar, and university administrator at Rutgers, the University of North Carolina at Chapel Hill, and the University of Washington.

Jonathan Alger is *Vice President and General Counsel at Rutgers, The State University of New Jersey*, where he oversees all legal affairs for the University and advises its governing boards and administration. He also teaches an undergraduate course on higher education law and a first-year seminar on diversity issues. Before coming to Rutgers, he was Assistant General Counsel at the University of Michigan, where he helped coordinate two landmark admissions lawsuits in the U.S. Supreme Court.

Susan Sturm is the *George M. Jaffin Professor of Law and Social Responsibility at Columbia Law School*, where her principal areas of teaching and research include institutional change, structural inequality in employment and higher education, employment discrimination, public law remedies, conflict resolution, and civil procedure. She is a *founding co-director of the Center for Institutional and Social Change at Columbia*.

Beyond the Body Count: Diversity as Essential to Democracy and Innovation

Diversity cannot be sustained without examining why it matters, how it operates, and who

is currently included and excluded in our colleges and universities. Presidents Bollinger and McCormick underscored the need for new language to make the case for investing in diversity and educational opportunities. President Bollinger anchored the diversity discussion in the fact that “many cities, particular major cities, are as segregated or more segregated today than they were when *Brown v. Board of Education* was decided.” He expressed alarm that the election of Barack Obama has been used by some to argue that these problems have been solved, when they in fact they persist and demand our attention and commitment. President Bollinger used his own experience to show that cognitive bias subtly shapes who does or does not get tapped as an educational leader. Diversity is more than a numbers game. President McCormick argued that public investment in educational access and inclusion goes to the core of a healthy democracy:

Investments made in the 50s, 60s, and 70s were predicated upon a belief that everybody benefits when more and more people get a college education. It’s not just to the benefit of the person who gets the degree, though he or she does make more money over a lifetime and is able to raise their kids in better circumstances. But the communities of which they are a part, the health of those communities, the safety of those communities, and the farsightedness of those communities is also advanced. And that demands collective not just personal, private investments in higher education. Somehow that has been lost.

Jonathan Alger, Vice President and General Counsel at Rutgers, The State University of New Jersey, underscored the need to “redouble our efforts regarding diversity and inclusion when we do face difficult economic times, because our diversity is really our greatest natural resource, but only if we nurture it and sustain it.” As Susan Sturm, Director of the Center for Institutional and Social Change, and George M. Jaffin Professor of Law and Social Responsibility at Columbia Law School, noted in her introductory remarks, “when we collaborate in diverse groups, we come up with our best ideas. And part of that is because we are bringing together different perspectives and experiences together, and that sparks creative thinking.” Scott Page’s book, *The Difference*, demonstrates that diversity trumps individual ability in terms of innovative problem solving.ⁱ

President McCormick used Rutgers to illustrate the need to look beyond the body count in assessing an institution’s diversity. Rutgers boasts tremendous student diversity.

This year for example, more than half of our first year students identified themselves as non-Caucasian, 25% of them qualified for Federal Pell Grants, and 85% of them depend on one form or another of financial aid. But most of that diversity is suburban and does not include students from the urban areas in which Rutgers campuses are located.

President Bollinger also connected diversity to core educational values and democratic practices:

Trying to understand what it means to be a person of a different race or ethnicity, and all the ways of which that affects your life, is an act of imagination as demanding, as profound

as any other exercise of empathetic imagination that we engage and regard as fundamental, whether it's literature, law, psychology, or whatever.

Advancing Authentic Diversity through Partnerships and Collaboration

Presidents Bollinger and McCormick embraced collaboration and partnership both as a means of advancing diversity and a value advanced by diversity. They illustrated collaboration's value with several initiatives undertaken at Rutgers and Columbia:

The **Future Scholars program** at Rutgers, which creates partnerships between 3 urban campuses and their surrounding schools “to increase the numbers of academically ambitious high school graduates who come from low-income backgrounds, help them meet the standards to be admitted to colleges and universities, and then provide tuition funding to those who are admitted and choose to attend Rutgers University.”ⁱⁱ

The proposed **Columbia University/Department of Education** initiative to create a selective public math, science, and engineering secondary school, developed in partnership with the New York City Department of Education and reserving 40 percent of the class for students in upper Manhattan, principally Harlem;ⁱⁱⁱ and

The Rutgers University **cluster hiring initiative** that brings in cohorts of three to five faculty from different disciplines linked by a common concern, such as urban entrepreneurship, who have been shown strategically and significantly increase the diversity of scholarship and our pedagogy.^{iv}

The Role of Public Commitment and Institutional Courage

President Bollinger forcefully spoke of the importance of putting presidential leadership squarely behind diversity even in the face of litigation. He drew on his experience as a defendant in the Michigan affirmative action cases, which he characterized as “probably the greatest privilege for me to be able to work on in my career.” His remarks redefined the risks associated with litigation:

My concern is at this stage for people who are not lawyers when the general counsel says, “It's really not a good idea to have this policy because you are going to be sued.” My view is you should say, “Great!” Being sued is not a terrible thing. It is an opportunity to express your views about things and to litigate them. And if you lose, so what? I mean, you can litigate again, so there's always the opportunity. So it's really quite important to not be cowed by the prospect of litigation.

Building on this theme of institutional courage, Presidents Bollinger and McCormick both underscored the importance of courageous leadership particularly in tough economic times. These commitments have to be expressed through difficult decisions, which require “institutional courage enabling you to confront things that otherwise you are able to ignore.”

2. The Role of Leadership

Nancy Cantor, Chancellor and President of Syracuse University; Freeman Hrabowski, President of the University of Maryland, Baltimore County; and Anthony Marx, President of Amherst College are pragmatic visionaries who have taken concrete steps to embed diversity and inclusion in the core mission of their institutions. Each of them has developed a clear idea of diversity's relationship to their vision of higher education, and an institutional change theory to make that vision meaningful in practice. Their leadership strategy is systemic and facilitative; it involves enabling other people in their institutions to become leaders and then try to build diversity leadership into the core of their institutions.

Speakers

Nancy Cantor is the *Chancellor and President of Syracuse University*, as well as distinguished professor of psychology and women's students in the College of Arts and Sciences. Cantor came to Syracuse from the University of Illinois at Urbana-Champaign, where she was chancellor. She has held a variety of administrative positions encompassing all aspects of a research university--from chair of the department of psychology at Princeton to dean of the graduate school and then provost and executive vice president for academic affairs at the University of Michigan.

Freeman Hrabowski is *President of The University of Maryland, Baltimore County*. His research and publications focus on science and math education, with special emphasis on minority participation and performance. He serves as a consultant to the National Science Foundation, the National Institutes of Health, the National Academies, and universities and school systems nationally.

Anthony Marx is *President of Amherst College*, and previously served for 13 years on the faculty at Columbia University, where he was professor and director of undergraduate studies of political science. During his last year at Columbia, Marx served as director of the Gates Foundation-funded Early College/ High School Initiative at the Woodrow Wilson National Fellowship Foundation, which establishes model public high schools as partnerships between school systems and universities. He also founded the Columbia Urban Educators Program, a public school teacher recruitment and training partnership.

Visions of Diversity and its Relationship to Higher Education's Role

Presidents Cantor, Hrabowski, and Marx share a common commitment to diversity as a

positive, or “strengths-based” goal related to a vision of higher education’s role in a democracy. Their remarks suggest different metaphors of higher education’s role in a democracy, each of which connects diversity to a broader vision of education’s public mission.

University as Public Problem Solver

President Cantor’s vision stems from her view that universities should serve as anchor institutions that “identify and act on the points of intervention that define the institution and its relationship to the world.” She used Syracuse to illustrate the “two-way street of scholarship in action creating seamless partnerships” that can address “the pressing issues of the world right there and then working globally from that.” The starting point is the “institutional choices we make about the issues that our intellectual capital is brought to bear on.” These choices reflect a commitment to “bring the diversity of the world centrally to your table, not just as an add-on.” Her remarks illustrate the metaphor of “university as public problem solver.”

President Hrabowki pushed this metaphor further by asking whether universities have taken up their crucial role of tackling the hard questions of the day:

What will people say about us 50 years from now? Did we address the sticky issues of the day? We can easily talk about diversity on our campuses and never get to some of the sticky issues of the day.

University as Mentor: Enabling the Realization of Potential

President Hrabowski articulated a strengths-based vision of the university as a way to “transform our region and our state by attracting students who could not only enter science and engineering, but who could excel.” His idea of the university is one that creates a community to support the development of high achievement for students of color and students in general. “Whether it is the undergrad student population, the grad student population, the faculty, or the staff in sciences and engineering disciplines, we need to be asking the question, “Are we creating a climate that empowers those particular groups, that has high expectations, but also support for those groups. The Meyerhoff approach scaffolds high expectations with a community of support to enable people to meet those expectations.^v This notion of enabling an inclusive community, which began with an emphasis on the students, has been extended to other groups and to the faculty. “We used the idea of community building—building cohorts of leaders among women; encouraging social networking among those groups; asking the hard questions; creating a climate which allows people to say what they really thought.”

University as Engines of Social Mobility

President Marx focused on the role of universities in enhancing social mobility:

The role of higher education and the elite higher education in America is of course to teach thinking and do great research, but it is also a fundamental aspect of mobility in the United States. And mobility that is the American Dream; but also is the basis of American prosperity. Education in the United States when it has become more inclusive has fed economic growth. And when education in America has been under-funded and become more exclusive, it has had the reverse result.

President Marx has grounded this vision in history and inspiration:

The charter of Amherst College back from 1821 sets its mission to be the training of indigent young men of piety. I can pull the history of the college, and the inspirational aspects of that history forward to change, to help change a culture that has also a deeply embedded sense of elitism and an assumption against the notion of diversity and selectivity going together.

To advance this idea of social mobility, Amherst's admissions criteria have changed:

We've said you can't give an advantage to a kid who can afford to fly to Ecuador to build a house for the weekend, and disadvantage a kid who has to work at 7-Eleven every night, or every weekend to help support their family. We've had to reach a critical mass, which at Amherst College means something like 38% to 40% students of color, now I think close to 25% students who are Pell eligible as an example of economic diversity.

Strategies of Sustainability

Each of the presidents discussed ideas of partnerships, critical mass, and group-based accountability as strategies for achieving, sustaining, and "scaling up" inclusion.

Mutual Partnerships

President Cantor used Syracuse's as an example of "reciprocally sustainable communities of experts external to the institution that serve both as accountability sources and as partners to make the thing sustainable." Syracuse has established a district wide inclusive education reform collaboration that involves the Say Yes to Education Foundation, Syracuse University, the Syracuse City School District and numerous state, local and other partners. "We're doing x-y-z all over the

place. If we don't do something comprehensive that can be demonstrated across an entire school district, and then scaled to different cities, then we're really in the end not going to do something sustainable."

President Hrabowski also spoke of the role of partnerships to create new opportunities for entrenched exclusion:

Institutions should think about people in inner cities who may have been there for generations, who are not moving up the ladder. When I think about the challenges in our country, when I think about academic achievement issues, health disparities, when I think about income challenges, the need for job training; I think that we must begin to think about the role of the federal government, about the role of institutions, colleges, universities; public and private in working with K-12.

Authenticity

This panel introduced what became a recurring theme throughout the conference: authenticity as a strategy for finding firm footing for diversity. As President Cantor explained: "every institution has its hook to what is authentic about its history and traditions." If projects are authentic to the strengths we bring as an institution, "you can hope then that it isn't going out of the window the minute someone goes on sabbatical or it's not the fad of the day, or there isn't an NSF grant at the end of the line for it."

Changing incentives and infrastructure

Collaboration, critical mass, and community building recurred as important strategies for embedding diversity. All three presidents identified the potency of a "cohort" as a way to instigate and scaffold change. UMBC "used the idea of community building—building cohorts of leaders among women and encouraging social networking among those groups. Syracuse University recently hired a cohort of five deans—two are African American and four out of the five are women. This created "a critical mass of excellence and diversity in that new cohort of deans that shifts the chance for institutional transformation and sustainability; and they play off each other and immediately have a collaborative impact on the campus."

President Marx built on this idea of critical mass and accountability. "Once you get a critical mass of folks, then you have constituencies in place, and we are in part, constituency-driven political institutions. You need enough people to say, 'Now wait a minute, you can't backtrack on that,' who have come for that reason, and are part of that, and don't want to see it given up." He underscored the potential of donors as a source of accountability and change.

When we see the institution stands for something that will move society, not just a grandiose itself as an institution; then we can see the rationale behind larger philanthropic dollars going for that to have its multiplying effect.

President Marx also highlighted the potential to harness competition as an engine of diversity and inclusion. For example, Amherst decided “no longer to ask students to take debt to come to Amherst. We will replace it with scholarships. And every one of our peer and competitive institutions followed Amherst within two months, which also says something about comfort zones as well as financial realities.”

Embedding diversity also requires linking it to the resource and reward structure of the institution. President Cantor put the challenge this way:

So the problem then is, how does the institution deliberately reward in small and large ways everybody for taking part in sustaining it. . . We better put some incentives, small and large in the women and people of color who have to do by dint of force and critical mass or lack thereof, a lot of the hard granular work.

Asking the hard questions

President Marx spoke powerfully about the need to confront directly and overcome fears and resistances. “Faculty have those fears about lowering of standards... We have had to demonstrate that we are raising standards as we become more diverse. The alumni have fears of change of the college that they picture in a certain way and no longer looks that way.” President Hrabowski also spoke of the power of the taken-for-granted baselines in preserving or transforming levels of engagement:

So, the question is, how do we have the honest conversations about the fact that in a department, it’s obvious that the women, for example, are spending much more time with students in helping out than the men; or that the one person of color is getting every student of color coming to him or her. What are the choices to be made? Having the robust conversation, I’m saying, is very, very important.

3. Navigating Innovation and Change in the Current Legal and Political Environment

In an environment of legal uncertainty, creative strategies are necessary to advance diversity. Fear of litigation is as potent a barrier to innovation as the constraints actually imposed by the courts. Jonathan Alger, Vice President and General Counsel at Rutgers, summarized the current legal framework, noting that the Supreme Court has reaffirmed that diversity in higher education is still a compelling interest that justifies affirmative action, as long as the program is narrowly tailored to advance that interest. As Anurima Bhargava, Director of the Education Practice at the NAACP Legal Defense and Education Fund, put it, although the Supreme Court since “took some tools off the table for K-12 institutions, in many ways, the ability to think about race and other factors in admissions in higher education context stays the same. So Grutter lives.” Anurima Bharava observed that much of the retrenchment in pursuing diversity over the last five years did not result directly from lawsuits. Instead, they resulted from an atmosphere of litigation avoidance, cultivated by threats of litigation by the Bush Justice Department and conservative legal advocacy organizations. She reported that the only federal court challenge that has been filed on admissions since Michigan is the litigation against the University of Texas for the ten percent plan.” The fear of multiple court challenges has not been realized.

Even the ballot initiatives have been less successful in the last election. Four states – California, Michigan, Washington, and most recently Nebraska--have had successful ballot initiatives that have taken away the ability of public institutions to consider race and gender in public employment, education, and contracting, the most familiar example is California with Proposition 209. In the past election, however, advocates successfully defeated four of the five ballot initiatives under consideration. “It’s not to say that people are immune and that we shouldn’t really consider that there is a constrained legal environment, but rather, it’s not as bad as you think.”

Speakers

Jonathan Alger is *Vice President and General Counsel at Rutgers, The State University of New Jersey*, where he oversees all legal affairs for the University and advises its governing boards and administration. He also teaches an undergraduate course on higher education law and a first-year seminar on diversity issues. Before coming to Rutgers, he was Assistant General Counsel at the University of Michigan, where he helped coordinate two landmark admissions lawsuits in the U.S. Supreme Court.

Anurima Bhargava is *Director of the Education Practice at the NAACP Legal Defense & Educational Fund (LDF)* where she is actively engaged in litigation and advocacy to expand educational access and opportunity for students of color. She has been deeply involved in the litigation, advocacy and public education efforts around the two voluntary integration cases –*Parents Involved in Community Schools v. Seattle School District* and *Meredith v. Jefferson County Board of Education* – recently decided by the Supreme Court and is co-lead counsel representing parent interveners in three Proposition 209 challenges to voluntary integration efforts in California.

Sheila O’Rourke is *Assistant Provost for Academic Affairs at the University of California, Berkeley*. Her responsibilities include policies, practices and programs enhancing faculty recruitment and advancement with an emphasis on equity and diversity. She also serves as the director of the University of California President’s Postdoctoral Fellowship Program, a faculty pipeline program for scholars whose research, teaching or service will enhance diversity in higher education, and teaches a course on civil rights law in higher education in the Graduate School of Education at Berkeley.

Using law as an impetus for innovation and change

For Jonathan Alger, Anurima Bharava, and Sheila O’Rourke, Assistant Vice Provost of Faculty Equity and Diversity at the University of California, Berkeley, the lawyer’s role involves working collaboratively as an empowering problem solver with university leadership, faculty, administrators, experts and others to advance institutions’ educational goals, and to link diversity to that mission. As Anurima Bhargava said, the important question is “what are the kinds of opportunities or changes that the prevailing legal standards may engender.” Sheila O’Rourke spoke about this role from the perspective of the institutional client. She had been hired by the provost “for the particular role of being able speak back to our Office of General Counsel,” who at that time saw their role as avoiding the legal risk of being sued for advancing diversity. “And the provost hired me and said, ‘I want you to make sure that they understand our educational agenda, and you are here to be able to speak back using the lawyer’s language on behalf of the educational side of the house.’”

O’Rourke had a unique perspective on the role of clients in pushing lawyers to be more proactive:

I find it’s more helpful to ask not, “Can I do this?” but “How can I do this?” That we need to not let the lawyers off the hook by just letting them say, “No, you can’t do that.” But really rather than going in with your solution and say, “Can I do this as my solution?” Go in with

the problem and really start with, “This is my educational goal here.” And I think that having that conversation will enable the lawyer to work with you to find a solution that will fit the legal framework rather than having them be able to just end the conversation quickly and move on to the next problem.

Anurima Bhargava also described a new role for civil rights lawyers, one that involves helping universities think through how to design their efforts to address structural inequality, advance inclusion, and achieve legality.

For example, the Legal Defense Fund “has had really amazing creative relationships with universities to say, ‘How can we do this differently? And what have you learned from actually being on the other side and thinking about this in a national context that can be helpful to us?’” She made it clear that there are other things to worry about other than getting sued. “If all you think about is how to avoid getting sued,” she said, “you won’t do anything.” Sheila O’Rourke took this one step further, arguing that any diversity initiative would make some person or group of persons unhappy for being under- or over-inclusive. The question then was not whether the institution would be sued, but whom it wanted to be sued by! She illustrated the role that bias plays in shaping which risks a particular university is willing to bear. “No one has meetings to avoid being sued by MALDF (Mexican American Legal Defense and Education Fund), but everyone worried about being sued by Pacific Legal Foundation,” which challenges efforts to increase the participation of women and people of color.

O’Rourke also showed how this kind of bias created an opening to use law to promote diversity, even in California. Building on the observation that “we only see preferential treatment when it accrues to the benefit of those people who have been historically excluded,” she undertook to define what preferential treatment looks like when it’s accruing to the majority groups. This analysis turns California’s Proposition 209, which prohibits discrimination or preferential treatment, into a legal theory for exploring whether bias is at work. It has opened up an inquiry into definitions of merit and changes in the admissions process to make it more inclusive.

Jonathan Alger grounded his general counsel role in this proactive institutional design role. “One lesson learned is that we can’t just sit back and say, ‘Well, you know, K-12 is a mess and they have to fix themselves,’ We have to be part of that solution. I have always perceived my role in a General Counsel’s office with an institution as helping the clients achieve their educational goals, and first and foremost focusing on that educational mission. And if that’s the basis for the programs and then we get sued, I feel a whole lot better.” Alger puts this role into practice in part by asking hard questions. “This frustrates people sometimes when they come to our office and they have a question, “Can we do this?” And they have a specific program, a specific thing in mind

that they want to do. And what do they get? They come to the lawyer's office and we start asking them a lot of questions. And we want more information, right? Well, there's a reason for that. The reason is that in order to be creative problem solvers, we need to understand the context; we need to understand what is it you're trying to accomplish and why."

Innovation through Redefining Merit

The panelists identified the project of rethinking merit as a key challenge and an opportunity to advance lawful diversity through institutional innovation. As Jonathan Alger explained, "the law does not define merit in higher education; we do. The law doesn't talk about grades and test scores. "For the most part, the discrimination statutes are not the statutes that define merit, that is largely up to us in higher education; so lawyers and educators need to be talking to each other in order to make these arguments."

Sheila O'Rourke provided a powerful example of policy change that would value contributions to diversity in tenure and promotion. This policy change developed through a collaboration among lawyers, faculty, and university leadership. This language changes how search committees advertise, the considerations for tenure, graduate admissions policies, and begins a process of building diversity as an institutional value into the university's reward structure. Lawyers played an important role in enabling this process to succeed.

Lawyers are thus important participants in the collaborative networks needed to advance diversity and inclusion. As Jonathan Alger noted, "we can be our own worst enemies, through barriers we put up for hiring and admissions. We have to ask hard questions of ourselves, lawyers can help do that." One of the panelists showed how this is done:

I was recently in a conversation where we were talking about pay equity for faculty. The person in a vice provost role was blah blah blah, regression analysis, blah blah blah, well merit, well productivity, blah blah blah blah. And the General Counsel actually just stopped him and said, "Nonetheless, absent bias, we would expect men and women salaries to be roughly the same." I think that kind of interruption is a really critical role that General Counsel can play.

4. Reconnecting Merit to the Mission of Higher Education

How does the merit system for applicants, students and faculty connect to higher education's democratic mission?

Speakers

Lani Guinier is the *Bennett Boskey Professor of Law at Harvard Law School*, where in 1998 she became the first woman of color appointed to a tenured professorship. She teaches courses on professional responsibility for public lawyers, law and the political process, law and social movements, and critical perspectives on race, gender, class and social change. Before her Harvard appointment, she was a tenured professor at the University of Pennsylvania Law School.

Colin Diver is the *President of Reed College* in Portland, Oregon. Diver came to Reed following a 27-year career in legal education. From 1999 to 2002, Diver held the Charles A. Heimbold Jr. Professorship of Law and Economics at the University of Pennsylvania. From 1989 to 1999, he served as dean of the University of Pennsylvania Law School. From 1975 to 1989, Diver was a member of the faculty at Boston University School of Law, where he served as associate dean and dean.

Philip Ballinger is *Director of Admissions at the University of Washington* in Seattle. He has been a college admission professional for 20 years, having worked at both private and public institutions of higher education. Ballinger attained his Ph.D. in religious studies at the University of Louvain (Belgium) and is an affiliate faculty member in Comparative Religion at the University of Washington. He is also Dean of Faculty for the College Board Western Region's Summer Institute for new admission professionals.

Deborah Bial is the *President and Founder of The Posse Foundation*, a youth leadership development and college access organization that sends teams (Posses) of students from diverse backgrounds to selective colleges and universities. Since 1989 The Posse Foundation has identified 2,200 Posse Scholars. These young people have won \$220 million in leadership scholarships, graduate at a rate of 90 percent and are active leaders both on their campuses and now in the workforce. Bial is an expert in the field of education and leadership development.

Greg Anderson is *Education and Scholarship Program Officer of the United States Region, Ford Foundation*. He is also *Associate Professor of Education at Teachers College, Columbia University*. Anderson's work as a program officer at The Ford Foundation, as well as his research and teaching, focuses on issues of higher education policy and reform; race, access, and equity; compensatory/ remedial education; and comparative-international topics in higher education (with an emphasis on South Africa and the United States).

Democratic Merit: Moving From Selection Effects to Treatment Effects

Lani Guinier, Bennett Boskey Professor of Law at Harvard Law School, framed the discussion by suggesting that merit currently operates as a prize that is valued by individuals, their families and educational institutions. Universities develop their reputational index based on their selectivity. Guinier used Malcolm Gladwell's comparison of beauty schools and the marines to illustrate how merit currently operates within higher education.

A beauty school or a modeling agency looks for people who are already beautiful, and it wants to associate itself with those people. It enhances its brand by that association. By contrast, the Marine Corps says, "We are going to train people to be marines." And it looks for people who are willing to come to that institution meeting a basic level of aptitude or skill, and then it makes those people into marines.

The beauty/modeling school approach advances merit by selecting people who already have the necessarily qualities (selectivity effect). In contrast, the marine corp enhances merit by developing people's strengths and capabilities (treatment effect). Our institutions of higher education are too focused on selection effect. Institutions have defined merit as a device to select people whose credentials will enhance their status; this approach treats higher education as if it were a scarce private resource. It also reserves higher education largely for the privileged. If we move into thinking about higher education as a public resource, we would think more about treatment effects. How do we develop students' potential to function as citizens, leaders, and generators of knowledge?

The solution Guinier proposed is to move to democratic merit (instead of private merit). Democratic merit frames merit at the group and institutional level – how do universities admit and educate people to advance the mission of diversity – developing citizens and leaders, producing new knowledge that is useful, and providing upward mobility to larger sector of the population. Guinier illustrates the idea of democratic merit with the Texas Ten Percent Plan and the Posse program, described by Deborah Bial, President and Founder of the Posse Foundation. Students that come in through Ten Percent Plan outperform the students that come in through discretionary admit plan (based on SAT scores, GPA, and recommendations); students succeed in part because they come in not individually but as a "posse" from their high school. The "critical mass" provided by the group supports each other, enhances learning, and brings new knowledge and perspectives that enhance the capacity to solve complex problems.

Connecting Admissions to Public Mission

Designating Guinier as the idealist, Colin Diver, the President of Reed College, claimed the label of the realist. He noted that university presidents are in the business of maximizing prestige, which accounts for their preoccupation with US News and World Report rankings. In shifting from being a law school dean to being president of Reed College, however, Diver has erased the term merit from his vocabulary, at least when it comes to admissions. Admission – for the mission – should be a process to serve higher education’s mission; it is not a reward for anything. In keeping with this approach, Reed College has refused to participate in the US News and World Report ranking process. “I realized after I finally stopped being dean of a law school that my mission there was essentially to maximize prestige largely as defined by a ranking in the US News and World report. That was not our stated mission, but it probably was our real mission.”

President Diver’s emphasis on connecting admission to mission puts tremendous pressure on the college to look in mirror and ask, what are we? Reed College determined that its mission is to prepare scholars, meaning people who will, in whatever walk of life they choose, add to the stock of useful knowledge. Reed has developed criteria for selection that are designed to help institution fulfill this mission. The school seeks students that demonstrate the 5 I’s, which President Diver listed and then explained:

Intellectualism or love of knowledge for knowledge’s sake;

Initiative, which means fire in the belly;

Self-motivation; Inquiry, a burning curiosity;

Independence, an unwillingness to accept the prevailing wisdom or the conventional wisdom; and

Interdependence, an understanding that you only learn from each other. You only learn by exchange, debate, discussion, and argument.

What do these have to do with inclusiveness? They counsel against relying on past achievement because it turns out that traditional indicators of achievement actually go against the 5 I’s. Too often students train for the test; this is conventional, and not what Reed is looking for. “Mission can shape admission” rather than letting a prestige-driven concept of merit define what the mission is.

Guinier responded that higher education institutions receiving public funds through tax exemptions and public subsidies should have some accountability for defining a mission that advances democratic values. “I don’t think an institution that is getting public subsidies should be

allowed to function as a beauty school.” Phillip Ballinger, Director of Admissions at the University of Washington, linked this argument to questioning admissions policies aimed at private institutional advancement: “There has been an intense focus on admissions policies as realizing outcomes that are for institutional benefit—pure and simple. And there has been, in my opinion, a diminishment and even an undermining of admission policies in the public interest.”

Transcending the “Testocracy” through Holistic Evaluation

Like Diver, Phillip Ballinger joined others at Washington and deleted the use of the term merit in admissions because it was thought of as explicitly exclusionary. He also noted that traditional approaches to merit often serve as wedge between admissions policy and practice, a point he illustrated with the recent example of a university that offered additional scholarships to its admitted students if they retook the SAT and improved their scores. Instead of relying on a test-based ranking system, University of Washington has become “radical users of context” by moving entirely to a holistic review system, which is described in “Why and How Socio-Economic Factors Should be Used in Selective College Admissions”.^{vi} They have found ways to make this process efficient by initially relying on student reported data, and have been able to identify students with tremendous ability and potential who would not show up using conventional measures. For example, high achievement by an applicant from a school with a culture of poverty is astounding compared to a student with strong SAT scores and GPA who has failed to utilize the resources at a more privileged school. This use of context enables the staff to give the student a more holistic evaluation that goes beyond traditional standards of merit.

The Posse Effect: Identifying and Nurturing Potential

Deborah Bial, the Founder and President of The Posse Foundation, described the Posse Foundation as an organization that has found ways to redefine merit so that mostly selective colleges and universities can choose from a broader pool of students. Posse identifies students that can succeed at a Vanderbilt or a Berkeley, but that might not be visible based on traditional merit criteria. The Posse selection process involves an innovative means of identifying non-cognitive traits through DAP: Dynamic Assessment Process. Through a series of three interviews, the first starting with 100 students in a room at a time, Posse uses innovative methods to identify communication, leadership and teambuilding skills, to name a few. The result is a diverse group of students that are nurtured by Posse and enter the University campus as a cohort capable of supporting each other so that the group succeeds and, at the same time, effecting change in the

current environment. Over time, Posse is in the process of creating a new kind of leadership network based on people who have been cultivated as transformative leaders who work effectively in diverse groups. As Lani Guinier elaborated on the Posse effect: Posse brings about change in the campus environment in part because “you have a group of people who come in together, reinforce each other, and are committed to collaborating, and supporting each other.”

The Merit of Merit

As Greg Anderson from the Ford Foundation noted, the panelists had different views on merit’s merit as a term: Diver and Ballinger are rejecting the term merit, erasing it from the vocabulary. Guinier observed in response that that we cannot simply excise the word “merit” from our vocabulary because it is too much a part of our nomenclature. Guinier and Bial have undertaken the project redefining merit, both to identify people with potential who are excluded by conventional measures and to reconnect merit with the public mission of higher education.

Changing the Public Discourse about Merit

The dialogue also highlighted strategies for putting the project of rethinking merit on the public agenda. Ballinger suggested that the issue is ripe because of scarce resources and the public perception that current merit approaches advance university interests rather than the public interest. Guinier urged changing the discourse around merit and admissions, noting that “institutions are functioning as agents of our democracy; they are directly subsidized by public money, and thus have an obligation to articulate and advance a public mission. Diver noted the problem of collective action - presidents feel forced to do things we don’t like because of market pressure. Prestige has become monolithic, there has become a single metric for prestige, and university presidents are in the game of maximizing prestige. Citing the need for collective action, Diver suggested that the institutions of higher education, particularly the most elite, ought to go to congress and say, “We think you want to take away our tax exemption unless we admit at least 30% of Pell eligible students.”

Finally, Greg Anderson from the Ford Foundation raised some concern that the rethinking merit conversation has focused mostly on the most selective universities, and has not taken sufficient account of institutions attended by most students of color, which have already assumed responsibility for educating those who are not privileged. As he put it, “maybe we’re looking for the moral imperative in the wrong institutional type.” The scope of the merit conversation itself needs to be expanded.

5. Changing Classroom and Curriculum to Engage a Diverse Student Body

The question of whom we educate is connected to the question of educational content, environment, and mission. Changes in the curriculum, classroom, culture, and educational experience can transform higher education so that groups that were marginalized in the past can succeed and participate fully in the life of the institution.

Speakers

Sylvia Hurtado is *Professor and Director of the Higher Education Research Institute at UCLA* in the Graduate School of Education and Information Sciences. Just prior to coming to UCLA, she served as director of the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Hurtado has published numerous articles and books related to her primary interest in student educational outcomes, campus climates, college impact on student development, and diversity in higher education.

Phyllis Dawkins is *Dean of the College of Professional Studies and former Director of Faculty Development at Johnson C. Smith University*. Dawkins has also served as a professor of physical education, and a member of the Honors College at Johnson C. Smith University. Previously, she was interim vice president for Academic Affairs, chair of the Division of Education and Psychology, and chair of the Department of Health and Physical Education. Her scholarly research focuses on faculty development, case development, and learning communities. She is a national expert on the concept of learning communities.

Michelle Fine is *Distinguished Professor of Psychology* and founding member of the *Participatory Action Research Collective at the City University of New York's Graduate School and University Center*. She previously taught for 12 years at the University of Pennsylvania. Her research program surrounds questions of community development with a particular emphasis on urban youth and young adults. She is working on projects funded by the Spencer Foundation and the Carnegie Foundation, both of which focus on the “spaces” created for and by youth in which political, spiritual and/or recuperative work is pursued.

Cultivating Pragmatic Visionaries, Problem Solvers, and Social Citizenship

Higher education faces a world with increasingly complex problems and widening social gaps. This reality calls for graduates who can enact what Sylvia Hurtado, Professor and Director of the Higher Education Research Institute at the University of California, Los Angeles, calls a new

vision of society, “one that is just, equitable, and ethical that includes issues of security and promise in terms of the kind of knowledge workers are going to be needed in the future.” Michelle Fine, Distinguished Professor of Psychology and founding member of the Participatory Action Research Collective at the City University of New York Graduate Center, linked this goal to the project of linking merit to universities’ public mission, calling for the responsibility of universities to rebuild capacity and communities, particularly public universities.

Sylvia Hurtado summarized research showing that interactions with difference in social backgrounds and engagement produces improved learning outcomes “in terms of not just academics skills, but also in terms of what we call democratic skills.” Educating for a diverse and just society involves moving students from their own embedded world views by creating disequilibrium,. “Encountering the new and the unfamiliar causes us to abandoning routines and think more actively.” Her research shows that active and engaged learning in classes engaging with issues of diversity has produced critical thinking, which in turn increased the capacity for moral reasoning.

Phyllis Dawkins, Dean of the College of Professional Studies at Johnson C. Smith University, described the pivotal role of Historically Black Colleges and Universities (HBCUs) in educating black students. 104 out of 4,000 colleges and universities across the United States enrolled 14% of all African-American students in higher education, and produced about 24% of all bachelor degrees earned by African-Americans nationwide. HBCUs also award the Master’s Degrees first professional degrees to one in six African-American men and women.

The Importance of Learning Communities

Learning communities create the contexts for the kind of engaged learning needed to produce transformative leaders. As Phyllis Dawkins noted, “the key here is creating a cohort of students, who are asked to solve a real-world problem that has meaning to the student.” Phyllis drew on the efforts at her own institution, Johnson C. Smith, to create faculty and student learning communities by structuring the educational program to create freshman learning cohorts and faculty learning communities to support their learning. The student cohort groups create an integrated learning environment inside and outside the classroom, which encourages engaged learning. The faculty learning communities create a structured context for research and training aimed at build the faculty’s capacity to enact the seven best principles of undergraduate learning: (1) Encourage student-faculty contact, (2) promote cooperation amongst students, (3) enable active learning, (4) give prompt feedback, (5) promote time on task, (6) communicate high expectations and (7) look at diverse talents and respect diverse talents.

Tracking marginalized communities to college, not prison

Michelle Fine provided the context to understand the impact of education on individuals' and communities' capacity to survive and flourish:

Every year of education has prophylactic health consequences. One year of college reduces the likelihood of heart disease. For every indicator that people have investigated, they find education to be a terrific predictor of health, economic, criminal justice consequences. So in a time of severe budget cuts, cutting access to higher education is deadly for all of us.

Our system is currently tracking some communities to college and others to prison. Michelle showed that if people don't have access to higher education, there is no other safety net. 11% of white male and 66% of black male dropouts are likely to end up in the criminal justice system.

Social policy plays a direct role in tracking communities to prison or college. In 1995, President Bill Clinton signed the Violent Crime Control Act, which took Pell Grants away from women in prison. In 1994, there were 350 college-in-prison programs. In 1996, there were 8. Grass roots mobilization, developed in response to this policy crisis, showed the power of unlikely allies to produce systemic change, at least at the local level. A network of women presidents of colleges, working in collaboration with women prisoners at Bedford Hills resurrected college in prison:

It was a remarkable, remarkable moment to listen to these women college presidents saying, "It is our obligation to educate everyone. And if we don't educate people in prison, we are just inviting people to go back."

The results of the College-In-Prison program validated this observation. "Those who had not been through college had about a 30% reincarceration rate. Those who had been through college had a 7.7% reincarceration rate. College transformed the life changes and citizenship possibilities for prisoners and their families, and in the process, produced tangible benefits to their communities.

But, as Michelle Fine put it, you shouldn't have to go to prison to get a college education. From women in prison to the students pushed out of high school, these people represent lost talent. Opportunity gaps in higher education are largely structural. They are the result of the centers of knowledge competing with one another for the "best" students, who are then evaluated and taught in structurally unequal ways. Responding to this structural inequality calls for "open source" education, whatever students, whatever age, whatever amount. This move is particularly important at this pivotal moment in our history. The economic crisis facing higher education

offers what Michelle Fine called an “ironic moment, a crack in the cement” to create alternatives to high stakes testing and to save our public resources by tracking students through higher education rather than into prison. This means providing long-term strategies for realizing the potential in communities that are currently left out or pushed out.

6. Building Effective Relationships Between K-12, Higher Education, and the Community

Institutions of higher education have the potential to influence and transform its communities, particularly communities that have, over time, seen an erosion of its social and economic resources and advantages. Each of the following speakers spoke about what Clement Price, Distinguished Service Professor at Rutgers, the State University of New Jersey named, “the importance of thinking very boldly about the responsibilities that a major research university... should have in the communities that send us their kids.” The panelists discussed the relationships forged between universities, local and state governments, and communities and students; and in particular presented examples of existing programs that connect these institutions and communities.

Speakers

Courtney McAnuff is *Vice President for Enrollment Management at Rutgers, The State University of New Jersey*. His area of scope and function covers Undergraduate Admissions, Student Financial Aid, Academic Records, Registration, Retention Programs, and Early Awareness Outreach. He has served at Eastern Michigan University, most recently as the vice president for enrollment services, with an impacting career spanning from 1980 to 1995.

Janice Brown is the *Executive Director of the Kalamazoo Promise*. Prior to her appointment as superintendent from July 2000 to August 2007, she served as Executive Director of Instruction. In addition, she has over 36 years of experience working at all levels of public education. She has been a teacher, consultant, visiting professor, state administrator, principal, and central office administrator.

Jack Foley is *Vice President for Government and Community Affairs and Campus Services at Clark University*. Previously, he was the Executive Assistant to the President and Director of Government Relations at Clark University from 1994 to 2005. Prior to this position, he was the University’s business manager and director of community relations.

Rutgers Future Scholars Program

Courtney McAnuff, Vice President for Enrollment Management at Rutgers, The State University of New Jersey, discussed Rutgers’ Future Scholars Program, a program which he

originated in 2007. The program, aimed at preparing low-income students for college beginning in the 7th grade, was a response to why more low income minority students from Newark were not getting into the three Rutgers campuses. McAnuff's response was, "they're not getting out of high school in sufficient numbers with the grades necessary to gain admission to Rutgers. So we're too far down the pipeline to make a difference."

To address this program, the Future Scholars Program identifies students in the 7th grade, whose families are low income and who are from high dropout prone areas, but who are strong academically and have been selected by their school districts. Working with four local cities, Newark, Camden, New Brunswick, and Piscataway, the program guarantees the students full tuition to attend Rutgers if they stay in the program throughout middle school and high school and are admitted to Rutgers as regularly admitted students. The scholars must meet the same admissions criteria as other students – there are no special admissions standards – but it is the program's job to prepare scholars with the capacity to need admissions requirements by their senior year. To do so, the Future Scholars Program runs intensive summer programs, as well as symposiums, mentorships, and free tutoring throughout the academic year. Additionally, the program involves scholars in the fabric of the campus and brings them into the campus community.

Begun in the summer of 2008, Rutgers has an ambitious plan of adding 200 students each year, every year. The program anticipates a cost of up to \$20 million, and has embarked on an aggressive fundraising and friend raising campaign. By committing to such costs, the program is investing in the state of New Jersey, its local communities, as well as individual students.

We know, for instance, that 60% to 80% of the males in the inner cities who don't finish high school end up in jail. It costs the state \$50,000 a year to maintain a prison – not the mention the social ills befalling the communities, the price of the infrastructure, police, social services, and everything that goes along with it. Wouldn't it be wonderful if we could turn these young folk into taxpaying citizens?

McAnuff stated that the first goal of the program is to enable students to finish high school. The second goal is to get them into college. The program wants its scholars to attend Rutgers, but recognizes that it would be a "phenomenal success" if its students are able to get into any college. If students cannot meet the entrance requirements at Rutgers, they can attend a community college and the program will honor the last two years of the scholarship upon graduation from the community college, so that students will be able to apply for admissions at Rutgers.

The Future Scholars Program requires a lot of work on the part of the students – students must maintain a B average and attend all the programs and academic services – and it requires ongoing financial and labor investment to maintain programming, but McAnuff anticipated "a massive return for the state eight to ten years down the road." He commended the efforts of

President McCormick at Rutgers, and concluded: “Our goal, really, is to give these kids the opportunity to attain that meritorious status by enriching the environment where they are.”

The Kalamazoo Promise

The Kalamazoo Promise is simple: Attend a Kalamazoo public school. Graduate. And get the promise. Janice Brown, Executive Director of the Kalamazoo Promise, introduced the scholarship program as a “gift of hope” and “an economic development choice in our community,” funded by anonymous donors. The scholarship program, which awards scholarships – the “promise” – based on the number of years a student has attended public schools in Kalamazoo, Michigan, is, pure and simple, an investment in the student and the community. “The gift is yours; you don’t have to earn it.”

Brown identified in her presentation two major problems with college education in general: affordability and preparation. The Kalamazoo Promise solves the affordability issue, but Brown recognizes that students need support to take advantage of the Promise. As a response, the scholarship program has created mobile dental trucks and health clinics in schools, as well as full social service programs – food stamps, housing, etc. – in two elementary schools, so that parents can drop off their children and take care of other needs at the same time. These operations are based on a “communities in schools” model, which takes the burden off educators – allows educators to educate children – and supports the physical, social, and emotional needs of children.

To prove the success of the scholarship program thus far, Brown used the University of Michigan as an example:

We are three years old. The first year, our 2006 class, we had 17 children go to the University of Michigan. For our 2007 class, we had 51 children go to University of Michigan. For our 2008ers, this year’s class, third year, 95 children. The largest group of children that are going to college now are African-American females... And we’ve doubled the number of African-American males.

As a result, Brown noted, most of the money for the Kalamazoo Promise stays in the community.

University Park Partnership

Jack Foley, Vice President for Government and Community Affairs and Campus Services at Clark University, discussed the University Park Partnership, a nationally recognized partnership between the university at Clark and the neighboring community, Main South. The partnership brought together all the engaged members of the community, including local residents, businesses, churches, and the university, beginning in 1985. Foley noted the importance of President Traina’s leadership at the time, as well as the leadership of current university president

John Bassett. “If you want an initiative like this to be successful,” said Foley, “it must be driven by a president. It must be driven by a chancellor.”

The partnership was intended to encourage families and businesses to stay in the neighborhood or move to the neighborhood. Foley noted that as a result of the loss of jobs and decline of urban areas, “we saw at Clark that our neighborhood was really deteriorating, so our intent and the intent of our neighbors was really to encourage folks to stay [in] our community.” To encourage the community’s growth and well being, the partnership relies on “enlightened self interest,” the idea that “it’s in your self interest to work with us in partnership if you live in [this] neighborhood, because you want a great neighborhood for your kids.” Foley suggested that enlightened self-interest brings different parties together under common goals and objectives.

As part of the University Park Partnership, Clark and its community partners created the Main South Community Development Corporation to oversee neighborhood development. The Development Corporation consists of a 15-member board, in which Clark holds one seat. The partnership focuses on expanding physical rehabilitation and promoting homeownership, as well as leveraging resources from the federal, state, and local governments, as well as corporations, foundations, and private donors. In addition the partnership looks at Pre K-16 education. The university’s efforts include creating the next generation of urban teachers and creating special learning environments. Like some of the other programs discussed, the partnership awards full tuition to students who have lived in the neighborhood for over five years, and who are admitted to Clark through the regular admissions process. Additionally, University Park Campus School juniors and seniors are eligible to take classes at Clark for free. Foley highlighted the success of these efforts in placing students on the path toward college admission, but also noted the importance of enabling students to stay in college once they get there.

7. Networks, Collaboration, and Partnerships as Strategic Approaches to Diversity

Pipeline and bridge programs have developed to increase access and participation at each transition point in access and participation, from high school through college and into graduate school and onto faculties. Networks and consortia have developed to share information and collaborate in development and pipeline programs. Many of these programs are using similar methodologies, and face barriers rooted in organizational culture and policy. Yet, they often operate in silos and do not yet have adequate frameworks or strategies for learning or linking their efforts to address common institutional barriers. The following is a discussion drawing on research and examples of cutting-edge initiatives that have built institutional change and collaboration into the design of bridge and pipeline development programs.

Speakers

Allan Formicola is *Professor of Periodontics and Dean Emeritus of Columbia University College of Dental Medicine*. Formicola has served in many leadership positions, such as president of the American Association of Dental Schools. He has served as the Vice President of the Commission on Dental Accreditation and chaired Accreditation Site Visit Teams.

Keivan Stassun is *Associate Professor of Physics and Astronomy at Vanderbilt University*. Stassun has served as Assistant Director of the UW-Madison NSF K-12 program and as a NASA Hubble postdoctoral research fellow. A recipient of a Career Award from NSF and a Cottrell Scholar Award from the Research Corporation, Stassun's research on the formation of stars and exo-planets has appeared in the journal *Nature*, on NPR's "Earth & Sky," and in more than 30-refereed publications.

Abigail Stewart is *Professor of Psychology and Women's Studies and Director of ADVANCE Program at the Institute for Research on Women and Gender, at University of Michigan*. Her current research, which combines qualitative and quantitative methods, includes comparative analyses of longitudinal studies of educated women's lives and personalities; a collaborative study of race, gender and generation in the graduates of a Midwest high school; and research and interventions on gender and science and technology with middle school-age girls, undergraduate students, and faculty.

Jim Applegate is *Senior Vice President for Program Development at Lumina Foundation*. In that role, he leads in development of grant programs supporting achievement of Lumina's "Big Goal" to dramatically increase educational attainment

in the U.S. Prior to coming to Lumina in 2008, he served as senior fellow and vice president for Academic Affairs at the Kentucky Council on Postsecondary Education from 1999-2008. As chief academic officer in Kentucky, he coordinated statewide research and teaching initiatives supporting institutional engagement in a public agenda for higher education and growth in Kentucky's knowledge-based economy.

Articulating a Concrete and Integrated Vision of the Inclusive University

Each of the initiatives described below provide a concrete strategy for moving toward what Susan Sturm has referred to as "institutional citizenship." This means two things: first, creating environments in which people from all different backgrounds, races, and locations can participate and succeed, and second, connecting higher education's intellectual and teaching agenda to the challenge of creating institutions, policies and communities in which people flourish.

For example, Allan Formicola, Professor of Periodontics and Dean Emeritus at the College of Dental Medicine at Columbia University, described the expansion of the dental school's mission to include addressing the glaring disparities in the quality of dental care. The dental partnerships and networks focus on addressing two critical issues; first, the lack of diversity in the dental profession; and the second, a lack of access to healthcare in undeserved poor communities.

Keivan Stassun, Associate Professor of Physics and Astronomy at Vanderbilt University, described how the Masters-to-PhD partnership between Vanderbilt and Fisk University grew out of a perceived need to address the exclusion of minorities from leadership in the sciences, and the opportunities to create partnerships and institutional cultures that will cultivate the potential of talented students who are currently overlooked. He summarized the challenge with a stark statistic: "The average PhD granting institution in the United States produces one minority PhD every 6 years in physics, one minority PhD every 13 years in astronomy."

Abigail Stewart, Professor of Psychology and Women's Studies and Director of ADVANCE Program, grounded the ADVANCE Institutional Transformation Initiative in the shared perception that institutional environments have to be transformed to create the conditions and practices enabling women and men of all races to succeed and advance in the STEM fields. ADVANCE represented a shift to an institutional level of analysis and intervention. "Instead of approaching the problem as a problem that had to do with providing resources to women faculty to try to address some presumed deficits, instead, the approach was to transform the institution to make better space for women scientists."

A Reflective, Evidence Based Approach

This panel illustrated the use of an evidence-based, reflective approach that develops strategy by diagnosing to the point where the stakeholders can see where the problem and possible solutions seem to lie. The dental pipeline and community voices initiative grew out of research pinpointing the critical need to address health disparities, as well as intensive inquiry with the community about their needs and interests, along with the obstacles to developing successful institutional relationships. Keivan Stassun illustrated this inquiry-based approach in the context of the Bridge-to-PhD program:

So, we started asking ourselves, “Where is the minority talent in the US in this discipline?” So if you ask, for example in physics, who produces the black baccalaureate in physics? The answer is—the top 10 institutions are all historically black colleges and universities. Here they are; these 20 institutions account for about 60%, 60 percent, of all the black physics baccalaureate degrees produced in the United States.” This research showed that “the master’s degree is a critical stepping stone in the landscape of higher education for minorities working en route to the PhD. So, underrepresented minorities are about 50% more likely to deliberately earn a master’s degree en route to the PhD. And consequently, they encounter more institutional transitions and more opportunities for the hand off to fail.”

Abigail Stewart described a way to build institutional capacity for reflection and learning through the creation of a faculty committee consisting of social scientists and scientists. This group learned about “evaluation bias and how those biases influence recruitment practices and results.” Committee members give a 2-1/2 hours workshop, which must be attended by all search committee members before they can serve on a search committee in the Liberal Arts College and the Engineering College. In addition, information about patterns in search now informs search and hiring practices. For example, University of Michigan has adopted a short list review where if the department is not bringing in diverse candidates in the level they occur in the pool for interviews; they have to justify it. If they can’t, the search does not continue. This practice “has changed the rate at which women minorities are interviewed and changing that rate changes the rate at which they are hired.”

Mutual Partnerships and Collaborative Networks as a Core Strategy and Value

Each of the featured initiatives exemplified the critical role of mutuality in developing sustainable and effective partnerships and collaborations. Mutuality grew out of building trust and creating relationships that benefited each stakeholder, and were set up to produce those

mutual benefits over the long run.

For example, Allan Formicola described an integrated, long-term approach involving collaborations on multiple levels, integrated around a core commitment to addressing huge disparities in dental health.

I was able to create a partnership between the Harlem Hospital Dental Service and the Columbia University Dental School to educate African-American dentists in the dental specialties. In this partnership, Harlem hospital residents in general dentistry were enrolled for a special program in the postdoctoral specialty programs at Columbia. Prior to this program's establishment, there were no formally trained African-American dental specialists in New York City in such fields as orthodontics, periodontics, and pediatric dentistry. As a result of this program, Columbia graduated 21 African-American specialists in several different fields, most of whom have remained on the hospital staff, and six whom are full time on the dental school faculty. And that last point is very important because that was one of the goals of the program—to grow our own faculty of color.

This initiative created the platform for a series of mutual collaborations bringing together schools of public health, medicine, and dentistry at Columbia to form the Northern Manhattan Community Voices Collaborative. "Along with all the 35 community base organizations, the Northern Manhattan Community Voices Collaborative was able to improve the healthcare system in Northern Manhattan. With the help of foundations, this initiative has been scaled up to create a national program assisting 15 dental schools in the nation "to plan and implement ways to increase the enrolment and recruitment of underrepresented minority students in dental schools."

Keivan Stassun and his collaborator at Fisk, Arnold Burger, were also positioned "to make these kinds of key collaborative connections build a network with the institutions that are producing the lion share of minority talent." They moved toward this goal by developing the Fisk Vanderbilt Masters-PhD Bridge Program:

The goal of the program is to bring in students who have completed their undergraduate training in one of the science disciplines who aspire to a PhD in physics, astronomy, biology, material science, chemistry; but for a variety of reasons may find that they are not quite prepared to jump directly into a PhD program. And so, we've structured a mechanism so that they can use the master's degree as a stepping stone into the PhD.

Unlike some programs, however, this program proceeds with the explicit intention of simultaneously raising "the profile, the capability, and the resources of our partner institutions" by building the research and teaching capacity on both sides of the relationship, and building in

collaborative research, teaching and funding strategies to the core of the relationship. This collaboration has begun to yield concrete results:

We have 32 students at various stages of the program, 60% women, 97% retention rate so far. When the first cohort of these students complete their PhDs starting next year, Vanderbilt will become the #1 research university producing minority PhDs in physics, astronomy, and Material Science. Already, Fisk University has become the top producer of African-American master's degree in physics.

Building Trust and the Capacity to Collaborate

Building trust over time emerged as a key component of sustainable collaboration and networks. Allan Formicola spoke of the centrality of trust in the formation of partnerships with community based organizations as well as dental schools around the country:

The first six months of the specific planning that they're doing has been spent very wisely between the colleges, the dental schools, and the historically black colleges, Spellman, Morehouse, Clark Atlanta, in just the people getting to know each other. That is the critical step in getting to trust each other because without that, nothing can move forward.

Abigail Stewart described the development of a network among women scientists and engineers who meet regularly, collaborate on projects, and who are "excited to be in the same space together. And it's just not social and it's not just science. It's also articulating clearly what the issues are that they need to work on, they need the institution to change on." This group of scientists and engineers, who were "initially suspicious of whether taking on the identity of a woman scientist was going to be any use to them," has recognized over time that "some common collective identity is actually something they can use as a resource for advocacy."

The ADVANCE program at the University of Michigan has also used interactive theater to help faculty "see interactions that are going wrong. Looking at a very typical faculty meeting or mentoring interaction that isn't going well most people can see what's wrong and can respond to ideas about how it could go better. We've mostly focused that work on evaluation processes, both recruitment and especially tenure review committee processes."

Keivan Stassun placed relationships of trust at the center of the bridge-to-PhD program:

The engine that the central activity of what we do in our Bridge Program is mentoring, one-on-one mentoring. We identify students. We identify the promise in them to succeed. And then we say to them, "You know you have options. We want you to come and do one of the

hardest things that there is to do and that is to slog through graduate physics, get through the qualifying exam and do the very hard uphill climb toward a PhD. We want you to do it because we know that you can and because we desperately need you.”

Stassun’s scalability strategy involves “trying to identify fellow faculty colleagues who share the same value, who see the same integral connectivity between that kind of work and the institutional mission to step up and be another node in the network.” Partnerships among institutions must confront how to bridge issues with different cultures. As Allan Formicola put it, “You really got to get into the culture of the different institution. It goes both ways. And I think that the time that I’ve seen them spend on this part of the development has been very worthwhile.”

The Miner’s Canary in Reverse

Each of the programs reported significant increases in participation and advancement by women and people of color. Each of the innovators on the panel also described significant improvements in the environment overall. These improvements spanned issues of pedagogy, research capacity, and quality of life. Abigail Stewart described improvements a statistically significant reduction in sexual harassment, less scholarly isolation and less felt surveillance among faculty. The data illustrated what Stewart called “the reverse of the canary in the mine.” When people say, “If you improve the climate for women, what’s going to happen to men?” We now can say, “It will get better for them too... Better. Quicker.”

Sustainability and Scaling Up From Collaborations, Partnerships and Networks

Jim Applegate, Senior Vice President for Program Development at the Lumina Foundation, placed the initiatives in the context of the huge challenge before us:

We have to create 16 million more post-secondary degrees between now and 2025—16 million more than we’re on track to produce right now, and the vast majority of those degrees are going to have to come from people of color. It’s going to have to come from first generations. It’s going to have to come actually for adult learners as well.

The miner’s canary metaphor frames the challenge of moving from the programmatic to the institutional level: how do institutions change the air in the mines as opposed to building small gas masks for the canaries so they can survive in the toxic environment of the mine? Is there a way from the outset that projects could have systemic capabilities and be sustained over time?

Sustainability involved developing leadership at the different levels where ongoing commitment and action is required. Allan Formicola described how this strategy worked in the Dental School initiative. The strategy of diversifying the dental school was linked to addressing the public health challenges of the community. Instead of relying on “one-day wonders” from mid-town, the school developed a cadre of committed faculty and practitioners at Harlem Hospital and Columbia Dental School who would provide ongoing vision, service, and leadership to the initiative. “In the dental school, we now have a cadre of African-American faculty to mentor the undergraduates who have come in. So, the program is no longer there but the sustainability is there.” Changes in institutional policies relating to admissions, curriculum, and institutional mission provided some infrastructure to support these changes. Every aspect of the initiative had to have a sustainability strategy that included creating and regenerating a constituency of committed leaders.

Abigail Stewart built on this theme of building the capacity to sustain and motivate change toward greater inclusion. “Money is a very important part of sustainability, but it’s not all of it without human capital, energy, vision, leadership, commitment, and all those things; no program can work.” Stewart also highlighted the dimension of time as a critical element of sustainability: “When you’re thinking about sustainability programs in universities, time is really an important commodity—finding ways for faculty to have the time, to take the time, to do the things they might want to do if you were giving them a way to fit it into their life.” Although money is one way to create the space for change work, “there are other ways for us to think about how to get people released from some of our responsibilities so that they can take on this kind of activity.”

Keivan Stassun grounded the issue of sustainability in the challenges of doing this work in the particular context of producing PhDs in science. “There’s no getting around the fact that producing PhDs in a scientist is expensive; and so the program building that I’m involved and sustainability issues that apply have more to do with understanding how to do it so that it succeeds.” His strategy involves growing the critical mass of leaders in science departments around the country: “How do you tap into the network of institutions that have the pool of students that we want to then move into the upper ranks and through the PhD and beyond?” For him, “if we want to change those faculty so that they bring the appropriate set of values to sustain the kind of work that we’re talking about here, then it really starts to matter that you populate a PhD astronomer here, a PhD physicist there, because that’s a critical leverage point on the entire system.”

Jim Applegate built on this theme of capacity building, flagging the move to link access with student success. This approach includes building the research capacity to learn from local successes and failures as part of the policy process. Abigail Stewart gave examples of how

research and education can be used to enhance the capacity of other institutions to learn from their experience. The Michigan ADVANCE program now holds annual spring workshops for as many as 20 institutions at a time, which provide a context for learning “how to think about your problems using our analytic framework and how to sort of figure out a plan.” She also highlighted Keivan Stassun’s role in inspiring and enabling the development of bridge programs at other universities, including Michigan, which build on the Vanderbilt-Fisk model.

The panel also underscored the importance of developing external constituencies for these initiatives so that when university leadership changes, an influential group will maintain the commitment to these programs because they are addressing an area of need in the community. Allan Formicola also illustrated how networks of experts could break the logjam created by fear of lawsuits or of change in general:

The admissions committees were all paralyzed into inactivity in a way because it was so afraid of the Supreme Court rule, and they didn’t know how to do things. Most of the admissions committees are senior faculty who’ve been doing something the same way every year. God forbid anything should change. And we found the strategy that if we brought together what we call the admissions workshops of experts to go those schools and do a workshop with those admissions offices and explain to them what was permissible, that the next year, the number of underrepresented minority student enrollees went up when you educated them.

Finally, the panel offered strategies for responding to Jim Applegate’s insistent and crucial question: How do we design partnerships and collaborations so we get systemic change at the state or the federal level? Each of the innovations described on this panel receives support from national foundations, which have used their resources to develop networks of institutions that have the potential to reshape a field. The NSF ADVANCE program, which was the example used to develop the idea of the Architecture of Inclusion, created a national network of universities engaged in advancing the participation of women in the STEM fields. The dental pipeline initiative grew into a national effort to increase the capacity of dentistry to include people of color and address the health needs of marginalized communities. Foundation support also enabled the development of a framework for a public-private institutional collaboration, which produced affiliations between dentals schools and minority serving institutions “to develop a new pathway into dentistry for underrepresented minority students in Georgia, New Mexico, and New York.”

Finally, Jim Applegate emphasized the importance of focusing on minority serving institutions and not only elite colleges and universities, echoing the concerns expressed by Greg Anderson from the Ford Foundation:

I don't want to spend all our time struggling and killing ourselves for the next 10 years to get elite institution X to reduce the toxicity of its atmosphere from 90% to 70% when we can work with 125 community colleges with millions of students and build a model. It's going to be open and helpful and ensure success for the hundreds of thousands of students that will come there. Many of them students of color, many of them first generation, many of them are adults who need our help in higher education.

8. Faculty as Agents for Institutional Collaboration and Transformation

What are faculty members' responsibilities in advancing diversity and higher education? How can faculty combine their power and institutional knowledge with their responsibility for and ethical imperatives to increase diversity in higher education? Drawing on their institutional knowledge of universities, participants highlighted the importance of structural changes to transform higher education into a more diverse environment. Shirley Ramirez, Vice President for Institutional Planning and Diversity at Middlebury College, expressed the need to integrate positions like Chief Diversity Officer with the university's strategic planning, especially around capital campaigns and development. Coming from a larger, more decentralized university, Jean Howard, George Delacorte Professor in the Humanities and former Vice Provost for Diversity Initiatives at Columbia University, asked how one could make the most of a decentralized structure by branding the whole university with a diversity agenda, highlighting all the different initiatives underway and encouraging the university to see itself fundamentally differently. The panelists generally agreed the challenge was to figure out how to get diversity initiatives to live and breathe in every pocket of institutions of higher education.

Speakers

Shirley Ramirez is *Vice President for Institutional Planning and Diversity at Middlebury College*. In this critical leadership role, Ramirez works with the president, senior cabinet, faculty, staff and students to develop an institutional vision and strategy for the College's diversity goals to assure they are an integral aspect of all institutional initiatives and strategic planning. Ramirez led the development of Middlebury's Center for the Comparative Study of Race and Ethnicity and co-founded a new national consortium of Liberal Arts Diversity Officers (LADO). Ramirez is also an Assistant Professor of Psychology at Middlebury.

Jean Howard is *George Delacorte Professor in the Humanities at Columbia University*. Her teaching interests include Shakespeare, Tudor and Stuart drama, feminist and Marxist theory, and the history of feminism. Prof. Howard is on the editorial board of Shakespeare Studies and Renaissance Drama. Her teaching interests include Shakespeare, Tudor and Stuart drama, feminist and Marxist theory, and the history of feminism. Prof. Howard is on the editorial board of Shakespeare Studies and Renaissance Drama.

Cheryl Wall is *Zora Neale Hurston Professor of English at Rutgers, The State University of New Jersey*. A former chair of the English department, Wall remains active in university affairs. In 2003, she was co-principal with Mary Hartman of the Institute for Women's Leadership on "Reaffirming Action: Designs for Diversity in Higher Education." Currently, she is co-chair, with Rutgers University President Richard L. McCormick, of the President's Council on Institutional Diversity and Equity.

Wanda Ward is *Deputy Assistant Director for Education and Human Resources, National Science Foundation (NSF)*. Ward has served in a number of science and engineering policy, planning, and program capacities in the Directorate (1992-1997; 2006-present), the Office of the NSF Director (1997-1999); and the Directorate for Social, Behavioral and Economic Sciences (1999-2006). From 2001-2002 she was on assignment at the Council on Competitiveness as chief advisor to the initiative, Building Engineering and Science Talent, where she provided leadership in the launch and development of this public-private partnership.

Diversity Work as Intellectual Work

Building on this idea of structural changes in universities, Cheryl Wall, Zora Neale Hurston Professor of English at Rutgers, emphasized the need to ensure that diversity work is understood to be intellectual work. Wall emphasized that diversity programs must be encountered as academic programs that are at the core of the university's mission. In this same vein, Shirley Ramirez described a structural change at Middlebury through the creation of an academically charged Center for the Study of Race and Ethnicity (instead of a multicultural student center), a change that she felt created a strong academic force for diversity initiatives among both students and faculty.

Connecting Information and Action

To look strategically at the institutional structure of universities and know where to target resources most effectively, Jean Howard emphasized the need to collect, analyze and use both quantitative and qualitative data. Data, Howard pointed out, enables you to know where in the university to put pressure and also lets you know when to celebrate. "Numbers can be exhilarating!" she said. Howard described in more detail the efforts of Columbia's Diversity Initiative to collect data on all the named chairs in the Faculty of Arts & Sciences in order to plan where new chairs from the capital campaign should go and how faculty recruitment should be targeted. She emphasized also the need for more data on how to attract and retain faculty of color.

Creating "Innovation Ecosystems"

Federal agencies such as the National Science Foundation can be strong and active partners in this work, and Wanda Ward, Deputy Assistant Director for Education and Human Resources at National Science Foundation, described the NSF's support of work on innovation ecosystems, or environments that foster innovation and creativity. The challenges of, and opportunities for, creating supportive environments struck a chord with the panelists and other participants. Participants and panelists raised the importance of affinity groups and mentoring programs that can support faculty of color in navigating around the obstacles to advancement in higher education advancement and fulfilling their goals. Part of that support can include more attention to the work-life balance issues that junior faculty face, limiting committee assignments, and cluster hiring of faculty posses. Another part of this effort can include connecting these faculty efforts with activist efforts on and off campus, paying attention to the larger environment or climate of action around diversity that can create a more supportive atmosphere for diverse faculty.

Together the panelists emphasized that this work can be most effective when it is faculty driven and strategically structurally situated to have the most impact. Strong data collection, analysis and use emerged as a crucial tool to target diversity efforts and recognize successful initiatives. Finally, the environment universities create for diverse faculty is crucial to retention.

9. The University, the Media, and Public Discourse

In a panel moderated by Lani Guinier, Bennett Boskey Professor of Law at Harvard Law School; journalists Alan Jenkins of the Opportunity Agenda; Nicholas Lehman from Columbia Journalism School; and Jonathan Glater of the New York Times discussed the shift from old to new media; the way that issues are framed by the media; and the problems of power and vested interests within the media.

Speakers

Lani Guinier is the *Bennett Boskey Professor of Law at Harvard Law School*, where in 1998 she became the first woman of color appointed to a tenured professorship. She teaches courses on professional responsibility for public lawyers, law and the political process, law and social movements, and critical perspectives on race, gender, class and social change. Before her Harvard appointment, she was a tenured professor at the University of Pennsylvania Law School.

Alan Jenkins is *Executive Director of The Opportunity Agenda*, a communications, research, and policy organization dedicated to building the national will to expand opportunity for all. Before joining The Opportunity Agenda, Jenkins was director of human rights at the Ford Foundation, managing over \$50 million in grant making annually in the United States and eleven overseas regions. Previously, he served as assistant to the solicitor general at the U.S. Department of Justice, where he represented the United States government in constitutional and other litigation before the U.S. Supreme Court.

Nicholas Lehman is *Henry R. Luce Professor and Dean of the Graduate School of Journalism at Columbia University*. He has written widely for such publications as The New York Times, The New York Review of Books, The New Republic, Slate, and American Heritage. He has also worked in documentary television with Blackside, Inc., Frontline, the Discovery Channel, and the BBC and lectured at many universities.

Jonathan Glater is a *reporter for Business Day at The New York Times*. In this role, Glater covers legal business issues on everything from regulation to patent litigation, as well as working with other reporters on major running stories, such as coverage of the subprime mortgage fallout. Previously Glater was a reporter for the education desk, beginning in January 2005. He joined The Times in September 2000 as a reporter in Business Day, covering law, accounting and consulting.

The Impact of New Media

The major backdrop for all the conversations on the panel was the shift from the old media – newspapers and television and radio news – to the new media – online journalism and bloggers. This has, as Nicholas Lemann noted, both advantages and disadvantages. It permits anybody to access a broad audience simply by publishing on the net. In that sense it makes it easier to get a message into the public discourse without reliance on the traditional media. On the other hand, the new media results in a diversion of resources away from old media, which have traditionally funded the in-depth investigative journalism on which much of the new media relies. In addition the diversity of stories and opinions made possible by the internet makes it more difficult to get the nation to focus on a single story. The days when the majority of people would share the common experience of whatever stories were in the headlines or the evening news are fading as people choose their news more selectively from a much wider pool. Alan Jenkins summed up the position well by saying that new media makes it easier to reach a specific audience that already agrees with you – and to mobilize them to action – but more difficult to access and convert a broad audience. New media also presents the possibility, which did not previously exist, to force mainstream media to address an issue. If millions of people are viewing a video on YouTube, the newspapers and broadcasters will have to address the story behind the video.

The Need for Inclusive Narrative

One of the other major challenges facing innovators who want to use the media to highlight the cause of diversity is narrative. While simply reporting events or research is important, all reporting relies on some form of narrative – there must be a story to tell, not merely facts and figures to relate. In Nicholas Lemann’s words, journalism is the union of narrative and analysis. This poses a real problem for diversity advocates. As Jonathan Glater noted, many news institutions (even major papers such as The New York Times) often lack the time or resources to do detailed research into an issue, so they latch on to the easiest and most compelling story that fits with prevailing views and stereotypes. In the area of diversity in higher education, that means that the stories that get told are of white kids who aren’t admitted to college because of a race-conscious policy. These ‘victim’ stories, Lemann tells us, adopt and propagate the framing of the diversity as an issue of desert and individual rights. The challenge for diversity advocates is to reframe the issue, either by finding stories of real people on the other side of the debate – change agents within institutions or minority students who are marginalized by existing systems – or to easily package the research demonstrating the systemic problems with higher education so that

journalists can process it within their deadlines and use it to tell a story.

Changing the Frame

Importantly, Alan Jenkins stressed that the framing of issues is not necessarily ideological or consciously designed to advance a specific agenda. Often it is unconscious and is done solely to advance the financial interests of the media to sell more papers or get more viewers, or simply because certain types of stories become stock narratives within the profession that are easily repeated. However, the newspapers and broadcasters are themselves institutions that may not be diverse and may have vested interests in maintaining the status quo. Many journalists may, for example, want to protect the selectivity of elite schools or downplay the need for diversity measures in order to ensure that their own children get into elite colleges and that their elite degrees retain their social currency. Sometimes, therefore, the framing of issues is, as Lemann put it, 'both personal and conventional'. Part of the challenge for media institutions interested in advancing an agenda in favor of diversity is to themselves become more diverse and to ask questions about how their reporting of the issue is affected by their own interests.

10. Connecting Diversity and Globalization: Immigration and Access

Chancellor of Rutgers -- Newark, State University of New Jersey, Steven J. Diner opened the panel connecting the increasing numbers of immigrant students to issues of diversity and access.

Speakers

Steven J. Diner is *Chancellor of Rutgers, Newark, the State University of New Jersey*. Prior to assuming his current position, Diner served as dean of the Faculty of Arts and Science at Rutgers--Newark. He is also a professor of history. Chancellor Diner has devoted himself to building Rutgers--Newark as a leading urban research university. He has been responsible for establishing a new School of Public Affairs & Administration, a Division of Global Affairs, and a wide variety of new academic initiatives many of which take advantage of Rutgers--Newark's location in the New York/northern New Jersey metropolitan area.

Sherri-Ann Butterfield is *Assistant Professor of Sociology at Rutgers, The State University of New Jersey--Newark*. Butterfield's main fields of interest are immigration, race and ethnic relations, identity development and culture, and urban education within the Afro-Caribbean diaspora. Her research specifically explores how race, ethnicity, class, and gender impact Afro-Caribbean immigrants and their children within the metropolitan contexts of New York/New Jersey and London.

Ron Chen is *Public Advocate of New Jersey*. As a member of the Governor's cabinet, he is charged with providing advocacy for a number of specific constituencies, including elder citizens, persons with disabilities, mental health consumers, and ratepayers, and is generally given standing to represent the public interest in legal proceedings. Prior to becoming the Public Advocate, Chen was the associate dean for Academic Affairs at Rutgers University Law School.

Dolores Fernandez is *President of Hostos Community College* and a nationally recognized professional in bilingual education, teacher training, and curriculum development. Under Fernández's leadership during the past decade, the Hostos family has pursued a vision of making this institution a college of excellence for students seeking a career or liberal arts education in a multilingual, multicultural learning environment.

Immigrants as Miner's Canaries

Immigrant students fundamentally challenge what we think we know about diversity and about access, said Sherri-Ann Butterfield, Assistant Professor of Sociology at Rutgers. While we often focus on diversity in terms of race and gender, immigration leads us to consider ethnicities, religions, languages and intra-racial tensions in our classrooms. Butterfield called on those doing work around diversity to think deeply about what it means for our students, our universities and ourselves as faculty members and change agents to have increasing numbers of immigrant students in the classroom. In this sense, immigrant students are miner's canaries, prompting rethinking of our overall approaches to pedagogy and difference.

Transforming Law from Barrier to Enabler of Immigrant Access

Ron Chen, Public Advocate of New Jersey, described the ways in which current laws regarding immigrants are excluding students and crippling states' abilities to educate their residents and foster innovation. Chen pointed towards efforts by states and by universities to create access for undocumented residents to in-state tuition and for immigrant students in general to financial aid.

Creating an Inclusive Learning Environment for Immigrant Students

For those students who are enrolled, Dolores Fernandez, President of Hostos College, emphasized the need to support immigrant students' learning needs, especially in English language acquisition and writing. Fernandez pointed out the benefits of being a truly bilingual institution, like Hostos, as well as the need for support in writing for students even for families in which English is the dominant language. Butterfield also highlighted the importance of mentoring, especially for students who are not familiar with how a university works and how to make the most of their higher education experience.

Reducing Tensions by Expanding the Pie

Addressing the difficult issue of intra-racial tensions between native-born and foreign-born students, Chen suggested that the perception of a competition for resources is amplified by those who want to drive a wedge between underrepresented native-born communities and immigrant communities. All the panelists agreed that it is crucial for universities to expand the numbers and groups of students that they are targeting for admission beyond a limited number of slots for a "talented tenth," both to fulfill the public mission of universities and also to undermine the idea that students are in competition for very limited admissions slots.

Community Collaboration as an Engine of Transformation

The panel concluded by addressing the crucial importance of increasing universities' connections to their surrounding communities. Collaborations with local K-12 schools that expand access of their students are crucial to let immigrant students know that there are further educational opportunities available for them. Hostos has created a middle-school and high-school on the Hostos campus and high-school students graduate with a high-school diploma from the NY City Public Schools as well as an Associate's Degree from Hostos. Butterfield also argued that there needs to be a mandate from university leaders to get students from local public and charter schools into the university. As part of that mandate, faculty time on community activities and projects with local K-12 students must be rewarded in the professional advancement process for faculty. Universities can also make more of the opportunities for collaborative service learning that comes from college students working with local schools. Ultimately these efforts to connect diversity, globalization and access need to change how faculty think about teaching and what universities think learning means.

11. Conclusion: Looking Toward the Future

In light of the programs and approaches discussed throughout the conference, discussants agreed on the need, as Susan Sturm said, “to reconstruct ourselves at the institutional and systemic level, building on the exceptional work that is happening on the ground. Institutions of higher education must reinvent themselves to be able to fulfill their responsibility to address the needs of full participation in the 21st century democracy.”

Given the number of creative programs addressing aspects of participation and diversity, the challenge is not only to create innovative programming but, furthermore, to enable institutions to carry on that work at a systemic level. Institutions themselves must be open to influence and change so that they can create lasting conditions. This is the challenge and necessity of creating what Sturm calls “the architecture of inclusion.”

At the close of the conference, panelists were asked to address the question of how to build the architecture of inclusion within higher education institutions.

Speakers

Kati Haycock is *President of The Education Trust*, which speaks for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to urban school districts and universities that want to work together to improve student achievement, kindergarten through college. Haycock previously served as Executive Vice President of the Children’s Defense Fund, the nation’s largest child advocacy organization. Haycock also founded and served as President of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominantly minority schools in improving student achievement.

Risa Lavizzo-Mourney is *President and Chief Executive Officer of the Robert Wood Johnson Foundation*, is a national leader in transforming America’s health systems so people live healthier lives and receive the health care they need. She is a practicing physician with business credentials and hands-on experience developing national health policy, who is guided by the conviction that philanthropy is about simultaneously improving individual lives, transforming systems and in turn, achieving lasting social change.

john powell is *Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University*. He holds the Williams Chair in Civil Rights and Civil Liberties at the University’s Moritz College of Law. He is the founder and past director of the Institute on Race Poverty at the University of Minnesota; he has

served as national legal director of the American Civil Liberties Union, where he was instrumental in developing educational adequacy theory; and he has served as director of legal services in Miami, Florida. He has taught at Columbia University, Harvard Law School, American University, The University of San Francisco School of Law and the Law School at the University of Minnesota.

Gaston Caperton is *President of The College Board*, a not-for-profit membership association founded in 1900 that consists of 5,000 of the nation's leading schools, colleges, and universities. Among its best-known programs are the Advanced Placement Program® (AP®) and the SAT®. Since his appointment in 1999, Caperton has transformed the College Board into a resolutely mission driven, values-oriented organization that takes bold steps to connect greater numbers of students to college success and opportunity while raising educational standards. Caperton is a former two-term governor of West Virginia.

Susan Sturm is the *George M. Jaffin Professor of Law and Social Responsibility at Columbia Law School*, where her principal areas of teaching and research include institutional change, structural inequality in employment and higher education, employment discrimination, public law remedies, conflict resolution, and civil procedure. She is a *founding co-director of the Center for Institutional and Social Change at Columbia*.

Change within Colleges and Universities

Kati Haycock, President of The Education Trust, began by presenting the dismal situation currently facing higher education. Despite efforts and what seems to be yearly progress, “higher education, as a whole, is fast becoming simply another agent of stratification.” Although college attendance is increasing for all groups of students, the growth among African American and Latino students has been substantially smaller compared to the growth among white students in the past 25 years. As a result, the college attendance gap is actually widening. Furthermore, the statistics in college completion are even more alarming. The gaps in college completion between African American, Latino, and white students are wider today than decades before. “Higher education is actually falling backwards instead of performing its historic role as an equalizer in American society.” What is the cause of this? Haycock posed this question and then offered and critiqued three common answers.

First, one common response is that these widening gaps are a result of failing schools and lack of preparation. “Low income youngsters and youngsters of color in this country continue to be educated in schools where we spend less on their education; where we expect less from them; where we teach them less; and where we assign them our least well-educated and least qualified teachers.”

A second commonly identified cause of the problem is lack of government support, particularly for student financial aid. The Pell Grant, which has been the primary source of financial aid for low income students, has decreased in the past 25 years compared to the rising costs of going to college. Moreover, more state dollars are now being devoted not to students who have financial need but to students “who have none whatsoever.”

Haycock agreed that both these identified problems are real, but colleges and universities themselves are also important factors “in this drama of shrinking opportunity in this country.” In public universities as well as private institutions, large sums of money that could be used toward financial aid and financial need are now going to “students who have no financial need whatsoever.” Haycock argued that in addition to school systems and government aid, what colleges and universities do are hugely important in whether students attend college and whether they complete their degrees. Institutions with similar students, similar circumstances, and similar endowments often see wildly different results in terms of college completion and graduation rates. Therefore, the focus should be placed on institutions themselves. This focus, in turn, leads to the question: “what kinds of actions outside of colleges and universities will propel institutions to do what they should have been doing for years?” If we ask these questions directed at institutions of higher education, we can better “act on what we’ve learned in those programs to make the institutions themselves work for all kids.”

Four Lessons for Institutional Change

Reaching into her experience in health care philanthropy, Risa Lavizzo-Mourney, President and CEO of the Robert Wood Johnson Foundation, outlined four lessons “that will be transferable to this challenge that we have to create an architecture that will sustain diversity.”

Start At The Top

In the world of philanthropy, no agenda of diversity is achieved without the leadership of the president and the board of trustees; they set the tone for its grants, and for the rest of the staff. Lavizzo-Mourney identified the need for leadership from the top and commended President McCormick for setting the tone at Rutgers.

Mission Matters

Lavizzo-Mourney identified the need to integrate diversity into the very goals and objectives of the mission. This act is “critical to sustaining the kinds of gains that [we’re] talking

about and [that] the innovators in this room have made.” Once the mission is set, “in order to meet our mission, we have to have people with the perspectives that can address the problem.” As a result, everyone in the organization is challenged to meet diversity standards across the board.

Mentoring and Networking

“Mentoring and networking over the long haul really does work.” Lavizzo-Mourney gives evidence of this with the example of the Harold Amos Program, which mentors faculty and encourages them to stay in academic medicine. The mentoring is sustained through a network that extends from one cohort to the next, and it is successful as a result.

Form and Function

Finally, “form and function need to match,” said Lavizzo-Mourney. The Robert Wood Foundation works in teams. As a result, the structure of the diversity committee includes the chief of staff, but also liaisons from each of the teams in the foundation. This form is consistent with the mission and objections of the foundation.

Democracy and Education

John Powell, the Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University, suggested that to build the architecture of inclusion, we must begin by asking, “why diversity?” “When you look at the courts, what they’ve said at different times... the discussion as we know [it] about diversity really came out of the discussion about racial equality.” Tracing the discussion about racial equality back to Thomas Jefferson and John Dewey, Powell identified their notions of citizenship. “Jefferson’s concept of education, and certainly, Dewey’s concept of education was citizenship.”

Powell distinguished the difference between thinking about diversity as a technical need and thinking in terms of a democracy. Diversity as a technical need is only representative, whereas diversity articulated in terms of democracy recognizes that “we live in a pluralist democracy, and our democracy, in terms of its vibrancy and in terms of its real continuation, depends on having diverse leadership.”

Powell further elaborated on the need to think about how we frame issues. Without attention to how we frame, we frame issues by using the default, dominant frame, which is constantly changing and lacks consistency. The frame we use now “has actually migrated to individual merit and individual excellence.” Putting diversity in the frame of individual merit, we

reach out only to individual students. “We pluck students from their communities, from their families, and give them a chance to exemplify individual excellence.”

powell suggested that this model is fundamentally incomplete. “We are talking about really social systems, and we’re talking about democratic systems,” powell said, “[John Dewey] wasn’t talking about just giving people a good job, or just giving them a chance to exercise their individual preference; he was talking about creating social thinking, creating collective thinking.” Therefore the frame must encompass not only individual achievement but also relationships among and within communities. The questions include: how do you serve those communities? How do you hear those communities? How do you represent those communities?

In addressing those questions, impediments include not only leadership, but also institutional reins and structures. “The institutions are reined and structured to create disincentives for any deep transformative diversity... We have to think of a different institutional alignment,” said powell, “the alignment has to be all the way from pre-school to college... We have to have alignment in terms of our democratic norms.”

Finally, how? In order to realign colleges and universities with the norms and values of a democracy, we must, powell suggested, realize that people and institutions are interconnected. Therefore, institutions must reflect these interconnections.

External Pressure

Panelists were asked where external pressure can be found and exerted on higher education institutions to effect real change. Kati Haycock identified the lack of and need for public accountability. Currently, colleges are bound by their rankings in US News. Haycock suggested that “[it’d] actually be better to have public accountability and much better data systems.” Risa Lavizzo-Mourney suggested that foundations can play a role in driving accountability. By leveraging the grants that universities receive, foundations can affect diversity in colleges and universities. Susan Sturm added that research grants play an important role in higher education and therefore serve as a potential form of accountability linked to the university’s work. Finally, john powell identified the market model of higher education. In the market model, the accountability is based in money. What is needed is accountability not identified through the market but rather through the idea that “education is a public good.”

Reflecting on Challenges Ahead

In concluding the panel and the conference, Susan Sturm stressed the need to ask both: “How do you scale up?” and “What are the challenges ahead?” but also, “What is the big picture?”

Throughout the conference, panelists and participants acknowledged that the diversity imperative is not just about access and admissions. In the end, institutions and individuals must think about an integrated approach, “making universities engines of opportunity and creators of full participation.” Doing so requires bearing responsibility, building relationships, and importantly – the purpose of this conference – sustained and ongoing reflection.

Speaker Profiles

Nicole Bearce Albano

Lowenstein Sandler PC

Nicole Bearce Albano has had more than a decade of experience with the appellate courts in New Jersey, beginning with her tenure as a judicial clerk to the Honorable Marie L. Garibaldi, the first female jurist on the New Jersey Supreme Court. Albano's record of success in the appellate arena includes the recent decision of *Saddle Brook Realty, LLC v. Township of Saddle 388 N.J. Super. 67 App.* The New York Times as well as the Bergen Record and is N.J. Zoning and Land Use Administration with Comments and Annotations by William M. Cox with Donald M. Ross (Gann 2008). Based on the breadth of her experience, Albano was appointed to both the Class Action Committee and the Special Committee on Higher Education of the New Jersey State Bar Association. She is also an active member of the National Association of College & University Attorneys. In addition to her practice, Albano chairs Lowenstein Sandler's Diversity Initiatives Committee, which now includes within its umbrella the firm's internal Women's Initiative. Externally, Albano serves on the Planning Committee for the National Association of Women Lawyers; and on the Board of Directors for the New Jersey Women Lawyers Association.

Jonathan Alger

Vice President and General Counsel, Rutgers, The State University of New Jersey

Jonathan Alger is Vice President and General Counsel at Rutgers, The State University of New Jersey, where he oversees all legal affairs for the University and advises its governing boards and administration. He also teaches an undergraduate course on higher education law and a first-year seminar on diversity issues. Before coming to Rutgers, he was Assistant General Counsel at the University of Michigan, where he helped coordinate two landmark admissions lawsuits in the U.S. Supreme Court. Alger previously served as counsel for the national office of the American Association of University Professors (AAUP) in Washington, DC, and as an attorney-advisor in the U.S. Department of Education's Office for Civil Rights. He began his professional career in the Labor and Employment Section at the law firm of Morgan, Lewis & Bockius. Alger has given hundreds of presentations on higher education law and policy for institutions and organizations throughout the United States and in Canada, Germany, and the West Indies. He is the current Second Vice President nominee for the National Association of College and University Attorneys, and has previously served on its Board of Directors. He serves on advisory boards or teams for the College Board Access and Diversity Collaborative, Association of American Universities, Robert Wood Johnson Foundation-funded Valuing Diversity initiative, and the University of Vermont's annual national conference on "Legal Issues in Higher Education." Alger graduated with Honors from Harvard Law School and High Honors from Swarthmore College.

G. Anderson, Ph.D.

*Education and Scholarship Program Officer of the United States Region, Ford Foundation
Associate Professor of Education, Teachers College, Columbia University*

The eldest child of a black South African family that was forced to leave their homeland in the 1960s, Anderson strongly believes in providing disadvantaged students with some form of compensatory education or academic development to ensure their success. Anderson's work as a program officer at The Ford Foundation, as well as his research and teaching, focuses on issues of higher education policy and reform; race, access, and equity; compensatory/ remedial education; and comparative-international topics in higher education (with an emphasis on South Africa and the United States). His interest in education policy issues began while he worked as a research/advocacy specialist for the Community Service Society of New York's Education Policy Unit where he collaborated on *A User's Guide to New York City Public Elementary and Intermediate Schools: Selected Statistics, 1992-93*. Anderson was a Minority Postdoctoral Fellow at Teacher's College in 1998, looking at the issue of compensatory education in CUNY and comparing it to the program at the University of the Western Cape in South Africa, where he did his dissertation research. Prior to coming to Teacher's College, Anderson received his Ph.D. in Sociology from City University of New York Graduate School and University Center, with a B.A. and an M.A. in Sociology from the University of Toronto. He also worked as a research advocacy specialist for the Community Service Society of New York's Education Policy Unit.

James L. Applegate, Ph.D.

Senior Vice President for Program Development, Lumina Foundation

James L. Applegate serves as senior vice president for Program Development at the Lumina Foundation. In that role, he leads in development of grant programs supporting achievement of Lumina's "Big Goal" to dramatically increase educational attainment in the U.S. Prior to coming to Lumina in 2008, he served as senior fellow and vice president for Academic Affairs at the Kentucky Council on Postsecondary Education from 1999-2008. As chief academic officer in Kentucky, he coordinated statewide research and teaching initiatives supporting institutional engagement in a public agenda for higher education and growth in Kentucky's knowledge-based economy. He has played a leading role in state policy efforts to dramatically increase college participation, especially for low income, minority, and first generation students. He currently serves on the American Council on Education's Advisory Committee for its Center for Policy Research, the ACT's Education Advisory Board and served on Secretary of Education Margaret Spellings's steering committee advising on the implementation of the recommendations of the Commission on the Future of Higher Education.

Applegate was a professor of communication at the University of Kentucky, serving as chair from 1984 until 1999. He was elected president of the National Communication Association, the world's largest association of communication scholars, and the Southern Communication Association. He has authored numerous articles, book chapters, and research reports on communication processes and has conducted over 250 lectures, seminars, and workshops for private, academic and government organizations designed to improve organizational policies and communication practices. Applegate earned his B.A from Georgetown College (KY) as well as an M.A. and Ph.D. from University of Illinois.

Peter Aranda, M.B.A., M.I.M.

Executive Director, The Consortium for Graduate Study in Management

A former Consortium Fellow, Peter received both an M.B.A. and a Masters of Information Management degree from Washington University in St. Louis in 1987. He is currently a Ph.D. candidate at the Graduate School of Business, Columbia University, where he has served also as chairperson of the Association of Doctoral Candidates. Aranda has had a distinguished career in the corporate world, attaining the office of executive vice president and chief operating officer of Winterland, where he previously served as executive vice president and general manager of the Licensed Products Division, and managing director of European Operations. Other business experience includes MCA Inc., Price Waterhouse and Arthur Andersen and Co. He has served as an instructor, lecturer and adjunct professor at such institutions as Columbia University, the Darden Graduate School of Business Administration of the University of Virginia, and the University of Southern California School of Business. Aranda brings a powerful combination of business and higher education experience to the service of the Consortium.

Philip Ballinger, Ph.D.

Director of Admissions, University of Washington in Seattle

Philip Ballinger is Director of Admissions at the University of Washington in Seattle. He has been a college admission professional for 20 years, having worked at both private and public institutions of higher education. Ballinger attained his Ph.D. in religious studies at the University of Louvain (Belgium) and is an affiliate faculty member in Comparative Religion at the University of Washington. He is also Dean of Faculty for the College Board Western Region's Summer Institute for new admission professionals. Philip was a primary author of the comprehensive review process used in University of Washington Admissions, a process that takes applicants' educational and socio-economic contexts strongly into consideration.

In addition to a book on the aesthetics of the Victorian poet Gerard Manley Hopkins, Philip has written extensively on college admissions and enrollment issues. His recent works include an essay in *College Unranked: Ending the College Admissions Frenzy* (Harvard University Press, 2005), and a chapter on the use of socio-economic factors in selective college admissions in *Key Issues in New Student Enrollment* (Jossey-Bass, 2007). Philip has spoken extensively on college admissions in view of demographic shifts in the United States.

Anurima Bhargava

Director of the Education Practice at the NAACP Legal Defense & Educational Fund

Anurima Bhargava is director of the Education Practice at the NAACP Legal Defense & Educational Fund (LDF) where she is actively engaged in litigation and advocacy to expand educational access and opportunity for students of color. Bhargava has been deeply involved in the litigation, advocacy and public education efforts around the two voluntary integration cases – *Parents Involved in Community Schools v. Seattle School District* and *Meredith v. Jefferson County Board of Education* – recently decided by the Supreme Court and is co-lead counsel representing parent interveners in three Proposition 209 challenges to voluntary integration efforts in California.

Bhargava also advises institutions of higher education on providing equal access and opportunities to all students through their admissions, financial aid and scholarship, and outreach programs. Prior to joining LDF, Bhargava worked as a staff attorney at the New York City Department of education and clerked in the U.S. District Court for the Southern District of New York. She earned her law degree from Columbia Law School and graduated magna cum laude from Harvard College.

Deborah Bial

President and Founder, The Posse Foundation

Deborah Bial is an expert in the field of education and leadership development. Her extensive experience in facilitating dialogue around issues of diversity and in guiding selective institutions of higher education towards improved admissions policy has gained her national recognition in the higher education community in the United States.

Bial is the president and founder of The Posse Foundation, a youth leadership development and college access organization that sends teams (Posses) of students from diverse backgrounds to selective colleges and universities. Since 1989 The Posse Foundation has identified 2,200 Posse Scholars. These young people have won \$220 million in leadership scholarships, graduate at a rate of 90 percent and are active leaders both on their campuses and now in the workforce.

She earned her masters and doctoral degrees in education with a focus on higher education administration, planning and social policy from Harvard University. In 1999, she received a \$1.9 million grant from the Andrew W. Mellon Foundation for her dissertation work, which focused on the design and assessment of a new college admissions tool, an “Adaptability Index,” that could be used in addition to traditional college admissions measures.

Bial completed her undergraduate degree at Brandeis University. She has honorary doctorates from Babson College, DePauw University, Lafayette College, Middlebury College, Sewanee: the University of the South, and Wheaton College. In October 2007, Bial received a prestigious MacArthur Fellowship from The John D. and Catherine T. MacArthur Foundation.

Lee C. Bollinger

President, Columbia University

Lee C. Bollinger became the nineteenth president of Columbia University on June 1, 2002. A prominent advocate of affirmative action, he played a leading role in the twin Supreme Court cases – *Grutter v Bollinger* and *Gratz v Bollinger* – that upheld and clarified the importance of diversity as a compelling justification for affirmative action in higher education. A leading First Amendment scholar, he is widely published on freedom of speech and press, and currently serves on the faculty of Columbia Law School.

Under Bollinger’s leadership, Columbia launched the largest capital campaign in its history, proposed its most ambitious campus expansion in more than a century, and received a record number of applications for its incoming undergraduate class. Committed to ensuring that, from its location in the nation’s most global city, Columbia excels as a truly global university, he launched a number of new initiatives that include: the World Leaders Forum, which invites prominent international figures to the campus to engage in the major issues of our time; the faculty Committee on Global Thought, to pursue scholarship and generate new curriculum models that

help students become better citizens of the world; as well as new academic partnerships with institutions around the globe.

Long a supporter of the arts, Bollinger created the Columbia Arts Initiative to enhance the role of the arts across many facets of the student experience and university life. In proposing that the University invest in long-term growth in upper Manhattan, he has committed to expanding Columbia's already extensive civic partnerships that work to improve education, health care and economic opportunity in West Harlem, Washington Heights and other local New York neighborhoods.

Bollinger is a director of the Federal Reserve Bank of New York and the Washington Post Company, a Governor of the Royal Shakespeare Company of Great Britain, and a member of the Pulitzer Prize Board. Bollinger is also a fellow of the American Academy of Arts and Sciences and a member of the American Philosophical Society.

Widely published on legal and constitutional issues involving free speech and press, Bollinger's books include: *Images of a Free Press*; *The Tolerant Society: Freedom of Speech and Extremist Speech in America*; *Society: Cases and Materials*. He continues to teach an undergraduate course, "Freedom of Speech and Press" at Columbia each year.

Bollinger has received the National Humanitarian Award from the National Conference for Community and Justice and the National Equal Justice Award from the NAACP Legal Defense and Educational Fund for his leadership on affirmative action. He also received the Clark Kerr Award, the highest award conferred by the faculty of the University of California, Berkeley, for his service to higher education, especially on matters of freedom of speech and diversity. He is the recipient of numerous honorary degrees from universities in this country and abroad.

Bollinger was born in Santa Rosa, California, and raised there and in Baker, Oregon. He is married to artist Jean Magnano Bollinger, and they have two children.

Janice M. Brown

Executive Director, The Kalamazoo Promise

Janice M. Brown is currently the executive director of the Kalamazoo Promise. Prior to her appointment as superintendent from July 2000 to August 2007, she served as executive director of instruction. In addition, she has over 36 years of experience working at all levels of public education. She has been a teacher, consultant, visiting professor, state administrator, principal, and central office administrator.

Brown has made State and national presentations for many professional groups, most recently on the economic/ educational value of the Kalamazoo Promise. She was named Michigan Superintendent of the Year for Region VII of the superintendent's association and received the national Athena Award, the Women of Achievement and the Glass Ceiling Award given to women who have shown outstanding leadership. Her most recent honor was the Crystal Apple Award from Michigan State University.

Brown provides leadership at all levels of education and in the community for improved learning for all students and engagement/support from the total community. She currently serves on a number of Boards including Kalamazoo Communities in Schools, Kalamazoo Symphony Orchestra, Southwest Michigan Innovation Center and Community Healing Centers.

One capstone of her tenure as superintendent for Kalamazoo Public Schools was the preparation and announcement of The Kalamazoo Promise. Brown continues to be the spokesperson for the Kalamazoo Promise and works closely with Kalamazoo Public Schools.

Sherri-Ann P. Butterfield

Assistant Professor of Sociology, Rutgers, The State University of New Jersey—Newark

Sherri-Ann P. Butterfield is an assistant professor of sociology as well as a member of the Graduate School faculty at Rutgers University–Newark. Butterfield’s main fields of interest are immigration, race and ethnic relations, identity development and culture, and urban education within the Afro-Caribbean diaspora. Her research specifically explores how race, ethnicity, class, and gender impact Afro-Caribbean immigrants and their children within the metropolitan contexts of New York/New Jersey and London.

Butterfield’s work on the experiences of Afro-Caribbeans has appeared in several journals such as the *International Journal of Sociology and Social Policy* and *Research in Urban Sociology*. Butterfield’s most recent publications include: “To Be Young, Gifted, Black, and Somewhat Foreign: The Role of Ethnicity in Black Student Achievement,” in *Beyond Acting White: Reassessments and New Directions in Research on Black Students and School Success*, Erin McNamara Horvat and Carla O’Connor (eds.) (2006); and “We’re Just ‘Black’: The Racial and Ethnic Identities of Second Generation West Indians in New York,” in *Becoming New Yorkers: Ethnographies of the New Second Generation*, Philip Kasinitz, John Mollenkopf and Mary C. Waters (eds.) (2004).

Nancy Cantor, PhD

Chancellor and President, Syracuse University

Nancy Cantor is the 11th chancellor and president of Syracuse University, as well as distinguished professor of psychology and women’s studies in the College of Arts and Sciences.

A native New Yorker, Cantor came to Syracuse from the University of Illinois at Urbana-Champaign, where she was chancellor. She has held a variety of administrative positions encompassing all aspects of a research university--from chair of the department of psychology at Princeton to dean of the graduate school and then provost and executive vice president for academic affairs at the University of Michigan. She received her A.B. in 1974 from Sarah Lawrence College and her Ph.D. in psychology in 1978 from Stanford University.

Cantor is recognized for her scholarly contributions to the understanding of how individuals perceive and think about their social worlds, pursue personal goals, and how they regulate their behavior to adapt to life’s most challenging social environments. She is co-author or co-editor of three books and author or co-author of numerous book chapters and scientific journal articles.

She has been an advocate for racial justice and for diversity in higher education, and she has written and lectured widely on these subjects. At the University of Michigan she was closely involved in the university’s defense of affirmative action in the cases Grutter and Gratz, decided by the Supreme Court in 2003. Cantor has also lectured and written extensively on liberal education and the creative campus.

Cantor is a fellow of the American Academy of Arts and Sciences and is a member of the Institute of Medicine of the National Academy of Sciences. She has also received the Distinguished Scientific Award for an Early Career Contribution to Psychology from the American Psychological

Association, and the Woman of Achievement Award from the Anti-Defamation League. She received the Carnegie Corporation of New York Academic Leadership Award in 2008. She is the past chair of the board of directors of the American Association for Higher Education and former chair of the board of the American Council on Education. She serves on the board of the American Institutes for Research and the advisory board of Future of Minority Studies, Paul Taylor Dance Foundation Board of Directors, and as an Honorary Trustee of the American Psychological Foundation. She has served on the board of trustees of Sarah Lawrence College and the Center for Advanced Study in the Behavioral Sciences, as a member of the National Advisory Board of the National Survey of Student Engagement and on various advisory boards and study sections of the National Science Foundation and the National Research Council, and a Congressional Commission on Military Training and Gender-Related Issues.

She is married to Steven R. Brechin, an environmental sociologist and a professor in the Maxwell School and the College of Arts and Sciences. They have two children, Maddy and Archie.

Gaston Caperton

President, The College Board

Gaston Caperton, a former two-term governor of West Virginia, is the eighth president of The College Board, a not-for-profit membership association founded in 1900 that consists of 5,000 of the nation's leading schools, colleges, and universities. Among its best-known programs are the Advanced Placement Program® (AP®) and the SAT®.

Since his appointment in 1999, Caperton has transformed the College Board into a resolutely mission driven, values-oriented organization that takes bold steps to connect greater numbers of students to college success and opportunity while raising educational standards.

In his successful effort to expand equity within programs that foster academic excellence, he has more than doubled the size of the College Board's staff, modernized its management structure, and established collegeboard.com, the nation's predominant comprehensive Web site serving nearly 4 million students a year as they plan their paths to college.

Under Caperton's leadership, the College Board dramatically changed the SAT, the nation's premier college admissions test. Most significantly, it added a new writing section that has begun to elevate the importance of writing on the nation's education agenda. Higher-level math was added and more critical reading passages were introduced to replace analogies.

Caperton also deeply believes that the high standards found within the College Board's Advanced Placement Program courses transform schools and change lives. Fueled by Caperton's philosophy, the College Board launched ambitious AP teacher training programs and Pre-AP

In September 2004, Caperton initiated the creation of College Board Schools, laboratories of learning aimed at preparing underserved middle and high school students to get into college and graduate schools. The first two schools debuted in New York City's public school system, with the support of the Gates Foundation and the Dell Foundation. Plans for other College Board Schools in low-income neighborhoods are under way.

Improving education is not new for Caperton. As governor of West Virginia from 1988 to 1996, he developed a comprehensive plan that emphasized the use of computers and technology in the public schools, beginning with kindergarten through sixth grade, and later expanding to include grades 7 through 12. His aggressive school building program resulted in \$800 million in investments that benefited two-thirds of West Virginia's students.

Leaving the statehouse, Caperton spent the spring of 1997 teaching as a fellow at the John F. Kennedy Institute of Politics at Harvard University. He then taught at Columbia University, where he founded and managed the Institute on Education and Government.

Caperton began his career as a businessman in his home state. After graduating from the University of North Carolina, he went to work for a small insurance agency in Charleston, West Virginia. He soon became the company's principal owner. Under his leadership, the company grew into the tenth-largest privately owned insurance brokerage firm in the nation.

Caperton has received numerous state and national awards and special recognition, including eight honorary doctoral degrees. He was chair of the Democratic Governors' Association and served on the National Governors Association Executive Committee. He also served as chair of the Appalachian Regional Commission, Southern Regional Education Board, and the Southern Growth Policies Board.

Ronald K. Chen

Public Advocate of New Jersey

In 2006, Ronald K. Chen became the first Public Advocate of New Jersey in 13 years. As a member of the Governor's cabinet, he is charged with providing advocacy for a number of specific constituencies, including elder citizens, persons with disabilities, mental health consumers, and ratepayers, and is generally given standing to represent the public interest in legal proceedings.

Prior to becoming the Public Advocate, Chen was the associate dean for Academic Affairs at Rutgers University Law School. Previously, he was acting director of the Minority Student Program and director of Financial Aid. Through all these jobs, he has maintained a busy schedule as a law professor, and has provided pro bono legal representation to a host of clients on a range of civil rights and constitutional law cases.

Chen earned a bachelor's degree from Dartmouth College in 1980 and graduated from Rutgers University Law School with high honors in 1983, where he was Editor-in-Chief of the Law Review. Chen was also an active lay leader of the American Civil Liberties Union (ACLU) including service on the National Executive Committee. He served on the New Jersey Supreme Court Committee on Professional Ethics from 1996-2006 (the last year as Vice-Chair), and chaired the New Jersey State Bar Association Committee on Legal Education from 2003-2006. He was named the New Jersey Law Journal's "Lawyer of the Year" for 2007, in large part because of his work in utilizing state constitutional principles to prevent eminent domain abuse.

A child of Chinese immigrants who came to this country after World War II, Chen has lived most of his life in Berkeley Heights, New Jersey.

Arthur L. Coleman

Managing Partner and Co-founder, EducationCounsel LLC

Arthur L. "Art" Coleman is a managing partner and cofounder of EducationCounsel LLC, an affiliate of Nelson Mullins Riley & Scarborough. With an extensive background in providing legal, policy, strategic planning, and advocacy services to educators throughout the country, Coleman focuses on issues related to standards reform efforts, as well as on pipeline issues that address key questions of equal access and educational diversity.

Coleman served as deputy assistant secretary of the U.S. Department of Education's Office for Civil Rights from June 1997 until January 2000, following his three and a half year tenure as senior policy advisor to the Assistant Secretary for Civil Rights. Coleman's responsibility for the development of federal civil rights policy in education and enforcement of relevant federal laws centered on issues relating to standards reform, test use, students with disabilities, English language learners, affirmative action, sexual and racial harassment, and gender equity in athletics.

Coleman has testified before the U.S. Senate and the U.S. Commission on Civil Rights; he has served as an adjunct professor at two law schools and at one graduate school of education; and he has spoken widely and published extensively regarding legal and policy issues in education.

He is a member of the National Association of College and University Attorneys and the National School Boards Association Council of School Attorneys. He is a former member of the Advisory Board for the Alliance for Excellent Education.

Phyllis W. Dawkins

Dean of the College of Professional Studies and former Director of Faculty Development, Johnson C. Smith University

Phyllis W. Dawkins is dean of the College of Professional Studies and former director of Faculty Development at Johnson C. Smith University. The Faculty Development Program includes a steering committee with training strands in Learning Communities, instructional technology, learning across the curriculum, faculty discussions about academic discourse, Faculty Learning Communities, and engaged pedagogical teaching strategies.

Dawkins has also served as a professor of physical education, and a member of the Honors College at Johnson C. Smith University. Previously, she was interim vice president for Academic Affairs, chair of the Division of Education and Psychology, and chair of the Department of Health and Physical Education.

Her scholarly research focuses on faculty development, case development, and learning communities. She is a national expert on the concept of learning communities. In 2001, The Learning Communities Program was selected to participate in the National Learning Communities Project, sponsored by The Washington Center for Improving the Quality of Undergraduate Education.

Dawkins received a Certificate of Leadership from the Harvard Institute for Higher Education (Management and Leadership in Education-MLE) and a Certificate of Leadership for the Mable Parker McLean Women's UNCF Leadership Development Forum. She has a Ph.D. in Adapted Physical Education with a minor in Psychology of Mental Retardation from The Ohio State University. She completed her M.A. in Adapted Physical Education and Recreation from The University of Michigan, and earned her B.S. degree in Physical Education from Johnson C. Smith University.

Steven J. Diner

Chancellor, Rutgers—Newark, The State University of New Jersey

Chancellor Steven J. Diner has headed Rutgers University—Newark since July 2002. Prior to assuming his current position, Diner served as dean of the Faculty of Arts and Science at Rutgers—Newark. He is also a professor of history.

Chancellor Diner has devoted himself to building Rutgers- Newark as a leading urban research university. He has been responsible for establishing a new School of Public Affairs & Administration, a Division of Global Affairs, and a wide variety of new academic initiatives many of which take advantage of Rutgers-Newark's location in the New York/northern New Jersey metropolitan area.

Under his leadership, Rutgers-Newark has built strong ties between the campus and the local community. He is deeply committed to creating a vibrant twenty-four/ seven community in the neighborhood surrounding the campus. Diner has championed the campus's historic mission of offering a first-rate education to students of modest means who are often the first in their family to attend college. For twelve years in a row,

Diner came to Rutgers with a lifelong interest in cities, universities, and the connections between them, both past and present. After completing a Ph.D. in History at the University of Chicago, he began his teaching career at the University of the District of Columbia, where he taught in and chaired the Department of Urban Studies and was the founding director of the Center for Applied Research and Urban Policy. In 1985, he went to George Mason University, where he served as vice provost for Academic Programs, associate senior vice president, and established the Krasnow Institute for Advanced Study, which undertakes interdisciplinary research in cognitive science.

Diner's publications include *A City and Its Universities* (1980), *Housing Washington's People* (1984), and *A Very Different Age: Americans of the Progressive Era* (1998), as well as numerous articles and essays on the history of American higher education, urban history, and the history of public policy.

Colin S. Diver, LL.B.

President, Reed College

Colin S. Diver is the president of Reed College in Portland, Oregon. He assumed office as Reed's fourteenth president on July 1, 2002. During his tenure as Reed's President, he has focused, among other things, on: leading the college community in a strategic planning exercise in preparation for its centennial observance in 2011; increasing the number of applicants to the college and the selectivity of its admission process; and, increasing the diversity of the student body and the faculty.

Diver came to Reed following a 27-year career in legal education. From 1999 to 2002, Diver held the Charles A. Heimbold Jr. Professorship of Law and Economics at the University of Pennsylvania. From 1989 to 1999, he served as dean of the University of Pennsylvania Law School. From 1975 to 1989, Diver was a member of the faculty at Boston University School of Law, where he served as associate dean and dean. He has served as a visiting professor at the Kennedy School of Government at Harvard and has held joint appointments in public policy at the Wharton School and the Boston University School of Management.

An expert in administrative law and regulation, Diver is the co-author of a leading textbook in administrative law and has written numerous articles and reviews dealing with issues of regulatory law and policy. He has taught courses in constitutional law, administrative law, tort law, biotechnology regulation and policy, public management, and public policy.

Diver received his B.A. degree, *summa cum laude*, from Amherst College, and his LL.B. degree, *magna cum laude*, from the Harvard Law School. After law school, he worked as a special counsel for Boston's Mayor Kevin White and also served in the administration of Massachusetts

Governor Francis Sargent. Diver's extensive civic and charitable activities include current service as trustee of Amherst College, trustee of the Oregon Independent Colleges Foundation, and member of the Advisory Committee of Stand for Children, Oregon.

Geraldine Downey

Vice Provost for Diversity Initiatives and Professor of Psychology, Columbia University

Geraldine Downey as the vice provost for diversity initiatives at Columbia University works to implement the University's diversity mission statement and in particular leads efforts to increase the diversity of Columbia's faculty, administration, and officers of research, especially those historically under-represented in American higher education. The office also works to build pipelines that will substantially increase the representation of such groups in the University's undergraduate and graduate populations.

In her role as vice provost, Downey plans to give special attention to the question of diversity in the sciences—an issue of national concern and one in which Columbia can become a national leader. She will also continue current efforts to advance diversity generally in the arts and sciences and in the professional schools.

Downey is a professor in the Department of Psychology and was formerly chair of the Department. As professor and former department chair, she has extensive experience in faculty recruitment and development. She also serves as director of Columbia's Social Relations Laboratory.

Her primary research area is the study of personal- and status-based rejection. Trained as a developmental psychologist, she has conducted extensive research on rejection sensitivity in the context of interpersonal relationships and in institutional settings such as schools. Downey's research has been funded by the National Institute of Mental Health and the Russell Sage Foundation. Her scholarship has been published in a number of leading scholarly journals, including *Psychological Science*, *Child Development*, the *Journal of Personality and Social Psychology* and the *Journal of Cognitive Neuroscience*.

Dolores M. Fernandez, Ph.D.

President, Hostos Community College

Dolores M. Fernández, a nationally recognized professional in bilingual education, teacher training, and curriculum development, was appointed to the position of president of Eugenio María de Hostos Community College of The City University of New York (CUNY) effective July 1, 1999.

Under Fernández' leadership during the past decade, the Hostos family has pursued a vision of making this institution a college of excellence for students seeking a career or liberal arts education in a multilingual, multicultural learning environment.

Early in her tenure, an initiative called the Hostos Renaissance (1998-2000) brought about institutional regeneration driven by a renewed commitment to rigorous educational programs that would lead to meaningful employment and successful pursuit of higher-level studies. This was followed by the Hostos Age of Discovery (2001-2007), in which growth and change were experienced in every area of the institution. In 2008, the President is leading the college community in the Hostos Era of Enlightenment, which is characterized by a continuous commitment to excellence.

Prior to becoming president of Hostos, Fernández was a professor of curriculum and teaching at Hunter College/ CUNY (appointed 1990 and on leave since 1998) where she co-directed the Hunter Consortium Site and the New Urban Educators Program. Previously she was a deputy chancellor of instruction and development for the New York City Board of Education, as well as a deputy director for program services and a director of education with the New York State Division for Youth.

After graduating cum laude from Nassau Community College, Dolores Fernández earned a B.S. in education from The State University of New York (SUNY) at Old Westbury, and an M.S. in Education as well as a Professional Diploma in Educational Administration from Long Island University (LIU) - C. W. Post College. She then earned her Professional Diploma in Reading and her Ph.D. in Language and Cognition from Hofstra University.

Among her academic honors are Title VII fellowships for both her M.S. and Ph.D. studies. Fernández is currently a member of numerous council's and boards including the American Council on Education's Commission on Advancement of Racial and Ethnic Equality (2007; chairperson, 2008-present), the board of directors of the National Community College Hispanic Council, the New Visions for Public Schools' National Advisory Committee for the New Day College and Career Readiness Campaign (2008), and the American Council on Education's Commission on Women in Higher Education (2003-present).

Among the honors Fernández has received are the following: Duarte Heritage Award, Casa Duarte Cultural and Performing Arts Center, 2008; Sue Rosenberg Zalk Award, The Feminist Press, 2007; Mujeres Distinguidas Award, El Diario/La Prensa, 2007; Distinguished Alumni Award, Nassau Community College, 2006; Orgullo de la comunidad Award, Coalition for Hispanic Family Services, 2004; Puerto Rican Heritage Award, National Puerto Rican Day Parade, Inc., 2003; Gladys Correa Award, New York State Association for Bilingual Education, 2003.

Michelle Fine

Distinguished Professor of Psychology and founding member of the Participatory Action Research Collective at the City University of New York's Graduate School and University Center

Fine is a professor in the Social/Personality Psychology Program, GSUC/CUNY and previously taught for 12 years at the University of Pennsylvania. Her research program surrounds questions of community development with a particular emphasis on urban youth and young adults. She is working on projects funded by the Spencer Foundation and the Carnegie Foundation, both of which focus on the "spaces" created for and by youth in which political, spiritual and/or recuperative work is pursued.

She is interested in understanding life within such spaces; that is, political life of the group and the personal development of the individuals so engaged. The "space" in which we are located includes those designed explicitly to be diverse and democratic; those designed explicitly to be segregated and activist; and those designed to be richly recuperative and supportive for politically marginalized young men and women and sometimes for elites. Beyond these spaces, she is interested in understanding the relations between these corners of social possibility and larger movements for social change.

Her recent books include: *The Unknown City* (with L. Weiss, 1990), *Becoming Gentlemen* (with L. Guinier & J. Balin, 1997), *Off-White: Readings on Society, Race, and Culture* (with L. Powell, L. Weiss, & M. Wong, 1996), and *Charting Urban School Reform: Reflections on Public High Schools in the midst of change* (1994). She has provided courtroom expert testimony for

important education cases including Anthony T. Lee et. al., the United States of America, and the National Education Association, Inc. v. Macon County Board of Education. She was been awarded the Janet Helms Distinguished Scholar Award (1994) and a Spencer Foundation National Mentoring Award (1998).

John L. Foley

Vice President for Government and Community Affairs and Campus Services, Clark University

John L. Foley received his B.A. in 1975 from Dartmouth College. He has been the vice president for government and community affairs and campus services since 2005 and was the executive assistant to the president and director of government relations at Clark University from 1994 to 2005. Prior to this position, he was the University's business manager and director of community relations. He has served on the board of directors for a number of civic organizations, including Main South Community Development Corporation, Seven Hills Foundation, Federation for Children with Special Needs, YMCA of Central Massachusetts, Department of Mental Retardation Region II Advisory Board and Worcester Community Housing Resources, Inc. Currently he is board chair of the Worcester Community Action Council. He has also served on the Worcester School Committee since 1999. Foley has been a member of the Webster Square Business Association since 1987. He and his wife Robin live in Worcester, MA and have three children.

Allan Formicola, D.D.S., M.S.

Professor of Periodontics and Dean Emeritus Columbia University College of Dental Medicine

Allan Formicola is a professor of periodontics and dean emeritus of the Columbia University College of Dental Medicine, a position that he held from 1973- 2001. Formicola has served in many leadership positions, such as president of the American Association of Dental Schools. He has served as the vice president of the Commission on Dental Accreditation and chaired Accreditation Site Visit Teams.

During his leadership at Columbia, he is credited with a strategic change in mission that reinforced the importance of a joint medical/dental curriculum in the biomedical sciences and an expanded school mission in community service. The Community DentCare Network that improved access to oral health care in underserved communities in northern Manhattan was developed under his leadership.

Formicola currently is professor of dentistry in the Center for Family and Community Medicine at Columbia University. The Center leads the Northern Manhattan Community Voices Collaborative that is designed to improve the overall health of underserved communities. Formicola co-directs, with Dr. Howard Bailit, the Robert Wood Johnson Foundation project entitled Pipeline, Profession & Practice: Community-Based Dental Education (Dental Pipeline), the largest Foundation initiative undertaken in the field of dental education. It aims to increase the enrollment of underrepresented minority students in dental schools and to provide all students with service learning in underserved community sites.

Formicola has received numerous awards for his contributions some of which include an honorary doctor of Humane Letters from the University of Detroit Mercy, Georgetown's Distinguished Alumni Award, the Harlem Hospital Dental Service's Award for Contributions to Minority Education, and the American Dental Education Association's Distinguished Service

Award. Formicola has also contributed over fifty articles, abstracts, and book chapters to the dental literature.

Formicola received his D.D.S. degree from Georgetown University in 1963 and an M.S. degree in periodontics in 1965. After spending two years as a Lieutenant in the U.S. Navy, Formicola held teaching positions at the Schools of Dentistry at Georgetown University and at the University of Alabama in Birmingham. He was appointed chairman of the Department of Periodontics at the New Jersey Dental School in 1970 and became the school's associate dean of academic affairs in 1973 and also served as acting dean from 1976-1978, prior to arriving at Columbia University.

Jonathan Glater, JD, MA

Reporter, Business Day, The New York Times

Jonathan Glater became a reporter for Business Day at The New York Times in March 2008. In this role, Glater covers legal business issues on everything from regulation to patent litigation, as well as working with other reporters on major running stories, such as coverage of the subprime mortgage fallout. Previously Glater was a reporter for the education desk, beginning in January 2005. He joined The Times in September 2000 as a reporter in Business Day, covering law, accounting and consulting.

Before joining The Times, from 1999 to 2000, Glater was an associate at Cleary Gottlieb Steen & Hamilton, a New York law firm, practicing in the areas of civil litigation and bankruptcy for corporate clients; he worked on asylum cases pro bono. From 1998 to 1999 he was an associate at Marval O'Farrell & Mairal, an Argentine law firm in Buenos Aires, practicing in the areas of transactional law, mergers and acquisitions, and international arbitration. He began his journalistic career as a staff writer for The Washington Post from 1994 to 1995, before attending law school.

He is the recipient of several Publisher's Awards (an internal honor at The Times) for articles on subjects including Arthur Andersen, Martha Stewart, student loans, a law firm's sushi memo and the tone of student-professor email traffic.

Glater received a B.A. in economics with a minor in English literature from Swarthmore College in 1993. He received a J.D. and an M.A. in international relations from Yale University in 1998. He and his wife, Jennifer Chacón, live in Davis, Calif., where she is on the faculty of the University of California, Davis, School of Law.

Lani Guinier

Bennett Boskey Professor of Law at Harvard Law School

Lani Guinier is the Bennett Boskey Professor of Law at Harvard Law School, where in 1998 she became the first woman of color appointed to a tenured professorship. She teaches courses on professional responsibility for public lawyers, law and the political process, law and social movements, and critical perspectives on race, gender, class and social change. Before her Harvard appointment, she was a tenured professor at the University of Pennsylvania Law School. Born and raised in New York City, Guinier is a graduate of Radcliffe College of Harvard University and Yale Law School. Guinier began her career as a civil rights attorney and served in the Civil Rights Division during the Carter Administration as special assistant to Assistant Attorney General Drew S. Days. In the 1980's, she headed the voting rights project at the NAACP Legal Defense Fund.

Guinier is the author of numerous articles and five books: *The Tyranny of the Majority: Fundamental Fairness and Representative Democracy* (1994), *Becoming Gentlemen: Women, Law School, and Institutional Change* (with Michelle Fine and Jane Balin) (1997), *Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice* (1998), *Who's Qualified?* (with Susan Sturm) (2001), and *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy* (with Gerald Torres) (2002). Guinier's consistently seeks new ways of approaching questions of racial and social justice while calling for candid public discourse on these topics.

Guinier has received many honors and awards, some of which include the Albert M. Sacks–Paul A. Freund Award for Teaching Excellence, presented by the Harvard Law School Class of 2002; the 2002 Leadership Award (from the Lawyers Committee for Civil Rights Under Law of the Boston Bar Association); and the 1995 Margaret Brent Women Lawyers of Achievement Award (from the ABA Commission on Women in the Profession). She is the recipient of eleven honorary degrees.

Kati Haycock

President, The Education Trust

Kati Haycock is one of the nation's leading child advocates in the field of Education. She currently serves as president of The Education Trust. Established in 1990, the Trust does what no other Washington-based education organization seeks to do: speaks up for what's right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to urban school districts and universities that want to work together to improve student achievement, kindergarten through college.

Before coming to The Education Trust, Haycock served as executive vice president of the Children's Defense Fund, the nation's largest child advocacy organization. A native Californian, Haycock founded and served as president of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominantly minority schools in improving student achievement. Before that, she served as director of the Outreach and Student Affirmative Action programs for the nine-campus University of California system.

Jean E. Howard, MPhil, PhD

George Delacorte Professor in the Humanities, Columbia University

Jean E. Howard began teaching at Syracuse in 1975, where she received the first University-wide Wasserstrom Prize for excellence as teacher and mentor of graduate students; she has also received Guggenheim, NEH, Mellon, Folger and Newberry Library fellowships. In 2003-04 she was the Avery Distinguished Fellow at the Huntington Library in Pasadena, California. Her teaching interests include Shakespeare, Tudor and Stuart drama, feminist and Marxist theory, and the history of feminism. Prof. Howard is on the editorial board of *Shakespeare Studies* and *Renaissance Drama*.

She has published and edited numerous books including: with Phyllis Rackin, *Engendering a Nation: A Feminist Account of Shakespeare's English Histories* (1997); *Marxist Shakespeares*, edited with Scott Shershow (2000); *The Norton Shakespeare* (2nd Ed. 2007); and *Theater of a City: The Places of London Comedy 1598-1642* (2007) for which she was awarded the Barnard Hewitt Prize by the American Society for Theater Research for the outstanding book of theater history for the year 2008. She is currently working on a book on the feminist dramatist Caryl

Churchill, and a study of the development of Renaissance Tragedy. From 1996 to 1999 Professor Howard directed the Institute for Research on Women and Gender and in 1999-2000 she was as President of the Shakespeare Association of America. From 2004 to 2007, Professor Howard served as Columbia's first Vice Provost for Diversity Initiatives.

While Howard was a member of the Board of Trustees of Brown University, she chaired its trustee Committee on the Status of Women, which undertook a major study of the impact on students and faculty of the decision to merge Pembroke and Brown into a fully coeducational institution. She is also a member of Brown's presidential Advisory Council on Diversity.

Howard has a B.A. from Brown University (1970), an M.Phil. from the University of London (Marshall Fellow 1972), and a Ph.D. from Yale University (Danforth Fellow 1975).

Freeman A. Hrabowski, III, PhD

President, The University of Maryland, Baltimore County

Freeman A. Hrabowski, III, has served as president of The University of Maryland, Baltimore County since May 1992. His research and publications focus on science and math education, with special emphasis on minority participation and performance.

He serves as a consultant to the National Science Foundation, the National Institutes of Health, the National Academies, and universities and school systems nationally. He also sits on several corporate and civic boards including: the Carnegie Foundation for the Advancement of Teaching, Alfred P. Sloan Foundation, Constellation Energy Group, the France-Merrick Foundation, Marguerite Casey Foundation (chair), McCormick & Company, Inc., and the Urban Institute.

Examples of recent awards and honors include election to the American Academy of Arts & Sciences and the American Philosophical Society; the prestigious McGraw Prize in Education, the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring, and the Columbia University Teachers College Medal for Distinguished Service. He is a fellow of the American Association for the Advancement of Science and was named "Marylander of the Year" by the Baltimore Sun.

He has authored numerous articles and co-authored two books, *Beating the Odds* (1998) and *Overcoming the Odds* (2002) (Oxford University Press), focusing on parenting and high-achieving African American males and females in science.

A child-leader in the civil rights movement, Hrabowski was prominently featured in Spike Lee's 1997 documentary, *Four Little Girls*, on the racially motivated bombing in 1963 of Birmingham's Sixteenth Street Baptist Church.

Born in 1950 in Birmingham, Alabama, Hrabowski graduated at age 19 from Hampton Institute with highest honors in mathematics. At the University of Illinois at Urbana-Champaign, he received his M.A. (mathematics) and four years later his Ph.D. (higher education administration/statistics) at age 24.

Sylvia Hurtado, PhD, EdM

Professor and Director of the Higher Education Research Institute, University of California—Los Angeles

Sylvia Hurtado is professor and director of the Higher Education Research Institute at UCLA in the Graduate School of Education and Information Sciences. Just prior to coming to UCLA, she served as director of the Center for the Study of Higher and Postsecondary Education at the

University of Michigan. Hurtado has published numerous articles and books related to her primary interest in student educational outcomes, campus climates, college impact on student development, and diversity in higher education. She has served on numerous editorial boards for journals in education and served on the boards for the American Association of Higher Education (AAHE), the Higher Learning Commission, and is past-President of the Association for the Study of Higher Education (ASHE). *Black Issues In Higher Education* named her among the top 15 influential faculty whose work has had an impact on the academy. She obtained her Ph.D. in Education from UCLA, Ed.M. from Harvard Graduate School of Education, and A.B. from Princeton University in Sociology.

Hurtado has coordinated several national research projects, including a U.S. Department of Education-sponsored project on how colleges are preparing students to achieve the cognitive, social, and democratic skills to participate in a diverse democracy. She is launching a National Institutes of Health project on the preparation of underrepresented students for biomedical and behavioral science research careers. She has also studied assessment, reform, and innovation in undergraduate education on a project through the National Center for Postsecondary Improvement.

Alan Jenkins, MA, JD

Executive Director, The Opportunity Agenda

Alan Jenkins is executive director of The Opportunity Agenda, a communications, research, and policy organization dedicated to building the national will to expand opportunity for all. Before joining The Opportunity Agenda, Jenkins was director of human rights at the Ford Foundation, managing over \$50 million in grant making annually in the United States and eleven overseas regions. Previously, he served as assistant to the solicitor general at the U.S. Department of Justice, where he represented the United States government in constitutional and other litigation before the U.S. Supreme Court. Prior to that, he was associate counsel to the NAACP Legal Defense and Educational Fund, Inc., where he defended the rights of low-income communities suffering from exploitation and discrimination.

His other positions have included assistant adjunct professor of law at Brooklyn Law School, law clerk to Supreme Court Justice Harry A. Blackmun, law clerk to U.S. District Court Judge Robert L. Carter, and coordinator of the Access to Justice Project of the American Civil Liberties Union. Jenkins serves on the Board of Trustees of the Center for Community Change, the Board of Governors of the New School University, and is a co-chair of the American Constitution Society's Project on the Constitution in the Twenty-First Century. He holds a J.D. from Harvard Law School, an M.A. in Media Studies from New School University, and a B.A. in Psychology and Social Relations from Harvard College.

Risa Lavizzo-Mourey, MBA

President and CEO, The Robert Wood Johnson Foundation

Risa Lavizzo-Mourey, president and chief executive officer of the Robert Wood Johnson Foundation, is a national leader in transforming America's health systems so people live healthier lives and receive the health care they need. She is a practicing physician with business credentials and hands-on experience developing national health policy who is guided by the conviction that

philanthropy is about simultaneously improving individual lives, transforming systems and in turn, achieving lasting social change.

Under Lavizzo-Mourey's leadership, the Foundation has restructured its strategic investments to target a set of high-impact priorities, among them: designing a more effective, performance-driven, patient-centered health system; improving the quality and safety of patient care; strengthening state and local public health systems; halting the rise in childhood obesity by 2015; easing the crisis in the nursing profession; covering the uninsured; and, developing the next generation of health leaders and policy-makers.

Lavizzo-Mourey was a leader in academic medicine, government service and her medical specialty of geriatrics before joining the Foundation in 2001 as senior vice president and director of the health care group. Previously, at the University of Pennsylvania, she was the Sylvan Eisman Professor of Medicine and Health Care Systems and director of Penn's Institute on Aging. In Washington, D.C., she was deputy administrator of what is now the Agency for Health Care Research and Quality. She is a member of the Institute of Medicine of The National Academies.

Raised in Seattle by physician parents, Lavizzo-Mourey earned her medical degree from Harvard Medical School, and an M.B.A. from the University of Pennsylvania's Wharton School. She completed a residency in Internal Medicine at Brigham and Women's Hospital in Boston, was a Robert Wood Johnson Clinical Scholar at the University of Pennsylvania and trained in geriatrics at Penn.

Nicholas Lemann

Henry R. Luce Professor and Dean, Graduate School of Journalism, Columbia University

Nicholas Lemann was born, raised and educated in New Orleans. He began his journalism career as a 17-year-old writer for an alternative weekly newspaper there, the *Vieux Carre Courier*. He graduated magna cum laude from Harvard College in 1976, where he concentrated in American History and Literature and was president of the Harvard Crimson. After graduation he worked at *The Washington Monthly*, as an associate editor and then managing editor; at *Texas Monthly*, as an associate editor and then executive editor; at *The Washington Post*, as a member of the national staff; at *The Atlantic Monthly*, as national correspondent; and at *The New Yorker*, as staff writer and then Washington correspondent. On September 1, 2003, he became dean of the Graduate School of Journalism at Columbia University.

Lemann has published five books, most recently *Redemption: The Last Battle of the Civil War* (2006); *The Big Test: The Secret History of the American Meritocracy* (1999), which helped lead to a major reform of the SAT; and *The Promised Land: The Great Black Migration and How It Changed America* (1991), which won several book prizes. He has written widely for such publications as *The New York Times*, *The New York Review of Books*, *The New Republic*, *Slate*, and *American Heritage*. He has also worked in documentary television with *Blackside, Inc.*, *Frontline*, the *Discovery Channel*, and the *BBC* and lectured at many universities. Lemann continues to write for *The New Yorker*, and serves on the boards of directors of the Authors Guild, the Center for the Humanities at the City University of New York Graduate Center and the Society of American Historians, and is a member of the New York Institute for the Humanities.

Anthony W. Marx, MPA, MA, PhD

President, Amherst College

Anthony W. Marx began his tenure as Amherst's president on July 1, 2003, after serving for 13 years on the faculty at Columbia University, where he was professor and director of undergraduate studies of political science.

During his last year at Columbia, Marx served as director of the Gates Foundation-funded Early College/ High School Initiative at the Woodrow Wilson National Fellowship Foundation, which establishes model public high schools as partnerships between school systems and universities. He founded the Columbia Urban Educators Program, a public school teacher recruitment and training partnership. In the 1980s, he helped found Khanya College, a South African secondary school that helped prepare more than 1,000 black students for university.

Marx is the author of a dozen substantive articles and three books, *Lessons of Struggle: South African Internal Opposition, 1960-1990* (Oxford University Press, 1992), *Making Race and Nation: A Comparison of the United States, South Africa and Brazil* (Cambridge University Press, 1998) and *Faith in Nation: Exclusionary Origins of Nationalism* (Oxford University Press, 2003). *Making Race and Nation* received the American Political Science Association's 1999 Ralph J. Bunche Award (co-winner for the best book on ethnic and cultural pluralism) and the American Sociological Association's 2000 Barrington Moore Prize (for the best book of the preceding three years in comparative-historical sociology).

Marx received a John Simon Guggenheim Fellowship in 1997 (the youngest member of the Columbia political science faculty to be so honored).

Marx attended Wesleyan and Yale, where he graduated magna cum laude with a B.A. degree in 1981. He received his M.P.A. degree from the Woodrow Wilson School at Princeton University in 1986, then earned M.A. and Ph.D. degrees from Princeton in 1987 and 1990. Marx is married to Karen Barkey, professor of history and sociology and director of undergraduate studies in sociology and historical sociology at Columbia. Marx and Barkey have two children, Joshua and Anna-Claire.

Courtney McAnuff

Vice President for Enrollment Management, Rutgers, The State University of New Jersey

Courtney McAnuff joined Rutgers, The State University of New Jersey in June 2006 as vice president for enrollment management. McAnuff's area of scope and function covers Undergraduate Admissions, Student Financial Aid, Academic Records, Registration, Retention Programs, and Early Awareness Outreach. He served at Eastern Michigan University, most recently as the vice president for enrollment services, with an impacting career spanning from 1980 to 1995. Prior, he spent his formative years at the State University of New York at Farmingdale.

McAnuff serves as a consultant and provides service activities to numerous prestigious boards of directors, advisory boards, universities and colleges, also testifying before the U.S. House of Representatives and the New Jersey Senate. He has been awarded Chancellor's Awards for Most Outstanding Administrator-State University of New York System; Administrator of the Year by Student Government at Eastern Michigan University, Gold Medallion Award-Eastern Michigan University, twice Administrator of the Year, Boss of the Year Award, Outstanding Achievement Award by Multicultural Center and many other distinguished awards.

McAnuff is an outstanding leader focused on bringing into Rutgers outstanding leadership and new programs such as his commitment to Rutgers Future Scholarship. His continued goal to make Rutgers foremost a quality leader in academic education and a diverse institution is a role which is already recognized by his contributions and presence.

Richard L. McCormick, PhD

President, Rutgers, The State University of New Jersey

Richard L. McCormick became the 19th president of Rutgers, The State University of New Jersey, on December 1, 2002. McCormick's top priorities are maintaining and enhancing Rutgers' academic quality and connecting the university more deeply to the people of New Jersey.

Prior to becoming president of Rutgers, McCormick enjoyed a distinguished career as a faculty member, scholar, and university administrator. After earning his B.A. in American studies from Amherst College in 1969 and his Ph.D. in history from Yale University in 1976, McCormick began his career as an assistant professor of history at Rutgers—New Brunswick. He rose through the ranks to become professor of history (1985), chair of the Department of History (1987-89), and dean of the Faculty of Arts and Sciences (1989-92). From Rutgers, McCormick moved in 1992 to the University of North Carolina at Chapel Hill, where he served as executive vice chancellor, provost, and vice chancellor for academic affairs. In 1995 he became president of the University of Washington where he served until returning to Rutgers in 2002.

The author of three books and numerous articles, McCormick is a recognized scholar of American political history. In 1985, he held a John Simon Guggenheim Memorial Foundation Fellowship as well as a Woodrow Wilson International Center for Scholars Fellowship. McCormick is actively involved in the work of a number of national and international education organizations including the Association of American Universities.

McCormick is married to Joan Barry McCormick, Rutgers, '88. He has two children, Betsy and Michael.

Sheila O'Rourke, JD

Assistant Provost for Academic Affairs, University of California, Berkeley

Sheila O'Rourke is the assistant provost for academic affairs at the University of California, Berkeley. Her responsibilities include policies, practices and programs enhancing faculty recruitment and advancement with an emphasis on equity and diversity. She also serves as the director of the University of California President's Postdoctoral Fellowship Program, a faculty pipeline program for scholars whose research, teaching or service will enhance diversity in higher education, and teaches a course on civil rights law in higher education in the Graduate School of Education at Berkeley.

Previously, she was the assistant vice provost for equity and diversity at the system wide University of California Office of the President, a civil rights attorney for the U.S. Department of Education Region IX Office for Civil Rights and a teaching fellow at Stanford Law School. She has a J.D. from the University of California Berkeley School of Law (Boalt Hall) and an A.B. from Stanford University.

john a. powell, JD

Executive Director, Kirwan Institute for the Study of Race and Ethnicity, Ohio State University

john a. powell is executive director of the Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University. He holds the Williams Chair in Civil Rights and Civil Liberties at the University's Moritz College of Law. His formal educational credentials include an undergraduate degree from Stanford University, a J.D. from the University of California, Berkeley, and a postdoctoral fellowship at the University of Minnesota. powell's professional experience is broad and rich. Founder and past director of the Institute on Race Poverty at the University of Minnesota; he has served national legal director of the American Civil Liberties Union, where he was instrumental in developing educational adequacy theory, and director of legal services the City of Miami, Florida. He has taught at Columbia University, Harvard Law School, American University, The University of San Francisco School of Law and Law School at the University of Minnesota.

Born in Detroit, powell has lived and worked in South America, Europe and Africa where he as a consultant to the governments of Mozambique and South Africa. He is an internationally recognized scholar and authority on issues related to racialized space, regionalism, concentrated poverty, urban sprawl, smart growth, opportunity-based housing, diversity, school segregation, and the connection between spirituality and social justice. He is a prolific writer four books, 15 book chapters and more than 50 invited journal articles, essays and position papers. This includes his forthcoming, "Federated Regionalism as a Strategy for Social Justice," Sustainable Metropolitan Communities Breakthrough Stories, ed. M. Paloma Pavel (MIT a publication for the Metro Equity—Sustainable Metropolitan Communities Initiative (funded by the Foundation) of which powell is a member.

Clement A. Price

Distinguished Service Professor, Rutgers, The State University of New Jersey

A recipient of numerous awards and honors, Clement A. Price was named CASE (Council for Advancement and Support of Education) Professor of the Year for New Jersey in 1999, and was recently named Board of Governors Distinguished Service Professor at Rutgers, one of the highest faculty honors at the university. The latter honor noted Price's dedication "to the ideas of community, and his sustained impact on the development of cultural, civic, educational and academic institutions in the City of Newark and the State of New Jersey" and his "unwavering commitment to the communities in which he lives, and his concern for social justice."

In 2008, Price received the second annual Charles Cummings award from the trustees of the Newark Preservation and Landmarks Committee. The award, named after the late renowned city historian, was awarded to Price for outstanding contributions to the knowledge and appreciation of Newark history.

Price, who teaches history, has played leadership roles with many organizations in New Jersey, including the New Jersey Historical Commission, the New Jersey State Council on the Arts, the Fund for New Jersey, the Newark public schools, the Newark Black Film Festival, and the Governor's Commission on Ellis Island. Price's affection for Newark comes from his deep appreciation of the city's historical significance and constant change. He is the founder and director of the Institute on Ethnicity, Culture and the Modern Experience, which conducts research and presents innovative public programs on a range of topics.

Shirley Ramirez

Vice President for Institutional Planning and Diversity, Middlebury College

As vice president for institutional planning and diversity at Middlebury College, Shirley Ramirez serves as the institution's senior planning officer and chief diversity officer. In this critical leadership role, Ramirez works with the president, senior cabinet, faculty, staff and students to develop an institutional vision and strategy for the College's diversity goals to assure they are an integral aspect of all institutional initiatives and strategic planning.

Ramirez led the development of Middlebury's Center for the Comparative Study of Race and Ethnicity and co-founded a new national consortium of Liberal Arts Diversity Officers (LADO). Ramirez is also an assistant professor of psychology at Middlebury.

Prior to her critical role at Middlebury, Ramirez served six years as executive vice president of The Posse Foundation, an organization that identifies, recruits and selects outstanding student leaders from public high schools to form multicultural teams called "Posses" that go on to top colleges and universities nationwide. At Posse, Ramirez was responsible for managing the administrative and overall operations of the organization on a national level.

Ramirez earned her master's and doctorate degrees in Clinical Psychology from Duke University. She earned her B.S. in Human and Organizational Development from Vanderbilt University. Her research has primarily focused on the experience of racism and coping responses among Latinos in the United States. She has worked extensively with multicultural populations struggling with trauma including sexual abuse, political torture, war trauma, acculturative stress, hate crimes and domestic violence. Ramirez has also taught as an adjunct faculty member at Georgetown University, George Mason University, New York University, and the New School University.

Ben Sifuentes-Jáuregui

Associate Professor, American Studies and Comparative Literature, Rutgers, The State University of New Jersey

Ben Sifuentes-Jáuregui is associate professor in the Department of American Studies and the Program in Comparative Literature. His research interests include Latino/a literature and culture, 20th-Century Latin American literature and cultural studies, gender theory and sexuality studies, and psychoanalysis. He is the author of *Transvestism, Masculinity, and Latin American Literature* (Palgrave, 2002) and has also published articles on sexuality, queer identities in Latino/a America, and melodrama.

Sifuentes-Jáuregui teaches a variety of undergraduate courses on Latin American and U.S. Latino/a literature, film, performance theory, and cultural practices. His graduate seminars include topics such as melodrama as hegemonic discourse in Latin American cultures; deconstruction and master narratives; interrogating critical concepts in gender and queer theory as they relate to a broad American context; representations of race, sexuality and gender in the cultural production of the nation; also, U.S. Latino/a identities and postcolonial theory. Presently he is working on two research projects: one on the relation of melodrama and masochism in a series of Latin American novels, films, and essays; the other on fragmented queer identities and melancholia.

William Snipes

Partner, Sullivan & Cromwell LLP

William Snipes joined Sullivan & Cromwell in 1986 and has been a partner in the firm's Litigation Group since 1992. His practice is focused on representing clients in complex commercial, securities, banking and products liability litigation and in investigations and proceedings before federal and state regulatory authorities.

Snipes has represented a broad range of U.S. and foreign industrial and financial services clients. He has represented financial institutions in major regulatory and internal investigations, as well as regulatory enforcement actions, involving financial derivative instruments, mutual fund trading and allegations of money laundering. He has been involved in antitrust litigation concerning the crude oil industry and the National Football League. He represented a law firm defendant in the national tobacco litigation and the world's largest spirits manufacturer in youth marketing litigation. He represents the New York State Banking Department in a dispute with the former Republic of Yugoslavia over the State's regulatory authority to liquidate insolvent Yugoslavian banks.

Snipes is a former member of the Executive Committee of the Association of the Bar of the City of New York, a member of the board of trustees of The New School University and a member of the Mayor's Advisory Committee on the Judiciary. Snipes has, for many years, taught trial advocacy at Columbia Law School.

Keivan Guadalupe Stassun

Associate Professor, Physics and Astronomy, Vanderbilt University

After earning a PhD in astronomy from the University of Wisconsin—Madison in 2000, Stassun served as assistant director of the UW-Madison NSF K-12 program and then as a NASA Hubble postdoctoral research fellow, before joining the Vanderbilt University faculty in 2003. A recipient of a Career Award from NSF and a Cottrell Scholar Award from the Research Corporation, Stassun's research on the formation of stars and exo-planets has appeared in the journal *Nature*, on NPR's "Earth & Sky," and in more than thirty refereed publications. In 2006, the Vanderbilt Initiative in Data-Intensive Astrophysics (VIDA) was launched as a \$2M pilot program in astroinformatics, with Stassun as its first director. Now an associate professor of astronomy at Vanderbilt, Stassun is also adjunct professor of physics at Fisk University, where he serves as co-director of the Fisk-Vanderbilt Masters-to-Ph.D. Bridge Program.

Since 2004, the Bridge Program has attracted 31 students, 29 of them underrepresented minorities (60% female), with a retention rate of 97%. When the current Bridge Program students begin completing their Ph.D. degrees in 2010, Vanderbilt will achieve the distinction of becoming the top research university to award Ph.D.s to minorities in physics and astronomy. Already, Fisk University has become the top producer of black US recipients of the master's degree in physics. Stassun served as chair of the American Astronomical Society's Committee on the Status of Minorities, and presently serves on the advisory board for the NSF-funded Institute for Broadening Participation and the organizing committee of the National Society of Black Physicists, and is a member of the Congressional Astronomy & Astrophysics Advisory Committee.

Abigail Stewart

Professor of Psychology and Women's Studies and Director of ADVANCE Program at the Institute for Research on Women and Gender, University of Michigan

Abigail Stewart is a professor of psychology and women's studies at the University of Michigan as well as the Director of the ADVANCE Program within the Institute for Research on Women and Gender. Her current research, which combines qualitative and quantitative methods, includes comparative analyses of longitudinal studies of educated women's lives and personalities; a collaborative study of race, gender and generation in the graduates of a Midwest high school; and research and interventions on gender and science and technology with middle school-age girls, undergraduate students, and faculty. She received her Ph.D. from Harvard University.

Stewart's recent publications include, "Personality after the prime of life: Men and women coming to terms with regrets," with C. M. Torges and K. Miner-Rubino, *Journal of Research in Personality* (2005); "Feminist psychology," with A. Dottolo, *Signs* (2006); "Personal political salience: The role of personality in collective identity and action," with L. Duncan, *Political Psychology* (2007); "Voice matters: Buffering the impact of a negative climate for women in science," with I. Settles, L. Cortina, and J. E. Malley, *Psychology of Women Quarterly* (2007); and the forthcoming *Transforming Science and Engineering: Advancing Academic Women*, with J.E. Malley and D. LaVaque-Manty (Eds.) (Ann Arbor, MI: University of Michigan Press).

Susan Sturm

*George M. Jaffin Professor of Law and Social Responsibility, Columbia Law School
Director, Center for Institutional and Social Change*

Susan Sturm is the George M. Jaffin Professor of Law and Social Responsibility at Columbia Law School, where her principal areas of teaching and research include institutional change, structural inequality in employment and higher education, employment discrimination, public law remedies, conflict resolution, and civil procedure. She is a founding co-director of the Center for Institutional and Social Change at Columbia. She is a founding member of the Presidential Advisory Committee on Diversity at Columbia University. She has developed a website with Lani Guinier, www.racetalks.org, on building multiracial learning communities. In 2007, she received the Presidential Teaching Award for Outstanding Teaching at Columbia.

Her recent publications include:

- Conflict Resolution and Systemic Change (with Howard Gadlin, 2007)
- The Law School Matrix: Reforming Legal Education in a Culture of Competition and Conformity (with Lani Guinier, 2007)
- Courts as Catalysts: Rethinking the Role of the Judiciary in New Governance (with Joanne Scott, 2007)
- The Architecture of Inclusion: Advancing Workplace Equity in Higher Education (2006)
- Law's Role in Addressing Complex Discrimination (2005)
- Equality and the Forms of Justice (2004); Lawyers and the Practice of Workplace Equity (2002)
- Second Generation Employment Discrimination: A Structural Approach, (2001)
- Who's Qualified? (with Lani Guinier) (Beacon Press, 2001).

William A. Tobin

Department of Sociology, Duke University, and Coordinator, Center for Civil Rights, University of North Carolina School of Law

William A. Tobin is the coordinator of Fulfilling the Dream Higher Education Diversity Initiative. He is a graduate of Moravian College. He received his law degree from University of North Carolina, Chapel Hill in 2006 and his Ph.D. in History (with concentrations in Education and Sociology) from Stanford University in 1994. He has taught History and Education at Stanford, Mills College, The National University of Ireland and is presently a visiting associate professor in the Department of Sociology at Duke University. Prior to attending graduate school, Bill was an elementary school teacher in Boston and Baltimore City.

Margaret Daniels Tyler, MPA

Senior Program Officer, Bill & Melinda Gates Foundation

Margaret Daniels Tyler is currently serving as senior program officer for the Bill & Melinda Gates Foundation, where her responsibilities include managing the foundation's investments in college access and scholarships. Previously she served as vice president and executive director of the Gates Millennium Scholars Program.

Tyler has also served as manager of global diversity for the BCSS initiative at McKinsey & Company, chief of staff to the President of Norfolk State University, and in several positions over almost two decades at the Massachusetts Institute of Technology (MIT) including director of master's admission and associate dean of graduate education for the Sloan School of Management.

During the 1992-93 academic year, Tyler was appointed dean-in-residence at the Council of Graduate Schools in the National Center for Higher Education in Washington, D.C. where her research resulted in two publications funded by the Ford Foundation entitled "Voices and Visions of Success in the Pursuit of the Ph.D.," and a companion document, "Catalyst for Success: The Summer Research Opportunity Program." Most recently she published an article in the Special 10th Anniversary Issue of *Leader to Leader* entitled, "Creating an Incubator for Global Leadership."

Tyler has served on a number of national committees and governmental advisory bodies advancing science and technology-based education. In addition, she is an active member of several boards and professional organizations and was recognized for her achievements by the Boston Black Achievers Award. She holds an M.P.A. from Harvard University John F. Kennedy School of Public Administration and a B.S. from Boston University. She was also conferred an Honorary Doctorate of Human Letters by the University of Maryland Eastern Shore, and completed the MIT Sloan School of Management Executive Management Program.

Luke Visconti

Partner and Cofounder of Diversity-Inc Media LLC

Luke Visconti is a partner and cofounder of Diversity-Inc Media LLC. He directs all editorial operations of the magazine, which has an audited circulation of more than 200,000, and the Web site, which reaches more than 1,000,000 unique visitors monthly. He also oversees marketing and circulation.

Visconti developed and directs the methodology for The Diversity-Inc Top 50 Companies for Diversity®. His blog, “Ask the White Guy,” is a top draw on DiversityInc.com. He is a frequent senior-level lecturer on the business benefits of diversity to corporations, business groups and nonprofit organizations.

He is a recognized leader in this field and has appeared on FOX, MSNBC, CNBC and NPR. Visconti is regularly quoted on diversity issues in publications such as The New York Times, Chicago Tribune, BusinessWeek, Fortune and The Wall Street Journal.

Visconti and his business partner founded Diversity-Inc in 1998. Prior to entering the publishing industry, he was on active duty as a naval aviator and commissioned officer with the US Navy from 1982 to 1990, and in the reserves until 1992. Visconti holds a Bachelor of Science degree in biology from Rutgers University. He is a trustee of Bennett College for Women and Rutgers University, as well as a board member of the New Jersey City University Foundation and The PhD Project. He is the recipient of the Bridge Builders Award from the Rainbow/PUSH Coalition (2006), the Legacy of Leadership Award from Spelman College (2006) and was Member of the Year of PRIMER (2007) and named Distinguished Alumnus, Rutgers University (2007).

Cheryl Wall

Board of Governors, Zora Neale Hurston Professor of English, Rutgers, The State University of New Jersey

Cheryl Wall is the author of *Worrying the Line: Black Women Writers, Lineage, and Literary Tradition* (University of North Carolina Press, 2005) and *Women of the Harlem Renaissance* (Indiana University Press, 1995). She has edited two volumes of writing by Zora Neale Hurston for the Library of America – *Novels and Short Stories* (1995) and *Folklore, Memoirs and Other Writings* (1995) – as well as two volumes of criticism on Hurston’s fiction: *“Sweat”: Texts and Contexts* (Rutgers University Press, 1997) and *Their Eyes Were Watching God: A Casebook* (Oxford University Press, 2000). Co-editor, with Linda J. Holmes, of *Savoring the Salt: The Legacy of Toni Cade Bambara* (Temple, 2008), Wall is section editor for “Literature since 1975” in the Norton Anthology of African American Literature (2003). She serves on the advisory boards of *African American Review*, *Signs* and *The Toni Morrison Review*.

A former chair of the English department, Wall remains active in university affairs. In 2003, she was co-principal with Mary Hartman of the Institute for Women’s Leadership on “Reaffirming Action: Designs for Diversity in Higher Education.” Currently, she is co-chair, with Rutgers University President Richard L. McCormick, of the President’s Council on Institutional Diversity and Equity.

Wanda E. Ward

Deputy Assistant Director for Education and Human Resources, National Science Foundation (NSF)

Wanda E. Ward is the deputy assistant director for the Directorate for Education and Human Resources at the National Science Foundation (NSF). Throughout her tenure at NSF, Ward has served in a number of science and engineering policy, planning, and program capacities in the Directorate (1992-1997; 2006-present), the Office of the NSF Director (1997-1999); and the Directorate for Social, Behavioral and Economic Sciences (1999-2006). From 2001-2002 she was on assignment at the Council on Competitiveness as chief advisor to the initiative, Building

Engineering and Science Talent, where she provided leadership in the launch and development of this public-private partnership.

Since joining the Foundation, Ward has also led or served on several NSF and interagency task forces, working groups, commissions and committees. These include: co-chair, Subcommittee on Social, Behavioral and Economic Sciences (SBES), the President's National Science and Technology Council (NSTC) Committee on Science (COS, 2004-2005); and NSF representative to the Interagency Working Group on the US Science and Technology Workforce of the Future, NSTC COS (1997-1999).

Prior to joining NSF, Ward served as tenured associate professor of psychology and founding director of the Center for Research on Multi-Ethnic Education at the University of Oklahoma, Norman. She has also held academic positions at the University of Illinois at Urbana-Champaign and the Johns Hopkins University Center for Social Organization of Schools. She received her B.A. in psychology and the Afro-American Studies Certificate from Princeton University and her Ph.D. in Psychology from Stanford University. She was awarded the Ford Foundation Fellowship, the 2005 American Psychological Association Presidential Citation, the 2006 Presidential Rank Award for Distinguished Executive and the 2006 Richard T. Louttit Award.

Roy Weathers

Tax Partner and US Chief Diversity Officer, PricewaterhouseCoopers

A certified public accountant, Roy Weathers joined PricewaterhouseCoopers in 1991 shortly after receiving his master's degree in accounting and taxation from Clemson University. In 2002, he became a tax partner at the firm and in 2007 was named US chief diversity officer. He also serves as a member of the US Leadership Team and the firm's Extended Leadership Team.

In Blacksburg, South Carolina, the small town where Roy Weathers was raised, expressing one's spirituality wasn't just a matter of attending church on a regular basis. It also meant helping people less fortunate, including those referred to as the "sick and shut in." So it's no wonder that Weathers was also attracted to the mission and works of The HealthCare Chaplaincy. He is the former treasurer and now serves on its board of trustees.

Weathers has dedicated himself to a number of other organizations in New York and elsewhere including INROADS, an organization dedicated to developing and placing talented minority youth in the corporate world, and Career Opportunities in the Accounting Profession (COAP), which focuses on getting minority students motivated and interested in the accounting profession. He is also a board member of the Partnership for the Homeless.

E. Frances White, PhD

Professor of History and Vice Provost for Faculty Development, New York University

As vice provost for faculty development, E. Frances White oversees faculty recruitment and retention efforts, diversity, and the operations of the Center for Teaching Excellence, the Faculty Resource Network, Office of Equal Opportunity, and the Office of Faculty Resources.

White was previously dean of NYU's Gallatin School of Individualized Study, a title she held from 1998 to 2005. Prior to coming to NYU, White was a professor of history and Black Studies at Hampshire College, where she also served as dean of the School of Social Science and dean of faculty. She also taught at Fourah Bay College of the University of Sierra Leone. White has been awarded fellowships from the Danforth Foundation, the Mellow Foundation, and the National

Endowment for the Humanities, among others. She has been a Fulbright Senior Research Scholar in Sierra Leone and The Gambia. Her awards include the Catherine T. and John D. MacArthur Chair in History (1985-1988) and the Letitia Brown Memorial Publication Prize for the best book on black women (1987). Her teaching and research interests include: history of Africa and its diaspora; history of gender and sexuality; and critical race theory. Her books include Sierra Leone's Settler Women Traders, Women in Sub-Saharan Africa, and Dark Continent of Our Bodies.

White has a B.A. from Wheaton College (1971), an M.A. in African History from Boston University (1973), and a Ph.D. from Boston University (1978).

Selected References

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ⁱⁱ <http://futurescholars.rutgers.edu/futurescholars/aboutus.aspx>

ⁱⁱⁱ <http://neighbors.columbia.edu/pages/manplanning/community/education.html>

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