Session 1: Seeing and defeating the structures of racism in admissions and enrollment management

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Responding with Poll Everywhere

Web voting

When presentation is live you will visit Pollev.com/deangelab007

Text voting - text deangelab007 to 22333 once to join, follow questions in live presentation and reply with your answer
Warm Up Question - What sector do you represent?

- Higher Ed: 54%
- K12: 24%
- Non-Profit / CBO: 16%
- Other: 6%
Recognizing and Acknowledging
What is the most pressing equity issue facing higher education admission or enrollment management?
EQUITY
SOCIAL JUSTICE
Structural Racism

“... a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity... It has come about as a result of the way that historically accumulated white privilege, national values, and contemporary culture have interacted so as to preserve the gaps between white Americans and Americans of color.”
If you had an opportunity to make significant change in a current policy area with issues of equity and inclusion at the forefront, where would you start?

- Legacy Admissions: 10%
- Early Admission Policies: 4%
- Standardized Testing: 33%
- Athletics Admissions: 2%
- Financial Aid Policies: 51%
Manifestation of Structural Racism in Enrollment Management

PEOPLE

POLICIES

PRACTICES
The People

- Admission professional
- College Counselors
- EM Leadership
- Pipelines
The Policies

- Athletics
- Legacy
- Donor
- Demonstrated Interest
- Early admission
- Standardize testing
- Financial aid
The Practices

• School Visits
• College Visits
• Marketing
• College Applications
• Admission Evaluations
How we project...

• Viewbooks and other print collateral
• Websites
• Social Media
• Campus visits
• Information Nights
• Direct mail & email campaigns
• Media (print, tv, advertising) campaigns
The Decision Puzzle Pieces

Application Criteria
- Application Information
- Essays
- Rec letters
- Test scores
- Coursework, GPA
- Activities
- School profile/context

Institutional Priorities
- Special Talent
- Athletics
- Diversity
- Internationalization
- Legacy/Donors
- Legislators or Stakeholders
- Institutional Mission/Values
SOCIAL JUSTICE

INCLUSION
Dismantle & Re-imagine...
Toward Inclusive Excellence
Given COVID what is the biggest opportunity to make equitable change in higher education admissions?
Towards Inclusive Excellence

- establishing hallmarks of excellence and organizational effectiveness
- operationalizing inclusion across organizational functions
- creating education and professional development processes that have diversity, equity, and inclusion learning at their core

adapted from Damon A. Williams, et als, Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions (pdf) (Washington, DC: AAC&U, 2005).
Five Principles for Creating Equity by Design

Principle 1: Clarity in language, goals, and measures

Principle 2: ‘Equity-mindedness’ as the guiding paradigm

Principle 3: Accommodate differences in the contexts of student’s backgrounds

Principle 4: Continual process of learning, disaggregating data, and questioning assumptions

Principle 5: Enacted as a pervasive institution- and system-wide principle

Adapted from America’s Unmet Promise: The Imperative for Equity in Higher Education (AAC&U, 2015) & University of Southern California, Center for Urban Education, Rossier School of Education
How do we do this works

Tools and Frameworks

- Inclusive Excellence Scorecard
- Inclusive Excellence Self Study
- Hack the Gate
- Strategic Plans / Statement
Inclusive Excellence “Scorecard” for Enrollment Management

Mechanism to drive and measure the organizational change process in Higher Ed – data driven, information tracking framework for organizational assessment
Self-Study

Committing to Equity and Inclusive Excellence: A Campus Guide For Self-Study and Planning, a campus guide for self-study and planning with regard to expanding opportunities for making excellence inclusive.

1. Know who your students are and will be.
2. Have frank, hard dialogues about the climate for underserved students with a goal of effecting a paradigm shift in language and actions.
3. Invest in culturally competent practices that lead to success of underserved students—and of all students.
4. Set and monitor equity-minded goals—and allocate aligned resources to achieve them.
These policy briefs will present and consider systemic changes and solutions to improve college access for low-income students and students of color, with the goal of creating real-world change in college admissions systems.
Public Accountability
Statements/Plans

Our Role in Dismantling Systemic Racism

Who We Are
Berkeley Law’s mission is to prepare responsible, effective, and visible lawyers who will serve the public’s needs through the practice of law, the formulation of policy, and contributions to legal scholarship, and in other spaces. To meet this goal, the Office of Admissions and Financial Aid Office has a responsibility to engage, support, and educate future lawyers who will ultimately serve the legal needs of our communities. Policy makes this quite clear, and our office is committed to making it happen.

Working to Dismantle Systemic Racism

At Trinity, our mission is to prepare bold, independent and transformative leaders. It is time for us to live our mission in the community and in the world as a powerful force for change. We bear witness to the recent and recurring murders of Black people as a call to act in solidarity and to fight for justice and righteousness.
Take the BAIT

**BOLD**
- Articulate Vision
- Drive through Leadership

**ACCOUNTABLE**
- Prioritize Assessment
- Develop Scorecards/Plans
- Redesign Metrics

**INTENTIONAL**
- Build Capacity
- Leverage Resources

**TRANSPARENT**
- Engage Community
- Cultivate Buy-in
- Share Outcomes
Are you ready to take the BAIT?

Yes! I'm all in: 90%
Agree but not quite ready: 10%
Jury is still out...
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1) What traditional practices and policies in enrollment management do you think could be re-envisioned at this moment to build more equity and inclusion?

2) What data do we need to be looking at differently to understand and make change that leads to more equity and inclusion in admission process?

3) How do you operationalize inclusion in your environment? Can you? Why or why not?

4) What are the systemic barriers your environment is facing to have these type of conversations or begin doing the work?
SELECT REFERENCES
• https://www.law.berkeley.edu/admissions/jd/our-role-in-dismantling-systemic-racism/
• https://www.trincoll.edu/admissions/undergraduate-admissions/working-to-dismantle-systemic-racism/
• https://www.racialequitytools.org/resources/fundamentals/core-concepts/structural-racism
• America’s Unmet Promise: The Imperative for Equity in Higher Education,
• Committing to Equity and Inclusive Excellence: A Campus Guide For Self-Study and Planning
• Damon A. Williams, et als, Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions (Washington, DC: AAC&U, 2005).
AAC&U Inclusive Excellence Publications

https://www.aacu.org/making-excellence-inclusive

- **MAKING DIVERSITY WORK ON CAMPUS: A Research Based Perspective**
- **TOWARDS A MODEL OF INCLUSIVE EXCELLENCE AND CHANGE IN POSTSECONDARY EDUCATION**
- **ACHIEVING EQUITABLE EDUCATIONAL OPPORTUNITIES WITH ALL STUDENTS: The Institution’s Roles and Responsibilities**
- **Making a Real Difference with Diversity: A Guide to Institutional Change**