NACAC
National Association for College Admission Counseling

Ad Hoc Committee to Identify DEI Hiring Best Practices in College Admission Counseling Professional Settings

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Committee Purpose

Efforts to document established and promising practices within college admission and school counseling/college advising professional settings are relatively sparse. This committee was charged with:

1. Documenting DEI hiring best practices.

2. Building a foundation of research, best practices, and existing standards upon which NACAC can build a body of knowledge and/or toolkit for the future.

3. Providing recommendations to NACAC and its member institutions for the adoption of DEI hiring best practices.

Executive Summary

Diversity, equity, and inclusion in the hiring of employees in college admission and school counseling/college advising matter now more than ever, and efforts to diversify the profession across the board — from entry-level advisors, to middle managers, to school counselors and college and career coordinators, to deans, directors, and provosts, to independent educational consultants, and to leaders in non-profit and professional organizations — should be met with earnest reflections, direct conversations, unambiguous, achievable and measurable goals, and tangible action plans that address the urgency of the present crisis.

Study after study shows that there is a great benefit to students and families going through the admission process having access to professionals who look like them, understand their beliefs, values, and cultural norms, speak their primary and secondary languages, come from similar areas and hometowns, and have related upbringings and backgrounds. Sponsored by Lumina Foundation, NACAC and the National Association of Student Financial Aid Administrators (NASFAA) released a report that recognized the need to diversify admission staff to better represent student characteristics. "Students need to see themselves reflected in the face of postsecondary education. The more diversity we can encourage in postsecondary admission offices, the greater our ability to attract and relate to a diverse student population,"[1] according to the report.

As a whole, the college admission and school counseling/college advising profession is overwhelmingly white and even more so in higher administrative ranks.[2] Minority representation in the industry is in stark contrast to the demographics of students today.[3] Enhanced diversity within the field not only elevates the entire profession by integrating a broader spectrum of perspectives and distinct viewpoints, addresses programmatic and operational gaps in complex systems that impact marginalized populations, and incorporates knowledge and behaviors that both reflect and bolster our communities, but it is also an ethical and moral imperative.

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[1] https://nacacnet.org/wp-content/uploads/2022/08/nacac_nasfaa_lumina_report_0122_10.pdf
[2] https://www.salesforce.org/wp-content/uploads/2022/03/nacac-dei-report-030922.pdf
[3] https://nces.ed.gov/programs/digest/d20/tables/dt20_203.60.asp

Society has had an extensive and documented history of marginalization based on race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, and other characteristics, a pattern that has not spared professionals in college admission and school counseling/college advising. Committee members commented on their experiences in hiring processes saying that they were:

- "Overlooked for having a non-traditional name;"

- "Expected to have more credentials than white male candidates" for promotions;

- "Not given consideration [for veteran's preference] despite existing laws and policies;"

- Forced "into a DEI-related position in [the] office" or even denied being "interviewed or considered for upward mobility" to stay in that related position;

- Asked "to speak another language without additional compensation;"

- Not considered for positions because "highly selective colleges [and certain IEC groups] will only hire employees who also went to highly selective schools;" and

- A part of "search committees [that] may not have [had] consistency on how they use follow up questions."

The role of DEI has become increasingly vital, and the call for action is clear: NACAC and its members must actively work towards creating a more inclusive environment through intentional hiring strategies and measurable outcomes to diversify the profession. This is not just a moral imperative but a necessary step to address the multifaceted challenges faced by students and educators alike in an era marked by significant social, economic, and political changes and challenges. The disparities in representation within the profession, especially at higher administrative levels, underscore the urgency of this endeavor. We write this at a time when the profession is facing tremendous headwinds and undergoing significant disruption, such as:

- Race-conscious admission has been recently overturned by the US Supreme Court.

- Marginalized communities have been disproportionately impacted by the aftermath of a pandemic.

- There are continuing issues of police brutality, gun violence, and systemic racism.

- Anti-Asian, antisemitic, and anti-LGBTQ hate crimes have spiked nationally.

- Society continues to evolve its understanding and use of ChatGPT and AI.

- The birth dearth has reached its peak, causing lower enrollments at colleges and universities and increased competitiveness among them.

- A delayed and tumultuous rollout of the revised FAFSA has put a strain on schools and complicated college going decisions, particularly for lower-SES populations.

- Inflation, rising costs of higher education, and evolving changes to the gig economy, automation, and professional programs have caused students and their families to question the value of a college education.

- People are exiting the profession for better work-life balances, particularly in higher education.

- An election year will undoubtedly create ongoing political division.

The Ad Hoc Committee to Identify DEI Hiring Best Practices in College Admission Counseling Professional Settings identified five common themes that serve as a foundation for our recommendations. They are:

1. Data and Definitions

2. Responsibility of Organization/Hiring Managers

3. Prioritization of DEI and DEI Training

4. Hiring Processes

5. Pay Equity and Workload

The path forward requires a commitment to not only setting but also achieving measurable DEI goals through transparent, accountable, and strategic initiatives. Organizations and individual offices must be open and transparent, take ownership and responsibility, invest in continuous DEI training, reevaluate their hiring processes to eliminate biases, and ensure pay equity and balanced workloads to foster an environment where diverse professionals can thrive and contribute their unique perspectives. By doing so, they will not only address the immediate needs of a changing student demographic but also lay the groundwork for a more inclusive and equitable future in higher education. This document serves as a blueprint for meaningful change, inspiring educational leaders to take tangible steps toward creating a more diverse, equitable, and inclusive profession that mirrors the society it aims to serve.

Theme 1: Data and Definitions

Within the domains of hiring best practices in the college admission and school counseling/college advising profession, establishing a baseline of data and clear definitions is paramount in the effective implementation of diversity, equity, and inclusion goals. This foundational step ensures that all stakeholders have a shared understanding of the objectives and metrics of success, thereby facilitating a unified and strategic approach to achieving these goals. A data-driven baseline not only provides a quantifiable starting point for measuring progress but also enables the identification of specific areas requiring attention and improvement. Furthermore, clear definitions of key terms and goals help mitigate misunderstandings and align efforts across the board. These practices are supported by research indicating that data-informed strategies significantly enhance the effectiveness of DEI initiatives by allowing for targeted interventions and the tracking of outcomes over time.[4] Thus, for institutions aiming to foster a more diverse, equitable, and inclusive environment in the hiring process, the establishment of a robust data framework and clear DEI definitions is not just beneficial, but essential.

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[4]   https://ssir.org/articles/entry/collective_impact

Research shows that the college admission and school counseling/college advising profession is far from diverse. In a 2014 NACAC survey, 80 percent of all admission officers at US institutions identified as white. Sixteen percent of non-directors were non-white. Only 14 percent of white professionals were seeking a new career outside of admission, but 73.7 percent of Black, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, and multi-racial respondents were exploring other opportunities.[5]

Women are well-represented at all levels of the admission workforce, although discrepancies persist in higher administrative ranks. Asian, Pacific Islander/Native Hawaiian, and Black employees are significantly underrepresented, particularly in comparison to their total enrollment in higher education. The representation of people of color decreases as positions become higher paying (see also: "Theme 5: Pay Equity and Workload").[6]

Part of the lack of diversity is the result of shorter lengths of tenure in the field. Further research in higher education administration revealed that the three main factors influencing why there are so few minorities in administrative ranks are: leaks in the educational pipeline, insufficient recruitment efforts, and low retention rates.[7][8][9]

There are some notable gaps in the availability of recent, nationally representative, individual-level data on diversity of the college admission and school counseling/college advising profession. Recent data/demographics from NACAC shows the majority of its members fall into the "Unreported" category, making up 54.74 percent of the total. White or Caucasian individuals make up the second-largest group at 31.06 percent.[10] One committee member wrote:

> *"Just as enrollment managers promote the percentages of students of color in viewbooks and on websites and admissions offices brag about their applicant gains in these areas, we should be providing and reviewing the same demographic data annually on faculty/staff of color and candidates who are interviewed/selected/not hired -- particularly for those in leadership positions. In a data-driven profession, nothing will change without the numbers being called out."*

It has been argued that the terms diversity, equity, and inclusion all have differing individual definitions that have each changed over time. Certain legislators aligned with conservative principles have targeted the dismantling of offices or positions dedicated to diversity, equity, and inclusion within schools, colleges, and universities. Additionally, they seek to prohibit the use of DEI statements in the processes of hiring and promotion. Consequently, the clarity of the acronym DEI and the concepts it embodies has been obscured.[11]

[5]   https://www.higheredtoday.org/2017/08/16/diversity-among-higher-education-admission-professionals-important-ever
[6]   https://www.cupahr.org/surveys/research-briefs/the-higher-ed-admissions-workforce-april-2023
[7]   https://journals.sagepub.com/doi/abs/10.3102/0034654314565667?journalCode=rera
[8]   https://bit.ly/3wwsJFN
[9]   https://inclusion.uoregon.edu/best-practices-improving-faculty-diversity-recruitment-and-retention
[10] https://www.nacacnet.org/membership/member-demographics
[11] https://www.chronicle.com/newsletter/race-on-campus/2023-03-28

Addressing these disparities requires more than passive acknowledgment; it demands active, sustained efforts to dismantle the barriers that contribute to the underrepresentation and attrition of minority professionals. It starts with providing baseline information that includes necessary, publicly available data that can be measured and consistent definitions of diversity, equity, and inclusion. The committee recommends the following:

For NACAC and regional affiliate ACACs to:

- Establish a Data Equity Task Force to enhance demographic data collection and reporting mechanisms within NACAC and its members and member institutions, with a strategic focus on minimizing the "Unreported" category. This initiative aims to gather nuanced information that underpins targeted DEI strategies.

- Encourage Regional Affiliate ACACs to collect and publish comprehensive demographic data on their membership pages, emphasizing the importance of transparency and accountability.

- Allow for the disaggregation of data, permitting detailed analysis by institutional type, professional level, regional ACAC affiliation, and location, in conjunction with race/ethnicity, gender and gender identity, and other critical variables. This enables nuanced insight and regular public review.

- Formulate and disseminate a Unified DEI Framework, offering clear definitions of diversity, equity, and inclusion terms and objectives. Although adaptable to institutional specifics, this framework should serve as a guiding principle for all stakeholders.

- Publish and present an Annual Demographic Report at national meetings to spotlight gaps and areas requiring attention, thereby fostering a culture of continuous improvement and transparency.[12]

For members and member institutions to:

- Actively engage in the data collection process on behalf of their institutions for the efforts outlined above.

By implementing these recommendations, NACAC and institutions within the college admission and school counseling/college advising profession can make significant strides toward achieving their diversity, equity, and inclusion goals. These actions not only address the current disparities but also lay the groundwork for a more inclusive and equitable profession in the long term.

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[12]   https://ccdi.ca/media/1071/ccdi-report-what-gets-measured-gets-done.pdf

Theme 2: Responsibility of Organization/Hiring Managers

In the landscape of diversity, equity, and inclusion, the role that organizations and hiring managers play is paramount. Embedding DEI principles into the fabric of organizational strategies and managerial practices is not just essential but transformative. It's about crafting job listings with language that resonates inclusively and adopting recruitment methodologies that mirror the rich tapestry of our society. When organizations and those at the helm of hiring embrace DEI principles wholeheartedly, they lay the groundwork for a workforce that is not only diverse but thrives on equity and inclusiveness. One committee member wrote:

"The profession — from its entry level to the highest ranks of leadership — is predominantly white. And the majority of the leaders who write job descriptions, make (ultimate) hiring decisions, implement policy, and conduct training are even whiter."

The subtleties of language in job descriptions, as research by Gaucher, Friesen, & Kay points out, can act as unintended barriers, deterring a wide array of potential candidates due to embedded biases.[13] By leveraging innovative tools like Textio and the Gender Decoder for Job Ads, organizations can ensure that their initial outreach to potential candidates is as welcoming and inclusive as possible, setting a positive tone from the outset.

But it doesn't stop there. An intentional and strategic outreach and recruiting strategy that infuses DEI into every step is crucial for attracting a diverse pool of talent. This means moving beyond traditional recruitment tactics and actively engaging with communities and networks that embody many perspectives and experiences. Such proactive engagement signals an organization's deep commitment to building a diverse and inclusive team.

The composition of the hiring committee itself sends a powerful message about the organization's dedication to inclusivity. A committee that mirrors the diversity the organization aspires to achieve, equipped with the right tools and training to navigate and counteract biases, can ensure a selection process that is both fair and equitable.

Furthermore, the journey a candidate takes through the hiring process serves as a testament to the organization's DEI commitment. Every point of contact, from the wording of emails to the dynamics of interviews, should be infused with respect, empathy, and inclusivity. Ensuring equitable treatment for all candidates not only elevates the candidate experience but also cements the organization's status as an employer that truly values inclusivity.

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[13]   https://onlinelibrary.wiley.com/doi/full/10.1002/sej.1489

Post-hiring, engaging in a reflective analysis of the hiring decisions made can uncover biases and patterns that may have influenced those decisions. This critical self-examination, encouraged by scholars like Rivera, is instrumental in identifying and addressing any unconscious biases that might exist within hiring practices, paving the way for more inclusive and equitable hiring strategies moving forward.[14]

With these considerations in mind, the committee recommends the following:

For NACAC and regional affiliate ACACs to:

- Develop and provide ongoing training opportunities for hiring managers and organizational leaders on DEI hiring best practices to ensure sustained commitment and understanding.

- Implement feedback and accountability mechanisms in DEI hiring initiatives, underscoring the importance of evaluation and ongoing enhancement.

For members and member institutions to:

- Encourage active participation in DEI hiring training opportunities and embed DEI principles into all aspects of recruitment and hiring.

- Elevate the candidate experience by addressing interactions with job seekers, ensuring that communications and interviews are conducted with the utmost respect and consideration for each individual's dignity.

- Critically review hiring decisions made to identify any unconscious biases. Should patterns emerge that favor certain groups, it's crucial to reassess the screening and interview processes to eliminate bias.[15]

The charge for organizations and hiring managers to uphold the best DEI hiring practices is complex. It requires a deep and ongoing commitment to scrutinizing and refining existing processes through the lens of diversity, equity, and inclusion. By integrating these principles into the core of organizational practices, significant strides can be made toward cultivating a truly diverse and inclusive workplace environment.

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[14]   https://journals.sagepub.com/doi/10.1177/0003122417739294
[15]   https://hr.harvard.edu/files/humanresources/files/inclusive_hiring_resource_guide.pdf?m=1648220699

Theme 3: Prioritization of DEI and DEI Training

For DEI efforts to be effective and sustainable, they must be prioritized at the highest levels of an organization and integrated into its core mission and values. This involves not just a one-time initiative but an ongoing commitment to DEI training and education for all employees. Prioritization of DEI means investing in regular, comprehensive training programs that equip staff with the knowledge and skills to navigate and contribute to an inclusive workplace. Such an approach ensures that DEI principles are not peripheral but central to the organization's operational and strategic goals, fostering a culture of continuous learning and improvement.

The dynamics of whiteness have a particularly harmful impact on student affairs professionals of color. We have an urgent need to create a culture of belonging with a focus on inclusive leadership. There should be training for all, including how to have difficult conversations in an effort to mitigate and resolve instances of microaggressions and extensive training on cultural intelligence.

Progress can be broken into three major themes. First, schools can begin to prioritize DEI and DEI training within their organizations by creating consistent rubrics, filtering out exclusive language, and implementing a concerted effort to attract diverse talent in higher education for entry-level roles. Second, understanding identity is crucial to the work, but having a deeper understanding of intersectionality is of growing importance. Third, in addition to diversifying the school or university, it is also important to create intentional pathways for retention and upward mobility for marginalized identities through meaningful mentorship channels.

Workplace mentorship programs can create an intentional pathway for advancement. We can create power by organizing ourselves across schools and universities. This is especially true for people of color as they can not only be a source of support for each other but can also be a source of advocacy and changing policies. The committee recommends the following for NACAC, regional affiliate ACACs, and its members and member institutions:

For NACAC and regional affiliate ACACs to:

- Launch personal and systemic bias awareness initiatives, facilitating interactive learning sessions that delve into the impact of unnoticed biases and structural influences on workplace dynamics.

For members and member institutions to:

- Organize interactive workshops that build a deep sense of empathy towards different cultural and personal backgrounds, creating workspaces where diversity is not just acknowledged but is integral to the organization's identity and fostering a space where every individual feels valued.

- Encourage member engagement in data collection efforts, reinforcing the collective responsibility towards achieving DEI goals.

- Implement a variety of DEI-focused educational programs tailored to the organization's specific culture and needs and establish clear metrics to assess the effectiveness of these programs, such as diversity in leadership roles, employee engagement, and feedback on the inclusivity of the workplace environment.

- Conduct periodic reviews of DEI training content to ensure it remains current and relevant to evolving DEI concepts and societal contexts.

These approaches ensure a continuous cycle of improvement based on real-world feedback and outcomes.

> We can create power by organizing ourselves across schools and universities.

Theme 4: DEI Hiring Processes

Beyond organizational responsibilities and training, revamping hiring processes to be more diverse, equitable, and inclusive is a critical step toward establishing meaningful change in college admission and school counseling/college advising. This requires a thorough examination of current recruitment, selection, and onboarding practices to identify and eliminate barriers and biases that may hinder the hiring of diverse candidates. Organizations should strive to implement fair and transparent procedures that actively seek out underrepresented individuals and provide them with equal opportunities to join and excel within the profession.[16] By doing so, institutions can not only enrich their workforce with a variety of perspectives but also better serve the diverse populations that navigate the college admission process. One committee member commented:

> *"I think a huge barrier is that a lot of organizations require subtle yet specific things that aren't inclusive. For example, competitive colleges and universities often have minimum and specific requirements for candidates to work in their admissions office — like that they must have 'highly selective admissions' experience or have previous professional experience at a certain type of institution (from size to location to religious affiliation). Independent Educational Organizations are even worse. They often require individuals to have graduated from a 'Top 25 Institution" or 'strongly prefer' they have admissions experience from a highly competitive institution [...] You can't tell me that experience and lessons learned at a public university or large institution — that graduate and employ large numbers of underrepresented populations — aren't transferable skills or that any job requirements at a private school can't be trained/taught. It's people hiring their own (the privileged, wealthy, and white) and it's disturbing that a profession that preaches diversity, equity, and inclusion and holistic review of their applicants screen people out by these unnecessary requirements."*

An inclusive organization must be committed to DEI in its mission and culture. This includes ensuring consistent leadership communication about commitment, strategy, and plan, as well as conveying the shared responsibility of all employees in fostering a culture of equity and inclusion.

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[16]   https://bit.ly/3wwsJFN

With respect to diversity, equity, and inclusion, best practices in the hiring process were reviewed. The committee recommends the following for NACAC, regional affiliate ACACs, and its members and member institutions:

For NACAC and regional affiliate ACACs to:

- Formulate networks of administrators and mentorship opportunities dedicated to promoting and driving DEI practices.

- Curate and publish DEI-Compliant Hiring Resources, including job descriptions for various positions, interview questions, and scoring rubrics free from exclusive language, serving as benchmarks for DEI adherence.[17]

- Develop a directory of job boards frequented by candidates from marginalized identities, adopting a proactive stance beyond passive posting.[18] [19]

For members and member institutions to:

- Revise job descriptions by ensuring they are welcoming to a broad spectrum of applicants, avoiding language or qualifications that might unintentionally narrow the diversity of the applicant pool.

- Assemble hiring teams that reflect a variety of backgrounds, providing them with the necessary training to recognize and address biases, thereby ensuring a more equitable selection process.

- Create programming and opportunities for people of color to remain in key pipeline positions and encourage their retention and upward mobility.

- Implement structured interview processes that standardize questions and evaluation criteria for all candidates to minimize subjective bias.[20]

By embracing these strategies, organizations can make significant strides towards creating hiring processes that not only reflect but also actively promote the principles of diversity, equity, and inclusion. This holistic approach ensures that the profession not only attracts but also supports a workforce capable of navigating and enriching the complex landscape of college admission and school counseling/college advising with inclusivity at its core.

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[17]   https://www.starred.com/ebook-chapter/practical-tips-for-hiring-more-inclusively
[18]   https://www.washington.edu/diversity/staffdiv/hiring-toolkit/outreach
[19]   https://uw-s3-cdn.s3.us-west-2.amazonaws.com/wp-content/uploads/sites/48/2018/07/24025151/Diversity-Recruiting-Web-Sites-.pdf
[20]   https://documents.ottawa.ca/sites/documents/files/ei_lens_hb_en.pdf

Theme 5: Pay Equity and Workload

The concepts of pay equity and workload are intersectional. The committee considered workload and pay equity, gender, salary transparency, and race/ethnicity. Achieving pay equity is a tangible demonstration of an institution's commitment to fairness and equity, ensuring that all employees are compensated fairly for their work regardless of gender, race, ethnicity, or other non-merit factors. Similarly, equitable workload distribution is essential for preventing burnout and ensuring that the benefits and burdens of work are shared fairly among all employees. These topics are not exhaustive, but they are comprehensive enough to offer an overview and initial recommendations.

The gender pay gap in higher education administrative positions is not narrowing and has been consistent for the past 15 years.[21][22] Three case studies were reviewed as part of a conversation on pay equity and salary transparency from Canadian universities, U.S. federal government hiring practices, and state-level decision making in California.[23][24][25]

Two CUPA-HR reports offer recommendations regarding pay equity and race in higher education.[26][27] A primary conclusion is that while racial and ethnic representation within certain populations have seen minor increases within higher education administrators, pay equity has not and there are significant disparities. While there are some examples of how-to articles that would allow offices example roadmaps, not enough research exists in workload equity in higher education.[28][29][30]

On this subject, one committee member wrote:

> *"I've experienced suppressed salaries compared to my white peers, lack of support for career development, lack of communication with policies and procedures, being burdened with proving an organization is diverse, lack of resources to be successful in my roles, overworked compared to my white peers who are in similar or same position, direct racism from peers, being ignored when bringing concerns to leadership, no follow through with complaints or issues experienced (at the administrative level), and being overlooked for promotions while white peers are advancing at a faster rate."*

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[21] https://bit.ly/42UaRRg
[22] https://eric.ed.gov/?id=ED618463
[23] https://onlinelibrary.wiley.com/doi/abs/10.1002/smj.3483
[24] https://houstonlawreview.org/article/7048-closing-the-federal-gender-pay-gap-through-wage-transparency
[25] https://www.journals.uchicago.edu/doi/epdf/10.1086/693137
[26] https://www.cupahr.org/surveys/research-briefs/the-higher-ed-admissions-workforce-april-2023
[27] https://eric.ed.gov/?id=ED634355
[28] https://www.epi.org/publication/trends-in-work-hours-and-labor-market-disconnection
[29] https://www.jstor.org/stable/10.2307/26801573
[30] https://hbr.org/2016/11/make-sure-your-teams-workload-is-divided-fairly

The committee recommends the following for hiring managers, NACAC, and its member institutions:

For NACAC and regional affiliate ACACs to:

- Collaborate and conduct more research to fully explore barriers, issues, successes, and challenges, particularly for women and underrepresented groups.

- Inform members of discrepancies with comparison data for use at institutions and individual offices.

- Encourage or require job postings on NACAC and affiliate ACAC job boards to provide publicly available information regarding salary to the fullest extent permitted.

- Offer free tutorials on salary negotiation for NACAC members, especially for members who identify as non-white and/or with a gender identity that is not cisgendered male.

For members and member institutions to:

- Provide additional opportunities for women and communities of color to advance within administrative leadership positions within higher education.

- Make current salaries within the office or unit available and provide salary information in future job postings.

- Establish a task force or committee to review and adjust salaries and workloads where disparities are found.

The persistent gender pay gap and the underrepresentation of minority groups in higher administrative roles call for a transparent, equitable approach to remuneration and workload management.

Conclusion

As we reflect on the insights and recommendations outlined within this document, it becomes evident that the pursuit of diversity, equity, and inclusion (DEI) in hiring practices is an evolving journey marked by continuous learning, adaptation, and commitment. The recommendations presented across five key themes aim to fundamentally enhance diversity, equity, and inclusion within the realm of college admission and advising. This journey requires a multifaceted approach, combining data-driven strategies with a deep, empathetic understanding of the human stories behind the numbers. It challenges us to look beyond the surface, to question our assumptions, and to actively seek out and dismantle the barriers that prevent true inclusivity.

The responsibility for embedding DEI principles into the fabric of our organizations extends beyond HR departments and hiring managers; it is a collective task that demands engagement, accountability, and leadership at all levels. This involves not only adopting inclusive hiring practices but also fostering an organizational culture that values and celebrates diversity in all its forms. Such a culture not only enriches our workplaces but also serves as a beacon of progress and inclusivity in the broader community.

Together, these recommendations represent a comprehensive approach to fostering a more inclusive, equitable, and diverse professional community within college admission and advising. By implementing these strategies, NACAC and its member institutions can lead by example, promoting DEI not just as a set of policies but as a core value that enriches the entire educational landscape.

This document is not merely a set of guidelines but a call to action — a reminder that the work of DEI is ongoing and integral to the fabric of ethical and effective leadership in our field. As we move forward, let us do so with a renewed sense of purpose, a commitment to introspection and growth, and a resolve to create environments where every individual has the opportunity to succeed and be valued for their unique contributions.