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DETERMINANTS OF STATE HIGHER EDUCATION BOARD RESPONSIVENESS:  
AFFIRMATIVE ACTION IN STATE UNIVERSITY ADMISSIONS

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## ABSTRACT

Affirmative action in public university admission processes has been a hotly contested issue since the Supreme Court ruling of *Regents of the University of California vs. Bakke* in 1978. Though much research has already been completed on the effects of affirmative action policies themselves and how they impact higher education results as a whole, there is a significant gap in literature for affirmative action at the public policy level and whether state residential demographics have a direct or indirect relationship with how state higher education board affirmative action policies are authored. Given that legislators adjust public policy according to public opinion and that higher education board voting members are appointed by state executives accountable to their residential constituency, to what extent is the strength between affirmative action policy and public opinion moderated by residential demographics? This study explores state residential demographics and assesses their impact on the relationship between higher ed affirmative action policies and state level public opinion on race-based preferential treatment in admissions. More specifically, by using a multiplicative interaction model, I will examine the strength of the association between a state's public opinion on affirmative action and its coded affirmative action policy with consideration given to the presence or absence of state demographic variables including ethnic make-up, gender, and party affiliation.

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## Chapter 1

### Introduction

In 1961, the term “affirmative action” was first used in a presidential executive order signed by John F. Kennedy. Executive order 10925 required that all federally funded institutions “take affirmative action to ensure that applicants are employed [...] without regard to their race, creed, color, or national origin” (MacLaury 42). From this order, federal employers began reserving spaces for disadvantaged minority groups and the practice slowly began normalizing despite having its critics. Affirmative action occurring in university admissions was brought to the public eye in 1978 during the *Regents of the University of California vs. Bakke* Supreme Court case, in which white medical school applicant, Allan Bakke, was rejected twice from the University of California Medical School at Davis (Synnott 466). Though university admissions had predetermined a number of available seats to be given to “qualified ” minority applicants, since Bakke’s qualifications exceeded those of the minority acceptances, he argued that his exclusion from the medical program was solely on the basis of race. The Supreme Court eventually ruled in favor of Bakke, stating that the university’s racial quota system violated the Civil Rights Act of 1964 and ordered the university to provide him with admission. However, the court also contended that race was an acceptable consideration among several admissions criteria, thus “extending gains for racial minorities through affirmative action” (Oyez).

In the decades following *Regents vs. Bakke*, the constitutionality of affirmative action in university admissions only increased in ambiguity across the U.S. The regents of the University of California voted to ban affirmative action programs at all of their campuses in 1995 while maintaining the use of racial characteristics as an admissions factor. The University of Michigan

had two cases brought to the Supreme Court in 2003, *Gratz vs. Bollinger* and *Grutter vs. Bollinger*. The court conferred two separate rulings, deciding that use of applicant race in admissions was constitutional at the undergraduate level but remains unconstitutional within their law school admissions (Oyez). Most recently, Students for Fair Admissions filed a petition for a writ of certiorari with the intention of overturning *Grutter vs. Bollinger* in 2021. The organization also consolidated its two cases, *SFFA vs. President & Fellows of Harvard College* and *SFFA vs. University of North Carolina*, with the Supreme Court deciding that UNC's consideration of race in admissions was unconstitutional given its public university status, but leaving Harvard's decision vague (Oyez).

The complexity and ambiguity of court rulings on affirmative action in university admissions is a huge point of intrigue and is the primary catalyst of this research paper. While the current legal precedent outlaws providing admission or rejection solely on the basis of an applicant's race, race can still be taken into consideration as one admissions factor among many. Though we can't be sure of how state public university admissions teams rationalize applicant race as an admissions factor, what considerations influence how state universities publicly announce their support and use of affirmative action and diversity programs? In the following chapters, I provide a brief overview of the existing literature and research on state-level affirmative action policies, factors influencing legislator responsiveness to public opinion, and empirical research methods relevant to this paper. Next, I discuss the hypotheses behind this interaction model and the state/demographic variables I believe to have an interactive effect on the strength of association between state public opinion and its coded affirmative action policy (AAP) score. I then test my hypotheses using a multiplicative interaction model with a regression analysis to determine the impacts of the presence/absence of my "interactive" variables. The



paper concludes by discussing the findings and the validity of the inferences that can be drawn from the results. In addition, I describe the practical implications of the findings in the realm of public university admissions, discuss the limitations of this research, and list potential areas in which this topic could be further expanded upon.

## Chapter 2

### Literature Review

To date, there has been no systematic review or study of state voting demographics and its impacts on the association strength between state public opinion and their education system's affirmative action policies. That being said, there is some literature relevant to this topic, of which their existing research and methodology can be divided into two categories: the methodological category and the definitions category. Each category of literature addresses separate data concerns and establishes concepts used in this research. The methodological component of the affirmative action literature provides detailed insight into the mechanics of pre-existing research in affirmative action, public opinion analysis, and the validity of interaction models used in this research paper. The definitions category provides me with the background necessary to adequately define the various technical terms used throughout this research and adapt them to my variables

In their paper *Understanding Interaction Models: Improving Empirical Analyses*, the authors determine that though interaction models are commonly and effectively used in research methods, many scholars omit certain considerations when using such models and often come to conclusions that are prone to inferential and errors (Brambor et al. 2006, 64). The authors advise that when considering the use of an interaction model in one's research, four conditions must be met to limit potential inferential errors: interaction terms need to be included, constitutive terms need to be included and defined, constitutive terms are not to be interpreted as unconditional marginal effects, and substantive marginal effects and standard error should be calculated. Several elements of this paper are particularly relevant to this research. When discussing the

inclusion of constitutive terms in interaction models, it is mentioned that the scaling of certain measures will determine the extent of potential bias in the interaction. In addition,

When assessing the public opinion literature, I set out to find confirmation and agreement that public opinion polling does have substantial explanatory power on state policy preferences and that the implications of demographic effects (such as level of education or ethnic backgrounds) are far reaching. In the articles *Policy, Mood, and Political Sophistication: Why Everyone Moves Mood* and *Using National Surveys to Measure Dynamic U.S. State Public Opinion: A Guideline for Scholars and an Application* by Peter Enns & Paul Kellstedt, and Julie Pacheco respectively, the authors make a compelling argument that public opinion polling can accurately predict mood changes in areas of public policy and analyze eventual shifts in related policies as well. Enns and Kellstedt determine that contrary to previous findings, changes in public opinion tend to move at the same time and in the same direction following the observance of simple economic stimuli for the least and the most educated and the least and most politically sophisticated in society (Enns & Kellstedt 434). The researchers pursued this study by analyzing General Social Surveys data, gathered over a period of 30 years and organized so that Enns could use sub aggregate data from 1972 onwards. The GSS data contained survey responses to whether the respondents believed the government was spending too much or too little on a variety of social issues including affirmative action, the environment, healthcare, and assistance to Blacks. With the results, they proportioned liberal and conservative responses to find a mood index, confirming that theirs captures the same over-time movements as other research models. Next, Enns and Kellstedt divided the electorate into varying levels of sophistication using GSS educational attainment and a respondent's "ten-item vocabulary test results". Using this data, the researchers subdivided respondents into "low", "middle", and "high" sophistication levels and,

using the same process as mood, created a mood index for each sophistication level (Enns and Kellstedt 439-440). Using the indexed results, Enns and Kellestedt found that those in the “middle” and “high” sophistication levels generally followed the same trends of liberalism throughout a time period of 1974-2004 and that there is strong statistical correlation between the two groups and level of liberalism. Though the “low” sophistication level had the weakest correlation of  $r= 0.71$ , the researchers were nonetheless surprised that there was *systematically uniform* movement in the level of liberalism. “When the tide of Mood moves, even the least sophisticated seem to contribute” (Enns and Kellstedt 441). Pacheco’s paper details how a multilevel regression and poststratification (MRP) research method can help extract state-level data from national-level findings (Pacheco 418). Pacheco uses MRP methods to measure yearly estimates of state party identification and ideology from 1978-2006 and shows how the results behave as realistically and theoretically expected (Pacheco 432). The researcher indicates that there are obvious challenges to measuring state public opinion with national surveys because said surveys are meant to be indicative of the nation as a whole, not individual states. Pacheco sets up her study by examining partisanship and assuming it to be stable over time and recognizing that the assumptions allow unbiased measures to be obtained for each state by combining several years of national data and aggregating it to the state level (Pacheco 418).

Another relevant study on public opinion was authored by Herbert Blumer in his article, *Public Opinion and Public Opinion Polling*. Blumer’s article is less of a research paper and more of an investigative and observational work as to whether public opinion polling accurately represents public opinion in the first place. Blumer argues that public opinion polling fails to isolate public opinion as a focused area of study which can be used to make informed policy decisions. He argues this concept by reassessing the arbitrary criteria used to determine whether

an empirical instance is in or out of the classification of public opinion. The author also brings to attention several caveats of public opinion polling that are commonly ignored such as the dangers of aggregating thoughts of disparate individuals and inability to accurately assess influences and pressures in polling (Blumer 543-544). Essentially, Blumer's paper provides me with a cautionary tale as to whether public opinion polling can be a reliable source of actual public mood. Blumer states "I believe it is fair to say that those trying to study public opinion by polling are so wedded to their technique and so preoccupied with the improvement of their technique that they shunt aside the vital question of whether their technique is suited to the study of what they are ostensibly seeking to study" (Blumer 542). His work will be important to my research paper when discussing the implications and potential areas of error in my study. This is particularly the case for my topic since I'm comparing public opinion polling of affirmative action programs in addition to personally coding affirmative action statement levels.

In the article, *Brilliant Disguise: An Empirical Analysis of a Social Experiment Banning Affirmative Action*, Bowen pursues a study in which she examines social experimentation in institutions with heavily implemented affirmative action policies and in institutions without. The researcher set up her study by analyzing survey and interview results she collected from the *Annual Biomedical Conference for Minority Students*. Upon providing the option to respond to her survey at registration, 332 students completed a survey that asked about prior undergraduate background, educational experience as minority students, desire to pursue graduate studies, and basic demographic information (Bowen 1216-1217). Bowen tested whether different college experiences in being stigmatized existed between minority students attending universities in states that permitted affirmative action and states that banned it and whether it affected a minority undergraduate student's decision to attend graduate school. Though she found that

academic and demographic factors were statistically insignificant, Bowen did conclude that minority students attending universities in states banning affirmative action were just as likely to experience open hostility, be internally stigmatized and externally stigmatized as minority students who attended university in states legalizing affirmative action programs (Bowen 1234).

In stark contrast, conservative findings of the practical component of affirmative action literature continue to push against race-based university admissions, such as in the article, *Racism, Conservatism, Affirmative Action, and Intellectual Sophistication: A Matter of Principled Conservatism or Group Dominance*. This research paper, while also unrelated to the topic of affirmative action in the realm of policy making, examines two theoretical models behind conservative attitudes in affirmative action. The principled conservatism perspective and the general group dominance perspective. Bobo and his colleagues pursue a study to determine which of the models more closely aligns with public trends (Bobo et al. 476). The researchers set up their study by assessing data collected from surveys at a UT Austin teacher evaluation study in 1986 consisting of 5,655 randomly selected students across the university in which 3,861 valid responses were received. The surveys measured the education level, level of political conservatism, affirmative action attitude, and level of classical racism in each of the respondents all on a 5-point scale in which higher scores related to higher levels of racism (Bobo et al. 479). The researchers then estimated the correlations among these variables by fitting a variance-covariance matrix, finding that each of the variables are statistically significant except for the education level variable. Finally they assessed their findings to conclude that the principled conservatism model is more consistent with anti-affirmative action individuals. This was concluded from the fact that all levels of educational sophistication and political conservatism was positively associated with anti-affirmative action attitudes (Bobo 480). The researchers

continue and pursue two more studies, one concerning affirmative action in hiring practices and one concerning student opinions on campus life to confirm their original findings (Bobo 481-486).

Taking a more normative approach, Hitt and Keats in their article, *Empirical Identification of the Criteria for Effective Affirmative Action Programs*, measure the effectiveness of affirmative action programs in employment hiring practices by analyzing effectiveness responses from *education* professionals on 13 variables related to affirmative action in public university admissions (Hitt and Keats 206-207). The researchers mailed case studies to 55 affirmative action-related administrators in several public institutions in a southwestern state and asked them to rate 13 affirmative action criteria on a scale of 1 (least effective) to 7 (most effective) using their own interpretation of the word, “effective”. The criteria to be evaluated included components such as 1) commitment from higher administration, 2) receptive attitude on the part of key personnel throughout the university, and 3) regular review of affirmative action programs and goals. They received 31 usable returns, a 56.4% return rate, which they interpreted as a satisfactory *N*-value (Hitt and Keats 207). They recorded the subjects’ evaluation of the 13 effectiveness criteria and, using the criteria as independent variables and the respondents’ evaluation of effectiveness as the dependent variable, proceeded with a regression analysis. Hitt and Keats found that all 13 of the identified criteria for affirmative action effectiveness had importance to a certain degree. However, the size and type of institution had “no moderating effects”. They also found that attitudinal factors, including the commitment from higher administration and the receptiveness of key personnel as the two strongest predictors of perceived affirmative action effectiveness (Hitt and Keats 217). This paper provides valuable insight about effective measures of affirmative action programs and I

believe it's important to comprehend the mechanics behind the policy which I am studying on a state level.



### Chapter 3

#### Hypotheses and Data

With the gap in affirmative action literature centered around state system responsiveness to public opinion, this research seeks to acknowledge potential patterns in state residential demographics and the impacts they have on the strength of association between state public opinion and their AAP. I hypothesize that the strength of association between a state's AAP and its public opinion on affirmative action will vary with state demographic variables including party identification, minority residents, and female residents. I suspect that the association between a state's AAP and public opinion will be stronger when a state has a stronger Democratic party lean, a higher percentage of Black and Hispanic residents, and a higher percentage of women. However, the absence of such factors will correspond with no association between AAP and public opinion. The hypotheses manifest itself in the following:

*H<sub>1</sub>: State AAP will have a strong association with public opinion towards AA when there is high Democratic advantage, but not when Democratic advantage is absent.*

*H<sub>2</sub>: State AAP will have a strong association with public opinion towards AA when there are high percentages of Black and Hispanic residents, but not when there are not.*

*H<sub>3</sub>: State AAP will have a strong association with public opinion towards AA when there is a high percentage of women residents, but not when there are not.*

The rationale of this hypothesis rests on the assumption that state education board members, who author AAPs and are either appointed by state elected officials or elected by system members,

feel some level of accountability to their state residential population and are thus willing to adapt and adjust policies to align with their constituency.

Each of the tested independent variables intuitively have some type of effect on the way system officials choose to vote and can determine who state executives appoint as voting members in education boards. This is especially the case when public opinion drastically shifts in states following watershed civil rights events and societal developments. In this study, the *percentage of Black and Hispanic residents* and *percentage of women* independent variable will be gathered from a dataset provided by the *U.S. Census Bureau* in cooperation with an *American Community Survey* studying the 2018 Congressional Elections. The dataset provides estimates of the gender proportions of voting-age residents in each state congressional district for the 2018 Congressional Elections and their percentage distributions. Additionally, the table details, for each state congressional district, the percentage of voting-age Whites, Blacks, Asians, American Indians/Alaskan Natives, Native Hawaiian/Pacific Islanders, other races, and Hispanics. The variable will be operationally defined at the state-level, with each state having an aggregated voter-turnout percentage based on the turnout of individual congressional districts. The *state Democratic party lean* independent variable is self-explanatory and will be operationally defined as the extent to which state residents align themselves with the Democratic party. I choose to use a *2018 Gallup* article and dataset titled “Democratic States Exceed Republican States by Four in 2018” that lists the political lean of each U.S. state and categorizes them as Strong Republican, Lean Republican, Competitive, Lean Democratic, and Strong Democratic. The dataset also provides me with the percent Democratic advantage for each state.

Finally, we examine the dependent variable, the strength of association between a state’s AAP and its public opinion on affirmative action. This variable is significantly harder to

operationalize as it requires two major pieces of data that do not currently exist: state-level public opinion on affirmative action and perception scores for state education system affirmative action policies. In this study, state public opinion on affirmative action will be measured by use of a proxy variable from the *American National Election Studies 2020 Time Series Studies* that addresses state-level support on preferential hiring for Blacks in an employment setting. In the next section, I will provide further details on each of the relevant variables.

## Chapter 4

### Data Collection

To test the aforementioned hypotheses, several key pieces of data in specific areas were required, including the percentage of women, Black, and Hispanic residents at the state-level, state political lean, state public opinion on affirmative action through a proxy variable, and perception scores for each state education system's affirmative action policy. The percentage of women, Blacks, and Hispanics at the state-level variables are the easiest to address as data provided by the Census Bureau directly provides what is needed. The relevant data tables are Table 2b, indicating gender characteristics of each state congressional district's population as a percentage, and Table 2d indicating state racial make-up as percentages of the total population within a congressional district. Since the figures are provided at the congressional district-level, a simple aggregation is all that is necessary to determine the needed percentages for each state respectively. For example, if it was necessary to determine the percentage of Black residents in Pennsylvania as a state, I searched the rows of each congressional district in Pennsylvania and derived its total Black population percentage from the percentage of Black residents in each PA congressional district. The tables also provide a margin of error for each variable. The tables and data presented by the Census Bureau in non-census years is provided by the American Community Survey, using smaller and stratified samples to estimate population numbers at varying geographical levels. Regarding the methodology behind the sampling and design, the ACS gathers housing unit data from the Census Bureau's Master Address File, "an inventory of all known living quarters and nonresidential units in the United States and Puerto Rico" (American Community Survey Design and Methodology 32). The units are then sampled in two

phases, the first of which is divided into two stages. Stage one of phase one samples a representative sub-frame of addresses in state counties and allocates them to months in a year to be annually representative. ACS practices require that no housing unit is sampled more than twice in the span of five years, thus sampled addresses are assigned to five subframes each consisting of 20% of the total county address count. To compensate for the likelihood of new housing units being added as the sampling time frame progresses, they are systematically added to specific subframes based on stratum and geographic order (housing number, street, tract number). In selecting county-specific sampling percentages, the ACS devised an equation, sampling less populated blocks at a larger 15% and ranging to sampling more populated blocks at 7% or less (American Community Survey Design and Methodology 37). In the second phase of sampling, the ACS clarifies the methods in which it samples: internet, mail, phone, and personal visits. The document also specifies that when respondents fail to respond to either mail, phone, or personal visits, they are eligible for a computer assisted personal interview as an alternative. The order of attempted methods are as follows: mail, internet or phone questionnaire, personal visit or computer assisted interview (American Community Survey Design and Methodology 44). The methodology paper then goes on to state how the variance of housing unit estimates is derived from a function of completed responses. The document finally addresses its methods in analyzing the response rates from unconventional and hard-to-document residential areas such as Alaskan villages, military barracks, and college dormitories. The details assess the sampling percentage for population strata and a state-by-state table is included to reference the group-quarters state-level sampling rates (American Community Survey Design and methodology 48).

As indicated in the previous section, the *state Democratic party lean* independent variable is gathered from a 2018 Gallup dataset listing the political lean of each U.S. state and categorizes them as Strong Republican, Lean Republican, Competitive, Lean Democratic, and Strong Democratic. In addition to political lean, the dataset provides a measure of state Democratic advantage, coded as the distance between state Democratic and Republican registration proportions, with positive numbers indicating the magnitude of Democratic advantage and negative numbers indicating lack of Democratic advantage (in this case, Republican advantage). The data was gathered through telephone interviews based on a 2018 Gallup Poll with a random sample of 75,669 adults living in all 50 states and D.C. The dataset methodology also indicates that sample sizes at the state level ranged from 232 in Alaska to 8116 in California, with the margin of error for each state at  $\pm 4$  percentage points at the 95% confidence level. Certain states including North Dakota, Vermont, and Delaware received supplemental sample size numbers from previous Gallup Polls. The data methodology section also explained that a 70% minimum quota for cellphone responses was instituted, with the remaining 30% of respondents polled through landline (Gallup 2018).

Public opinion data for affirmative action at the state-level was a particularly challenging piece to acquire for this research project. Existing research on affirmative action public opinion exists but only at the national level, thus creating an obstacle for state-level comparisons to respective AAPs. As an alternative, I use a proxy variable from the *American National Election Studies 2020 Time Series Studies* that addresses state-level support on preferential hiring for Blacks in an employment setting. The rationale behind doing so is that a respondent's opinion on the preferential hiring for Blacks in an employment setting is likely correlated with their opinion on preferential treatment for minorities in university admissions. The ANES study asked a series

of questions related to preferential hiring for Black applicants, including “What about your opinion – are you for or against preferential hiring and promotion of Blacks?”, which respondents could indicate if they were for or against the policy. In addition, the survey asked respondents two separate questions in whether they favored or opposed preferential hiring and promotion for Black applicants. The result data I used for the purposes of this project was variable V202252x in the codebook, the combination of results from all of the previous questions that determined a state’s overall support on the preferential hiring/promotion for Black applicants scaled on the following levels: 1) strongly for the preferential hiring/promotion of Blacks, 2) not strongly for the preferential hiring/promotion of Blacks, 3) not strongly against the preferential hiring/promotion of Blacks, and 4) strongly against the preferential hiring/promotion of Blacks. This data was re-coded to reverse the scaling in order to better fit AAP score data.

The most rigorous yet rewarding component of this project was collecting data on the perceived extent to which state education system affirmative action statements are supportive of different metrics related racial preferences in university admissions. To collect perception data, I first gathered AAPs from each state higher education system, either through extensive searches on their websites, archives, or through communication with administrators. It is worth noting that the 50 AAPs gathered represent a “snapshot” of policies in late 2021 and early 2022 and any AAP editions from the past are either unavailable publicly or particularly difficult to find. After gathering the AAPs, a survey was published and released through Qualtrics (Qualtrics, Provo, UT) targeting Penn State Law J.D. students. A predetermined number of respondents that provided valid responses were compensated for their time. The survey itself provided each respondent with state higher education system affirmative action/nondiscrimination statements that corresponded to each of the fifty U.S. states with their individual state names, contact

information, and administrator names redacted to eliminate respondent bias. Each respondent was then asked to rate the statements on the basis of their perceived emphasis on racial diversity in the student body and perceived emphasis on equal access (or equality of opportunity) in admissions on a sliding scale coded from 0-100. For the purposes of the survey, emphasizing “equal opportunity” is defined as highlighting the importance of access to the university system irrespective of demographic characteristics and emphasizing “diversity” is defined as highlighting the importance of racial and ethnic factors in the composition of the student body. To conclude the survey, respondents were asked to list their gender identity, whether they were of Hispanic/Latino/Spanish status, their racial identity, academic status, and their personal beliefs regarding affirmative action in university admissions.

After closing the survey, my first task was to establish a metric to determine the validity of a survey response. To do so, I tested the correlation between average scores by survey respondents who spent at least five minutes on the survey and survey respondents who spent at least ten minutes on the survey. The rationale behind this test was to find outliers in the shorter response times. If the assumption was to be made that respondents who spent less time produced less accurate results, then respondents who spent more time would produce more accurate results. Figure 2 shows a scatterplot of the correlation between both respondent types; I elected to include more responses and to use five minutes as the determinant for whether a survey response was valid.



## FIGURE 1: AAP Score Survey Instructions

University Affirmative Action Statements in the U.S.

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Thank you for taking the time to complete this questionnaire. The purpose of this survey is to determine the perceived extent to which state education system affirmative action statements are supportive of different concepts related to racial preferences in university admissions.

Each question contains the affirmative action statement of a respective state institution. For each statement, please indicate using the slider bar the level of support each policy has with respect to:

- 1) Emphasis on "diversity" in the student body
- 2) Emphasis on "equal access" to education in the student body.

For the purposes of this survey, emphasizing "diversity" is defined as highlighting the importance of racial and ethnic factors in the composition of the student body. Emphasizing "equal access" is defined as highlighting the importance of access to the university system irrespective of demographic characteristics.

Because of differences in state policy and attitudes, variations in length among each state policy is common. Some states have very long policies, while others have policies that are only a few sentences in length. Please evaluate each policy taking length into account but primarily with regard to its substantive content and wording.

The [system name] shall administer its policies and programs without regard for race, age, sex, religion, national origin, handicapped, or veteran status. The [system name] has been and remains committed to the maintenance of equal opportunity for all people. Affirmative Action shall be taken to ensure that the [system name] does not discriminate in any aspect of employment including advertisement, recruitment, selection, promotion, demotion, transfer, compensation, and selection for training. Students are also assured that access to educational opportunities, financial assistance, and social and recreational programs will be free from discrimination.

No emphasis      Highest emphasis  
0      10      20      30      40      50      60      70      80      90      100

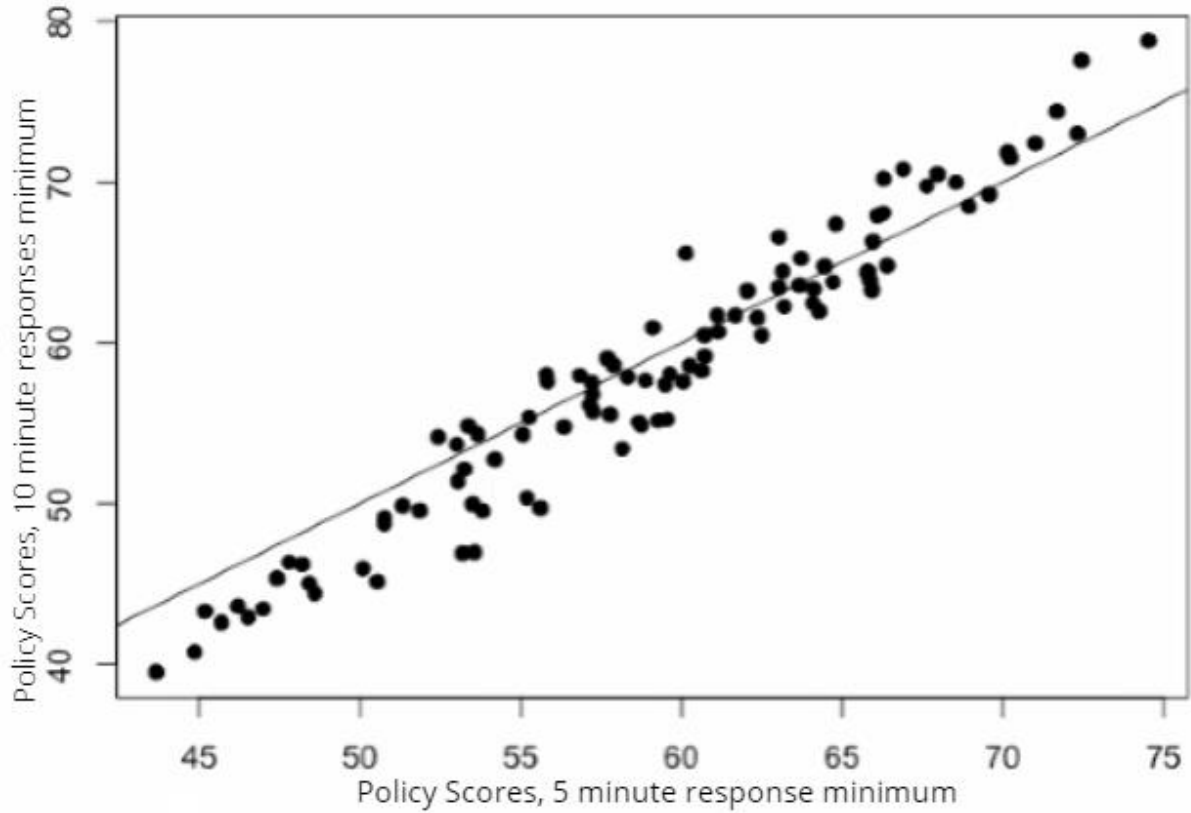
Emphasis on "diversity" in student body.

\_\_\_\_\_

Emphasis on "equal access" in student body.

\_\_\_\_\_

**FIGURE 2: Scatter Plot Indicating Average AAP Policy Scores from 5 Minute and 10 Minute Responses**



## Chapter 5

### Methods, Analysis, and Findings

This next section analyzes respondent data from the affirmative action scoring survey. Since the survey was innovative in its aim and design, I was curious to see if any patterns or relationships could be identified between a respondent's personal background and the scores they elected to give each state's AAP. To do so, I ran regressions to determine the relationship between each of the demographic variables the respondent answered at the end of the survey and the AAP scores each respondent assigned on the diversity and the equal opportunity metrics.

The first observation made from this test is that, on average, female respondents have a statistically significant positive association with higher scores on the diversity metric on AAPs, but a slightly negative correlation on scoring the equal opportunity metric. Both the Latino and Black ethnic categories appear to have a statistically significant negative correlation to the emphasis on diversity metric while they tend to score in opposite directions on equal opportunity. In addition, Asian respondents generally assigned higher scores in both measures. Lastly, respondents who support AA programs appear to have a positive correlation with both diversity and equal opportunity measures, though the impact is much smaller as compared to previous demographic factors.

The result that I was most intrigued by was in the coding patterns of respondents who opposed AA. Opponents of AA had a slight positive correlation on their diversity scores, though are negligible and not statistically significant. However, the same individuals have a statistically significant negative relationship to the equal opportunity measure, which would seem somewhat consistent in aligning with their personal beliefs. Another point of interest in conducting this test

was to investigate the subtle differences between ethnic groups in interpreting the affirmative action policies. Based on the table, it is safe to conclude that Latino and Black respondents tend to grade state affirmative action policies lower on their diversity emphasis than their equal opportunity emphasis. This could be in part due to overall lower satisfaction when it comes to the diversity efforts of predominantly white higher education systems across the country. What's particularly interesting is the absolute value between Black respondents' diversity and equal opportunity scores, which are the farthest apart of any identified respondent characteristics. This relationship hints at the implication that Black respondents, while dissatisfied with the level state systems' claim to value diversity in the student body, are relatively satisfied with the state systems' commitment to equal opportunity in admissions.

Overall scoring patterns from Asian respondents are also particularly interesting to gauge. Asian respondents tended to score both the diversity and equal opportunity metrics significantly higher than any other respondent categorization, with a statistically significant 12.44 and 14.81 coefficient on diversity and equal opportunity scores respectively. I would suspect that these unusually higher scores are a result of the implication that Asians are adversely affected by affirmative action policies, leading to respondents overreporting the level of emphasis of each AAP measure. The last characteristic of note can be found in respondents who generally oppose affirmative action. Such respondents hold a slightly positive relationship with diversity scores, though they are statistically insignificant. The interesting part is their statistically significant negative relationship with the equal opportunity metric. This finding somewhat coincides with our traditional understanding of individuals who oppose affirmative action and believe such policies take away from the equal opportunity and merit-based values.

**TABLE 1: Impact of respondent demographics on survey scoring outcomes**

	<u>Emphasis on Diversity</u>	<u>Emphasis on Equal Opportunity</u>
Female	5.186*** (0.8518)	-0.2540 (0.8715)
Latino	-7.879*** (1.108)	-3.746*** (1.040)
Black	-4.103*** (1.007)	5.823*** (0.9937)
Asian	12.44*** (0.9791)	14.81*** (0.8578)
Support AA	2.219** (0.7845)	0.0632 (1.079)
Oppose AA	1.980 (1.444)	-3.308* (1.255)
Fixed-Effects:	-----	-----
Statement	Yes	Yes
<hr/>		
S.E.: Clustered	by: Statement	by: Statement
Observations	2,335	2,375
R2	0.15713	0.10925
Within R2	0.08951	0.05917

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Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1

Next, I created a set of summary statistics and data visualization for survey responses. As noted in the previous chapter, state AAPs were scored on the basis of their emphasis on diversity and equal opportunity in the student body. Each metric was scored by respondents on a scale from 0-100 with 0 as the least amount of emphasis and 100 as the most. In addition, state support for preferential hiring was re-coded to be directly applicable to AAP score comparisons (preferential hiring was re-coded so that lower numbers indicated lower levels of support while higher numbers indicated higher levels of support). In addition, in order to visualize the AAP scores themselves, I created a scatter plot and two U.S. maps to observe trends. Based on the scatterplot, a few immediate outliers can be identified between states that had significant scoring differences between their AAP emphasis on diversity and emphasis on equal opportunity. Oregon was a notable example with an average diversity score of 70.79 but an average equal

opportunity score of 45.13. New York also displayed record-high scoring in its equal opportunity metric with an average score of 78.77 but with significantly lower diversity score relative to opportunity. The map diagrams also clearly illustrate this point, with other states such as Maine or Georgia also displaying stark contrasts in their system policy's equal opportunity and diversity scores. Another state that produced results of note include Massachusetts. Massachusetts has a state Democratic advantage of over 29% and is considered a strongly Democratic state. However, both the diversity and equality of opportunity metric on its AAP scored relatively low, in the 40s. I suspect that recent legal action concerning Harvard University could be a potential cause for their lower scores.

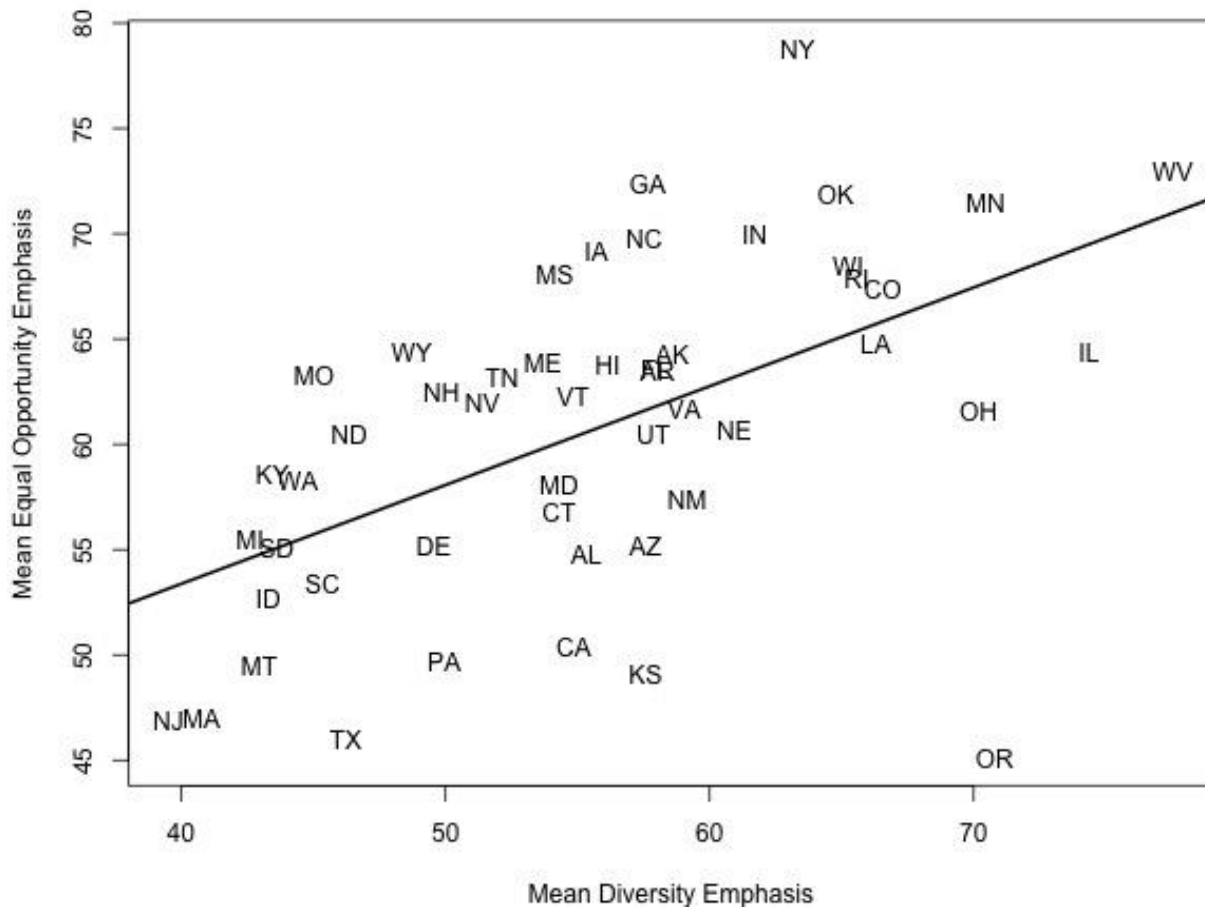
**TABLE 2: Summary statistics for each variable used in the study**

Variable Summary Statistics							
	n	mean	standard deviation	minimum value	maximum value	range	standard error
<b>*AAP Emphasis on Diversity Scores</b>	50	55.5	9.21	39.52	77.5	38	1.3
<b>*AAP Emphasis on Equal Opportunity Scores</b>	50	60.7	7.9	45.13	78.8	33.6	1.12
<b>State Democratic Percentage</b>	50	42.6	7.23	25	56	31	1.02
<b>State Republican Percentage</b>	50	41.7	7.41	27	59	32	1.05
<b>State Democratic Advantage</b>	50	0.9	14.52	-34	29	63	2.05
<b>**State Support for Preferential Hiring</b>	50	2	0.27	1	2.8	1.8	0.04
<b>State Percentage of White Residents</b>	50	79.6	12.55	27.95	96	68	1.77
<b>State Percentage of Black Residents</b>	50	10.4	9.69	0.00	37.4	37.4	1.37
<b>State Percentage of Hispanic Residents</b>	50	8.4	8.62	0.58	43	42.4	1.22
<b>State Percentage of Women Residents</b>	50	51.2	1.08	47.40	52.6	5.2	0.15

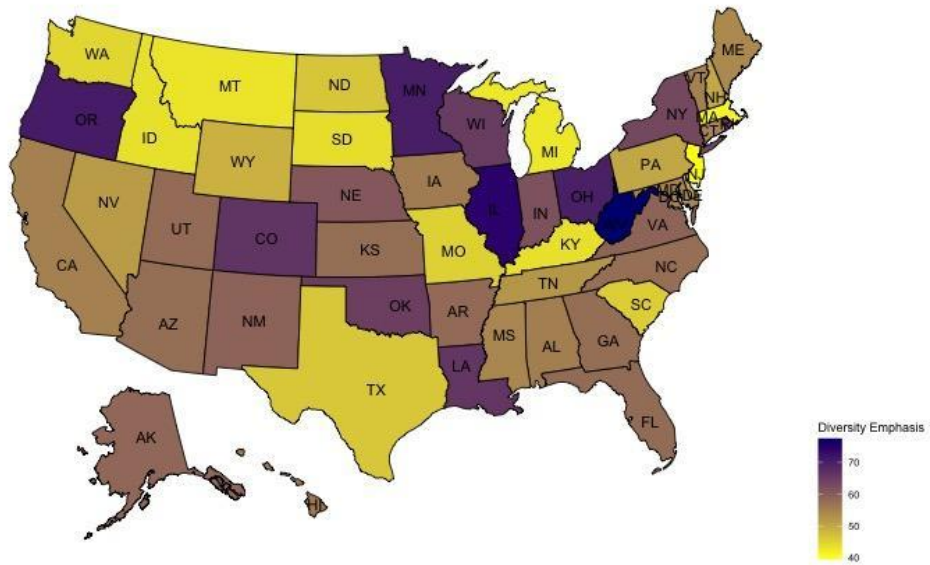
\*AAP Scores are scored on a scale from 0-100, with 100 being the most emphasis and 0 being the least emphasis

\*\*State support for preferential hiring is coded from 1- strongly against the preferential hiring/promotion of blacks, to 4- strongly for the preferential hiring/promotion of blacks

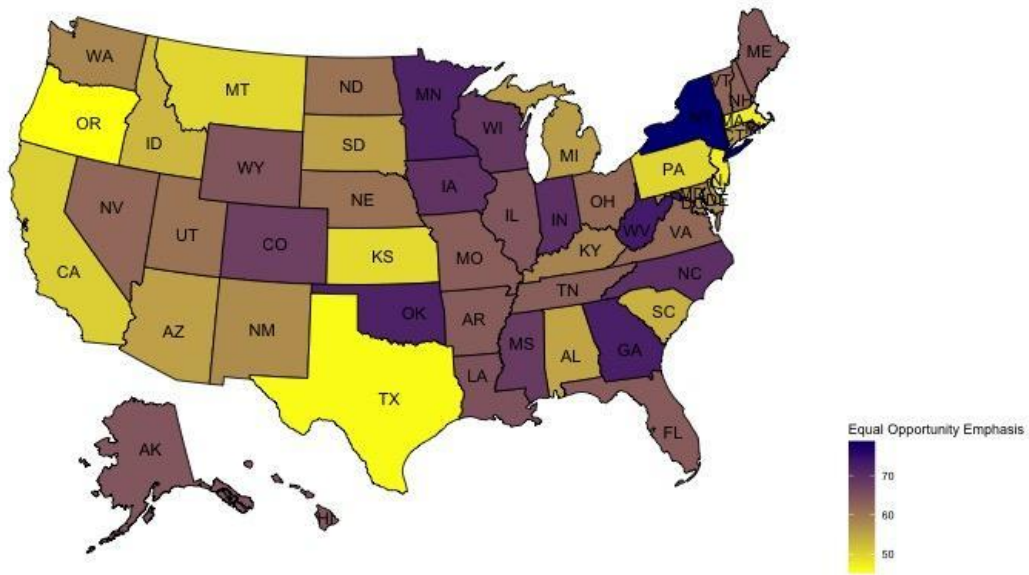
**FIGURE 3: Scatterplot showing average emphasis on diversity plotted against average emphasis on equal opportunity by state**



**FIGURE 4: Map visualizing state AAP emphasis on diversity means**



**FIGURE 5: Map visualizing state AAP emphasis on equal opportunity means**





In order to test the strength of association between a state's AAP diversity scores and their public opinion on AA, I fitted a multiplicative interaction model with the cleaned master dataset. Six models were run, with each testing the various relationships between the given variables. The first model simply tested the relationship between state support for preferential hiring (henceforth the proxy variable for state public opinion on AA) and their system AAP's emphasis on diversity score, of which we can see that increased state support for preferential hiring does indeed correlate with increased emphasis scores on state AAPs. The second model tests the strength of association between state public opinion and system AAP diversity with the inclusion of the Democratic advantage, percent Black, Hispanic, and women resident variables. This is done with each variable holding the others constant, indicating the negative correlation between Democratic advantage and high percentages of Black residents while positive correlation between state percentages of Hispanic and women residents (though all coefficients are slight and negligible). The third through sixth models test the strength of association between public opinion and AAP by using the Democratic advantage and percent of Black, Hispanic, and women resident variables as interaction terms respectively. The third model addresses the interaction of Democratic advantage on the strength between state public opinion and AAP without holding other variables constant, finding a -0.180 coefficient and that high State Democratic advantage slightly weakens the association between public opinion and AAP. The fourth and fifth model follow the same procedure but examine the state percentage of Black residents' and Hispanic residents' interaction on the strength of public opinion on AAP. In this model, I also find a slight negative coefficient of -0.12 and -0.34 respectively, indicating that as a state's percentage of Black and Hispanic residents increases, the relationship between public opinion and affirmative action policy weakens. The last model tested the interaction of the

percentage of women in a state on the strength between public opinion and AAP's diversity measure, with an estimated coefficient of 0.41. This indicates a slightly positive relationship between the variables and that state's with higher percentages of women residents tend to have AAPs more closely aligned with public opinion.

Next, the same multiplicative interaction model and regression analysis was fitted on state AAP emphasis on equal opportunity scores to test for substantive differences between the two metrics. The first model also displayed a positive correlation between a state's public opinion on affirmative action and their AAP emphasis on equal opportunity scores, though the correlation is much weaker than public opinion's relationship on AAP diversity scores. The third model again addresses the interaction of Democratic advantage on the strength between state public opinion and AAP equal opportunity scores without holding other variables constant, finding a -0.11 coefficient and that high State Democratic advantage slightly weakens the association between public opinion and AAP on the metric of equal opportunity. The fourth and fifth models examine the state percentage of Black residents' and Hispanic residents' interaction on the strength of public opinion on AAP equal opportunity scores. Producing coefficients of 0.34 and -0.8 respectively, we can conclude that an increase of a state's Black population leads to a slightly stronger association between state public opinion and affirmative action policy, while an increase of Hispanic residents does ever so slightly the opposite. The sixth model tested the interaction of the percentage of women in a state on the strength between public opinion and AAP's equal opportunity measure, with an estimated coefficient of 1.7 again indicating that a slightly positive relationship between the variables exist and that state's with higher percentages of women residents tend to have AAPs more closely aligned with public opinion in the equal opportunity survey metric.

The regression analysis also addresses the original hypotheses in examining the strength of association between state AAP and public opinion with our selected independent variables absent from consideration. Viewing the chart from that lens, we identify that specific to diversity scores, the absence of high women residential percentages consistently yielded weaker associations between state public opinion and AAP. With the other variables of Democratic advantage and Black and Hispanic resident percentages, in all other cases besides the last model testing for percentage of women, the absence of high percentages correlates with a slightly negative strength of association between public opinion and AAP. When examining the same metrics in relation to the equal opportunity scores, the negative effects of the variables on the strength between public opinion and AA are less obvious. Each variable has at least one instance of its absence from the model yielding a weaker association between opinion and AA. The state Black percentage and female percentage are the only two variables within the overall analysis that have at least two models in which their absence yields a weaker association.

**TABLE 3: Interaction model regression table for emphasis on diversity scores**

Dependent variable:

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	State AAP Emphasis on Diversity Scores					
	(1)	(2)	(3)	(4)	(5)	(6)
Preferential Hiring	4.300 (4.900)	6.600 (7.700)	4.800 (6.200)	5.200 (6.000)	6.100 (7.700)	-16.000 (152.000)
Democratic Advantage		-0.058 (0.130)	0.340 (0.650)			
Percent Black Residents		-0.048 (0.200)		0.240 (1.500)		
Percent Hispanic Residents		0.032 (0.170)			0.680 (2.300)	
Percent Women Residents		0.064 (2.100)				-1.000 (5.800)
Preferential Hiring: Democratic Advantage			-0.180 (0.310)			
Preferential Hiring: Percent Black Residents				-0.120 (0.660)		
Preferential Hiring: Percent Hispanic Residents					-0.340 (1.100)	
Preferential Hiring: Percent Women Residents						0.410 (3.000)
Constant	47.000*** (9.800)	39.000 (102.000)	46.000*** (13.000)	45.000*** (12.000)	43.000*** (15.000)	96.000 (291.000)
Observations	50	50	50	50	50	50
R2	0.016	0.022	0.026	0.018	0.018	0.017
Adjusted R2	-0.004	-0.089	-0.037	-0.046	-0.046	-0.047
Residual Std. Error	9.200 (df = 48)	9.600 (df = 44)	9.400 (df = 46)	9.400 (df = 46)	9.400 (df = 46)	9.400 (df = 46)
F Statistic	0.800 (df = 1; 48)	0.200 (df = 5; 44)	0.420 (df = 3; 46)	0.280 (df = 3; 46)	0.290 (df = 3; 46)	0.270 (df = 3; 46)

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Note: \*p<0.1; \*\*p<0.05; \*\*\*p<0.01

**TABLE 4: Interaction model regression table for emphasis on equal opportunity scores**

Dependent variable:

	State AAP Emphasis on Equal Opportunity Scores					
	(1)	(2)	(3)	(4)	(5)	(6)
Preferential Hiring	1.400 (4.200)	2.900 (6.400)	4.300 (5.300)	-1.300 (5.100)	5.600 (6.400)	-84.000 (131.000)
Democratic Advantage		-0.038 (0.110)	0.120 (0.560)			
Percent Black Residents		0.087 (0.170)		-0.640 (1.300)		
Percent Hispanic Residents		-0.210 (0.140)			1.400 (1.900)	
Percent Women Residents		-0.520 (1.800)				-2.800 (5.000)
Preferential Hiring: Democratic Advantage			-0.110 (0.270)			
Preferential Hiring: Percent Black Residents				0.340 (0.570)		
Preferential Hiring: Percent Hispanic Residents					-0.800 (0.950)	
Preferential Hiring: Percent Women Residents						1.700 (2.600)
Constant	58.000*** (8.500)	83.000 (85.000)	52.000*** (11.000)	63.000*** (10.000)	52.000*** (13.000)	201.000 (250.000)
Observations	50	50	50	50	50	50
R2	0.002	0.081	0.031	0.023	0.084	0.013
Adjusted R2	-0.018	-0.024	-0.033	-0.041	0.024	-0.052
Residual Std. Error	8.000 (df = 48)	8.000 (df = 44)	8.000 (df = 46)	8.100 (df = 46)	7.800 (df = 46)	8.100 (df = 46)
F Statistic	0.110 (df = 1; 48)	0.770 (df = 5; 44)	0.480 (df = 3; 46)	0.360 (df = 3; 46)	1.400 (df = 3; 46)	0.200 (df = 3; 46)

Note: \*p&lt;0.1; \*\*p&lt;0.05; \*\*\*p&lt;0.01

## Chapter 6

### Conclusions

In the area of political psychology, the findings of the AAP surveys provide evidence for distinct perceptible patterns in interpreting the policies between ethnic groups. The most obvious patterns can be seen in Black and Latino respondents consistently rating state AAPs lower on their emphasis on diversity. Given the massive changes in recent political and racial discourse, it is not surprising to see that state education system diversity initiatives are often considered lackluster by Black and Latino respondents. Consistently high scoring patterns in Asian respondents also provide particularly interesting insight. Conventional understanding of affirmative action tells us that Asian applicants are generally disadvantaged as a minority group in university applications. Thus, the results show that in both measures of diversity and equal opportunity, Asian respondents regularly assigned significantly higher perception scores when reading state policies as compared to other ethnic groups.

Additionally, based on the findings of the regression analysis, several fundamental conclusions can be drawn that address the impact of state residential demographics on the strength of association between state public opinion and their AAP. First, in both cases of AAP measurements, higher levels of state support for affirmative action are correlated with higher AAP perception scores, though the impact on the diversity measurement is far greater. Next, when holding each of our interaction terms constant, Democratic advantage in both measures of AAP have a slight negative correlation. The percentage of Black residents variable has a different impact on the diversity measurement and the equal opportunity measurement, showing a negative correlation coefficient in diversity perception scores and positive in equal opportunity.

The later models of each chart also show us the individual impact of each of our independent variables on the strength of association between state public opinion and AAP. The figures indicate that in the realm of emphasis on diversity, state Democratic advantage and higher percentages of Black and Hispanic residents yield weaker associations between policy and opinion, though each association is so weak it can be considered negligible. Though the percentage of women variable yields a positive association, it is still weak and not statistically significant enough to be considered substantive. Regarding the variables' impact on the equality of opportunity metric, again, each shows a mixture of slightly positive and negative correlations to the strength of association dependent variables. One noteworthy observation is the impact of increasing the percentage of women residents on the strength of association between opinion and AAP, as it is a substantially greater positive association than the rest of the independent variables.

Most importantly however, we find the impact of the absence of such variables on the strength of association between AAP and state public opinion. The analysis shows that the absence of high women residential percentages consistently leads to weaker associative strength between state AAP scores and public opinion across both the diversity and equal opportunity metric, with five of six models displaying that relationship. In fact, the only case in which the omission of a high percentage of women residents led to a strong relationship is in the case of individually testing for Black residents in the equal opportunity frame. For both the absence of the Democratic advantage variable and the state percentage of Hispanic residents variable, three of the six models yielded weaker associations between the dependent variables, with the other three yielding stronger associations. The state percentage of Black residents variable had four cases in which its absence caused a weaker association between AAP and public opinion. Based

on these findings, there is not enough evidence to support the hypothesis that the absence of Democratic advantage and higher state Hispanic residencies would lead to a weaker association between state AAP and opinion. In addition, there is some evidence to support the hypothesis that the absence of higher state Black percentages would lead to a weaker association between state AAP and opinion. However, it is safe to conclude that there is enough evidence to support the hypothesis that the absence of higher state women percentages would lead to a weaker association between state AAP and public opinion.

What are the implications of such findings? Practically speaking, these results tell us that, at least to a certain extent, public opinion on affirmative-action related policies has an effect on the AAPs themselves as indicated by each state policy's perception scores. Thus, the implication is that whoever adjusts and authors these policies, whether they be publicly elected or executively appointed, do consider public mood as a motivating factor. In addition, state demographic factors including party affiliation, racial make-up, and gender make-up appear to have some degree of influence on the strength of the relationship between AAP and public opinion. Though this degree of influence is quite small, there is nonetheless base-level evidence to support that higher education board members are somewhat responsive to changes in public opinion on affirmative action, especially when change is initiated from such demographic groups. Though virtually all of the interaction regression results yielded results that are not statistically significant, I believe there is value behind these findings and that each figure provides implications relevant for future research.

Another concept that merits discussion can be found in thinking about the overall shape of the research retrospectively, considering potential errors, and thinking about areas that can be improved upon for future research. The most credible area of improvement can be found in the



limitations of only working with fifty distinct cases. For the purposes of this research project, I examined the affirmative action policy from each state's flagship university system/higher education board. The rationale behind selecting flagship system policies was the expectation that those systems would be host to regulations that are the most representative of the state as a whole. Nonetheless, several states host multiple higher education systems, some of which are almost as influential as their flagship system and each with their own policies worth investigating in the future. A particularly relevant example of a state with multiple, competitive higher education systems is Pennsylvania, with both the *Pennsylvania State System of Higher Education* and the *Commonwealth System of Higher Education*, which have almost equal holds on educational policy and student body size within the state. Another area of improvement worth mentioning is related to the temporal aspect in assembling the affirmative action policies themselves. Since the only accessible policies were the current ones for each state, I was only able to effectively gather a "snapshot" of existing and active AAPs for each state between the late summer of 2021 to early winter of 2022. Any future research would potentially benefit from controlling the timeframe of the drafted policies and reduce the variation in when such statements were drafted. Another critical component of this research project hinged on locating public opinion data on affirmative action policy at the state level. While such data does not currently exist, I was able to use the next best proxy variable with public opinion on affirmative action in employment rather than university admissions. If such data were ever to be collected in the future, a more direct relationship between the variables could be drawn and clearer patterns in associative strength would be present in those circumstances. Lastly, I hope that the AAP perception score survey can be further built upon and replicated in the future. Having a limited sample size and pool of respondents to work with may have introduced elements of bias in the

responses. While time constraints and finite resources have provided me with the best set of data possible for the purposes of this research project, I hope the perception dataset can be expanded upon to include a wider array of respondents with varying levels of education and age demographics.

## APPENDIX A

### State Affirmative Action Policies

#### R1) Alabama

Board of Trustees, University of Alabama system, board consists of 15 self-nominating elected members and 1 ex-officio member, members split by congressional district.

<https://eop.ua.edu/law.html#:~:text=Equal%20Opportunity%20Policies,%2C%20disability%2C%20or%20veteran%20status.>

*The University of Alabama annually reaffirms its full commitment to equal opportunity, nondiscrimination and affirmative action, including the policies and procedures that prohibit discrimination and unlawful harassment throughout our campus community. This commitment is supported by our strategic plan, which includes our goal to “enrich our learning and work environment by providing an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body.”*

#### R2) Alaska

University of Alaska Board of Regents, 11 members appointed by the Governor and confirmed by the Alaska Legislature. Members serve an 8-year term, with the exception of the student regent who is nominated from his/her campus and serves a 2-year term.

<https://alaska.edu/hr/affirmative-action/>

*It is the policy of the University of Alaska Statewide to provide equal education and employment opportunities and to provide service and benefits (such as admission decisions, financial aid, access to academic programs, employment, and health and counseling services) to all students and employees without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, disability status, age, protected veteran status, or other legally protected status. If students, prospective students, or employees feel they have been discriminated against, they have the right to contact the appropriate AA officer listed below for assistance and follow the resolution process outlined in University Regulation 04.02.020.*

#### R3) Arizona

Arizona board of regents, The board consists of twelve members, eleven voting and one non-voting. This includes the governor and superintendent of public instruction as ex-officio members, each serving while they hold office, and two student regents. Except for ex-officio members and student regents, and as noted, the term of a regent is eight years.

<https://equity.arizona.edu/information/statements#:~:text=The%20University%20of%20Arizona%20is%20an%20equal%20opportunity%2C%20affirmative%20action,gender%20identity%2C%20or%20genetic%20information>.

*The University of Arizona is an equal opportunity, affirmative action institution. The University prohibits discrimination based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. Title IX of the Educational Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, the University of Arizona does not discriminate based on sex in its educational programs or activities, including in admission and employment.*

#### R4) Arkansas

University of Arkansas System Board of Trustees, The Board of Trustees of the University of Arkansas is the institution's governing body. The board is composed of 10 trustees representing each of the state's four congressional districts.

<https://vcfa.uark.edu/fayetteville-policies-procedures/oeoc/2141.php#:~:text=Policy%20Statement&text=The%20University%20prohibits%20discrimination%20when,term%20or%20condition%20of%20employment>.

*The University of Arkansas (University) is committed to the principle of equal opportunity in education and employment. The University prohibits discrimination (including discriminatory harassment, and sexual harassment) against any student, applicant for admission, employee, applicant for employment, affiliate, subcontractor, on-site contractual staff, agency employee, third party or community member, visitors to campus and others participating in campus programs or receiving campus services. University is committed to building and maintaining a diverse community to reflect human differences and to improve opportunities for all. The University is committed to equal opportunity, affirmative action, and eliminating discrimination. This commitment is both a moral imperative consistent with a campus community that celebrates individual differences and diversity, as well as a matter of law.*

#### R5) California

Board of Regents, University of California, 26 voting members appointed by Governor serving 12-year terms.

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

*“Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups.”*

## R6) Colorado

University of Colorado Board of Regents, 9 members, 6-year staggered terms, 1 elected from each of Colorado's 7 congressional districts and 2 at-large elected.

<https://www.colorado.edu/hr/affirmative-action>

*University of Colorado Boulder is committed to achieving full equal opportunity and affirmative action for all applicants and employees. Equal opportunity ensures all qualified applicants and employees are treated fairly and not discriminated against with regard to the individual's race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression or veteran status. Affirmative action is a federal law requirement for employers who are federal contractors, such as CU Boulder, to take positive actions towards the outreach and employment opportunities for women, members of underrepresented racial/ethnic groups, veterans, and individuals with disabilities. Affirmative action is a part of the way CU Boulder regularly conducts its business and complements the philosophy and belief that diversity enriches the educational and employment experience for all faculty, staff and students at CU Boulder.*

## R7) Connecticut

Connecticut Board of Regents, Thirteen members are appointed by the governor and legislative leaders, two are students chosen by their peers, and six non-voting ex-officio members.

<https://admissions.uconn.edu/uconn-policies/>

*The University of Connecticut complies with all applicable federal and state laws regarding non-discrimination, equal opportunity and affirmative action, including the provision of reasonable accommodations for persons with disabilities. UConn does not discriminate on the basis of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability, veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or political beliefs in its programs and activities. Employees, students, visitors, and applicants with disabilities may request reasonable accommodations to address limitations resulting from a disability.*

## R8) Delaware

University of Delaware board of trustees, 28 members, Eight of the trustees shall be appointed by the Governor, by and with the consent of a majority of the members elected to the Senate. At least 1 of the members to be appointed by the Governor shall be a person skilled in the mechanical arts. Twenty of the trustees shall be elected by a majority of the whole Board, as constituted, not less than 5 of whom shall reside in each county in the State, 6-year terms.

<https://www.udel.edu/home/legal-notices/#:~:text=The%20University%20of%20Delaware%20does,by%20applicable%20law%20in%20its>

*The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.*

#### R9) Florida

Florida Board of Governors, seventeen members, fourteen of whom are appointed by the Florida Governor and confirmed by the Florida Senate for a term of seven years.

*The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy, parental status, gender identity or expression, and sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act), or membership in any other protected classes as set forth in state or federal law. This commitment applies to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements.*

#### R10) Hawaii

University of Hawaii Board of Regents, The board is composed of 11 regents, who volunteer to serve without compensation, and are nominated by the Regents Candidate Advisory Council, appointed by the governor and confirmed by the legislature.

*It is the policy of the university to provide equity of opportunity in higher education, both in the educational mission and as an employer. The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court*

*record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. This policy covers admission and access to and participation, treatment, and employment in the university's programs and activities. Discriminatory harassment, including sexual harassment, is prohibited under this policy. The university shall promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action.*

R11) Washington (University of Washington)

University of Washington, The governor shall select the student member from a list of candidates, of at least three and not more than five, submitted by the governing body of the associated students. They shall be appointed by the governor with the consent of the senate, and, except for the student member, shall hold their offices for a term of six years from the first day of October and until their successors shall be appointed and qualified.

<https://ap.washington.edu/eoaa/aapolicy/>

*The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, citizenship, sexual orientation, age, marital status, gender identity or expression, genetic information, disability, or status as a protected veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Any discriminatory action can be a cause for disciplinary action.*

R12) West Virginia

West Virginia Higher Education Policy Commission, nine members, seven of whom are appointed by the governor, and two ex-officio members

<https://www.wvstateu.edu/about/title-ix/eo-aa.aspx>

*West Virginia State University, "the University," is an Equal Employment Opportunity (EEO) and Affirmative Action (AA) institution of higher education that is committed to providing working and learning environments that are free of discrimination, harassment, coercion, intimidation, or bullying. We are inclusive and welcoming to persons from all racial, ethnic, social and cultural backgrounds. The University is enriched both educationally and socially by the diversity of its student and employee population; and this diversity enhances our image and success as we continue to grow in stature as an institution of higher education. Members of the University community bring with them vast diverse experiences and, consequently, it is important that we treat each other with dignity, acceptance and mutual respect. Behavior that violates the civil and statutory rights of any individual or group, or interferes with any individual or group's ability to benefit from, or contribute to, the employment, educational, and/or cultural opportunities and offerings provided by the University, constitutes a violation of University policy and will not be tolerated. As a University community,*

*we are all responsible for creating and fostering an environment that is civil and respectful, and for personally exemplifying the principles embodied in this statement into our daily interactions. The University is committed to the principles of equal opportunity and affirmative action with regard to employment, education, contracting services; equal opportunity and affirmative action executive orders and regulations; and recruitment and retention of students and employees that is reflective of our diverse society.*

### R13) Virginia

State council of higher education for Virginia, 13 members appointed for four-year terms (except appointments that fill vacancies occurring shall be appointed for the unexpired term). There are 12 members appointed by the Governor and subject to confirmation by the General Assembly and one ex officio member.

<https://eocr.virginia.edu/notice-non-discrimination-and-equal-opportunity>

*The University of Virginia (“UVA”) does not discriminate on the basis of age, color, disability, gender identity or expression, marital status, military status (which includes active duty service members, reserve service members, and dependents), national or ethnic origin, political affiliation, pregnancy (including childbirth and related conditions), race, religion, sex, sexual orientation, veteran status, and family medical or genetic information, in its programs and activities as required by Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, as amended, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1975, Governor’s Executive Order Number One (2018), and other applicable statutes and University policies. UVA prohibits sexual and gender-based harassment, including sexual assault, and other forms of interpersonal violence. Individuals, including UVA students and employees, and participants in UVA’s programs or activities, may be entitled to reasonable accommodations or modifications for a disability.*

### R14) Vermont

Vermont State Colleges Board of Trustees, 15 people. Five are appointed by the Governor of Vermont, four trustees are elected by the Board, and four trustees are state legislators who are elected by the General Assembly. There is also one student trustee elected by the VSCS Student Government Association. All trustees serve a four-year term, with the exception of the student trustee, who serves a one-year term but can be reelected to a second term. Finally, the Governor is an ex officio Board member.

<https://catalogue.uvm.edu/undergraduate/aboutuniv/equalopportunity/>

*The University of Vermont and State Agricultural College is committed to a policy of equal educational opportunity. The university therefore prohibits discrimination on the basis of unlawful criteria such as race, color, religion, national or ethnic origin, age, sex, sexual*



*orientation, marital status, disability, or gender identity or expression, as those terms are defined under applicable law, in admitting students to its programs and facilities and in administering its admissions policies, educational policies, scholarship and loan programs, athletic programs, and other institutionally administered programs or activities made available to students at the university. The university also prohibits harassment, as defined in the Vermont Statutes at Title 16, section 11(a)(26). Unlawful harassment is a form of discrimination and is therefore prohibited. Sources: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the Vermont Public Accommodations Act; and such other federal, state, and local non-discrimination laws as may apply.*

#### R15) Utah

Utah System of Higher Education, 18 Utah citizens, all appointed by the Governor. There are two student Board members, one from a degree-granting public college or university and one from a technical college. Sixteen of the members are appointed to six-year staggered terms while the student Board members are appointed to a one-year term.

<https://www.utah.edu/nondiscrimination/>

*The University of Utah does not discriminate on the basis of race, ethnicity, color, religion, national origin, sex, pregnancy, pregnancy-related conditions, age, disability, sexual orientation, gender identity, gender expression, genetic information or protected veteran's status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. The University does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX and 34 CFR part 106. The requirement not to discriminate in education programs or activities extends to admission and employment. Inquiries about the application of Title IX and its regulations may be referred to the Title IX Coordinator, to the Department of Education, Office for Civil Rights, or both. Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Click here to request a reasonable accommodation. Where discrimination is found to have occurred, the University will take reasonable steps to investigate the matter, stop the harassment, prevent its recurrence and remedy its effects.*

#### R16) New York

Board of Regents New York State Education Department, 17 members elected by the State Legislature for 5 year terms: 1 from each of the State's 13 judicial districts and 4 members who serve at large.

<http://www.buffalo.edu/administrative-services/policy1/ub-policy-lib/discrimination-harassment.html>

*The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, or criminal conviction status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants, or other members of the university community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic. The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, breastfeeding, transgender status, or sexual violence victim status. The university will provide accommodations to individuals with disabilities in accordance with its Reasonable Accommodation Policy. Religious accommodations will be provided in accordance with the university's Religious Accommodation and Expression Policy. Retaliation against anyone who reports discrimination, participates or assists in an investigation, or opposes a discriminatory act, practice, or policy is unlawful and is prohibited by this policy. Retaliation will not be tolerated and may result in a referral to the university's disciplinary process.*

#### R17) Texas

The University of Texas System (2004), Board of Regents, 9 members appointed by governor and confirmed by the Senate, 6-year terms staggered.

Each institution is authorized to develop and propose plans regarding whether to consider an applicant's race and ethnicity, as part of the institution's admissions or financial assistance policies, in accordance with the standards enunciated in the United States Supreme Court cases of *Grutter v. Bollinger* and *Gratz v. Bollinger*. Initial responsibility for developing and proposing such admissions and financial assistance policies may be further delegated within each institution to colleges, departments, or other programs. No institution or program shall propose to consider race or ethnicity unless it finds, after serious and good faith consideration, that race-neutral alternatives are inadequate. This consideration may include the degree of diversity attainable with race-neutral methods and the impact on other academic objectives of exclusive reliance on those race-neutral methods.

#### R18) Tennessee

The College System of Tennessee Board of Regents, 19 members: 12 lay citizens appointed for six-year terms by the governor, with one each from the state's nine congressional districts and

three grand divisions; two faculty members from among the system institutions appointed by the governor for a two-year term; one student.

<https://oed.utk.edu/statement/>

*All qualified applicants will receive equal consideration for employment and admission without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, genetic information, veteran status, and parental status, or any other characteristic protected by federal or state law. In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University of Tennessee affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the university.*

R19) South Dakota

South Dakota Board of Regents

<https://www.usd.edu/human-resources/equal-opportunity#:~:text=The%20University%20of%20South%20Dakota%20is%20committed%20to%20providing%20equal,%2C%20religion%2C%20age%20or%20disability.>

*The University of South Dakota is committed to providing equal opportunity without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, transgender, sexual orientation, religion, age or disability. Students, faculty and staff are encouraged to contact our office with questions and concerns relating to equal opportunity issues on campus.*

R20) South Carolina

Board of Trustees University of South Carolina, The governor has an appointee and usually designates someone to fill the governor's seat on the board.

[https://sc.edu/about/offices\\_and\\_divisions/equal\\_opportunities\\_programs/policies/index.php#:~:text=The%20University%20of%20South%20Carolina%20does%20not%20discriminate%20in%20educational,pregnancy%2C%20childbirth%20or%20related%20medical](https://sc.edu/about/offices_and_divisions/equal_opportunities_programs/policies/index.php#:~:text=The%20University%20of%20South%20Carolina%20does%20not%20discriminate%20in%20educational,pregnancy%2C%20childbirth%20or%20related%20medical)

*The University of South Carolina does not discriminate in educational or employment opportunities on the basis of race, sex, gender, gender identity, transgender status, age, color, religion, national origin, disability, sexual orientation, genetics, protected veteran status, pregnancy, childbirth or related medical conditions.*

R21) Rhode Island

Rhode Island Council on Postsecondary Education, eight voluntary members, along with the Chair of the Board of Education ex-officio and one non-voting student member. Council members are appointed by the Governor and serve three-year terms, except for the student member who serves a two-year term

<https://web.uri.edu/affirmativeaction/about-aaeod/policies-and-procedures/policy-statement/#:~:text=It%20is%20the%20policy%20of,domestic%20abuse%20victim%2C%20homelessness%20or>

*It is the policy of the University of Rhode Island not to discriminate on the basis of race, sex, religion, age, color, creed, national origin, disability, sexual orientation, gender identity or expression, citizenship status, genetic information, marital status, aids/hiv and domestic abuse victim, homelessness or discriminate against disabled and Vietnam era veterans in the recruitment, admission or treatment of students, the recruitment, hiring or treatment of faculty and staff, and in the operation of its activities and programs, as specified by State and Federal Laws, including the Equal Pay Act of 1963, Titles VI and VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, Title IX of the 1972 Educational Amendments to the Higher Education Act, Executive Order 11246, as amended, New Section 503 of the Rehabilitation Act of 1973, as Amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, The Americans with Disabilities Act of 1990, and all other laws which pertain to access and equity. The University of Rhode Island is committed to the principles of Affirmative Action and the attainment of Equal Employment and Equal Educational opportunities for all qualified individuals. The Director of Affirmative Action, Equal Opportunity and Diversity has been designated by the President as the person who shall have overall responsibility for the implementation and maintenance of such programs. For further information, please contact the Affirmative Action Office at (401) 874-2442.*

## R22) Pennsylvania

### Pennsylvania State System of Higher Education

*“The State System of Higher Education is committed to a policy of affirmative action. The State System assures an equal opportunity to all persons without regard to race, color, religion, creed, handicap, ancestry, national origin, age, or sex in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.”*

## R23) Oregon

State of Oregon; Higher Education Coordinating Commission, 14-member volunteer commission appointed by the Oregon Governor, with nine voting members confirmed by the State Senate

[https://policies.uoregon.edu/admission-requirements#:~:text=\(1\)%20The%20University%20President%20shall,effective%20support%20for%20such%20students.](https://policies.uoregon.edu/admission-requirements#:~:text=(1)%20The%20University%20President%20shall,effective%20support%20for%20such%20students.)

*Affirmative Action Goals: Enrollment (1) The University President shall establish affirmative action goals and procedures for the purpose of increasing the proportion of minorities and women enrolled in programs where minorities or women are underrepresented. The University shall be sensitive to the need for effective support for such students. (2) For purposes of this policy, "minority" refers to Black African Americans, Hispanic Americans, Asian/Pacific-Island Americans and American Indians/Alaskan Natives. (3) The goals and procedures established under this policy shall be reviewed by the President for adequacy and effectiveness at the end of each biennium and modified accordingly. A report of this biennial review shall be submitted to the Board.*

#### R24) Oklahoma

Oklahoma State Regents for Higher Education, seven citizens appointed by the Governor with the advice and consent of the State Senate. Each Regent serves a seven-year term.

<https://www.ou.edu/gradcollege/forms/bulletin/affirmative-action>

*The University of Oklahoma, recognizing its obligation to guarantee equal opportunity to all persons in all segments of University life, reaffirms its commitment to the continuation and expansion of positive programs which reinforce and strengthen its affirmative action policies. This commitment stems not only from compliance with federal and state equal opportunity laws but from a desire to ensure social justice and promote campus diversity. The University will continue its policy of fair and equal employment practices for all employees and job applicants without insidious discrimination on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, political beliefs, disability, or status as a veteran. The University will maintain a critical and continuing evaluation of its employment policies, programs, and practices. Each budget unit bears a responsibility for constructive implementation of this Plan, and whenever possible, to the overall progress toward employment opportunity and participation in all University programs and activities. Our commitment to the concept of affirmative action requires sincere and cooperative efforts throughout all levels of our employment structure. We will continue to strive to reach the goals of fair and equal employment opportunities for all.*

#### R25) Ohio

Ohio Board of Regents, nine-member advisory board to the Chancellor with two ex-officio representatives from the state legislature, was created in 1963 by the General Assembly. Members of the Board of Regents are appointed by the Governor with the advice and consent of the Senate.

<https://www.osu.edu/assets/uploads/policy110-non-discrimination-notice.pdf>

*The Ohio State University is committed to building and maintaining a community to reflect human diversity and to improve opportunities for all. The university is committed to equal opportunity, affirmative action, and eliminating discrimination and harassment. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy, race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its education program or activity, which includes employment. See below for inquiries regarding potential discrimination.*

#### R26) Minnesota

Regents of the University of Minnesota, The 12 volunteer members of the Board of Regents each serve for a six-year term. One Regent is from each of the state's eight congressional districts, and four are from the state at-large.

[https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy\\_equity\\_diversity\\_equal\\_opportunity\\_and\\_affirmative\\_action.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf)

*The following principles shall guide the commitment of the University of Minnesota (University) to equity, diversity, equal opportunity, and affirmative action: (a) Consistent with its academic mission and standards, the University is committed to achieving excellence through equity and diversity. (b) A diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society. (c) Equal educational access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society. (d) As a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or the activities that support them, the University seeks to foster an environment that is diverse, humane, and hospitable. (e) In partnership with community groups, the University is committed to serving the state, the nation, and the world through its outreach and public service.*

#### R27) Michigan

The Regents of the University of Michigan, eight members elected at large in biennial statewide elections. The president of the University serves as an ex officio member of the board.

[https://studentemployment.umich.edu/Cmx\\_Content.aspx?cpId=4#:~:text=The%20University%20of%20Michigan%20is,Vietnam%20Dera%20veteran%20status%20in](https://studentemployment.umich.edu/Cmx_Content.aspx?cpId=4#:~:text=The%20University%20of%20Michigan%20is,Vietnam%20Dera%20veteran%20status%20in)

*The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age,*



*marital status, sexual orientation, gender identity, gender expression, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions.*

#### R28) Louisiana

Louisiana Board of Regents (2010), 15 members appointed by Governor in 6-year overlapping terms.

*“The Postsecondary Education Review Commission believes in the educational value of students learning in diverse educational environments as outlined in the Supreme Court decision in Grutter v. Bollinger. The commission also believes in the unique and important mission of the Southern University System and Grambling State University as historically black colleges and universities (HBCU5) for fostering expanding educational access, excellence, and success for all students, especially African-Americans and disproportionate numbers of low income, first generation students. The commission recognizes, however, that it is an important mission of all of the state’s colleges and universities, especially, but not limited to its land-grant institutions, to educate the diverse students of the state roughly in proportion to the racial, ethnic, socio-economic, and geographic makeup of the state. The commission recognizes further, that if the state does not take affirmative steps to ensure that all of its higher education institutions are educating the diverse students of this state, especially those who have traditionally been and continue to be underserved and under-represented in higher education, the state will never realize its educational, workforce, civic, social or economic goals.”*

#### R29) Maryland

Board of Regents, University System of Maryland, A 21-member Board of Regents, including two students, governs the University System of Maryland. Appointed by the governor, president of the senate, and the speaker of the house.

<https://www.usmd.edu/regents/bylaws/SectionVI/VII100.html>

*The University of Maryland System is actively committed to providing equal educational and employment opportunity in all of its institutions and programs. All policies, programs, and activities of the University System are and shall be in conformity with all pertinent federal and State laws on non-discrimination regarding race, color, religion, age, national origin, sex, and handicap, including, but not limited to, Title VI of the Civil Rights Act of 1964 as amended, Title IX of the 1972 Education Amendments, and Section 504 of the Rehabilitation Act of 1973. It is the goal of the University of Maryland System to assure that women and minorities are equitably represented among the student body, faculty, staff, and administration of the institutions constituting the System, so that the System reflects the diversity of the State's population.*

#### R30) Missouri

Missouri Coordinating Board for Higher Education, The nine-member board oversees the Department of Higher Education & Workforce Development, which serves as the administrative

arm of the board and is led by the commissioner. The board members — one from each of Missouri's eight congressional districts and one selected at large — are appointed by the governor and confirmed by the Senate. They serve six-year terms.

<https://missouri.edu/eeo-aa>

*The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, gender expression, age, disability, or status as a protected veteran. Discrimination on the basis of pregnancy, childbirth, or related medical conditions is also prohibited. The University's nondiscrimination policy applies to all phases of its employment process, its admission and financial aid programs, and to all other aspects of its educational programs and activities. Further, this policy applies to sexual violence and sexual harassment (forms of sex discrimination) occurring both within and outside of the University context if the conduct negatively affects the individual's educational or work experience or the overall campus environment. Retaliation directed to any person who pursues a discrimination complaint or grievance, participates in a discrimination investigation, or otherwise opposes unlawful discrimination is prohibited.*

#### R31) New Hampshire

University of New Hampshire System, Board of Trustees, the University System of New Hampshire is governed by a 29-member Board of Trustees comprising the Governor of the State, the President of the Senate, the Speaker of the House, 10 members appointed by the Governor and Executive Council, 7 alumni-elected members, 2 student-elected members, the Commissioner of Education, the Commissioner of Agriculture, the presidents of the University System's four colleges and universities, and the Chancellor.

<https://www.unh.edu/affirmativeaction/unh-affirmative-action-statement>

*The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran's status, gender identity or expression, sexual orientation, marital status, disability, genetic information, pregnancy, or political orientation, in admission or access to, or treatment or employment in, its programs, services, or activities.*

#### R32) Nebraska

Board of Regents, University of Nebraska System, consists of eight voting members elected by district for six-year terms. The Board also includes four non-voting student Regents, one from each NU campus, that serve during their tenure as student body president.

<https://nebraska.edu/offices-policies/diversity-access-inclusion/affirmative-action>

*The University of Nebraska recruits and encourages individuals, regardless of their race, color, religion, sex, national origin or religious beliefs, as faculty, students, staff and administrators at*



*this institution. We also believe certain groups in the American experience have been historically denied and placed at significant disadvantage to pursue economic and academic opportunities, through systemic and institutional gender and racial bias. The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.*

### R33) New Mexico

Board of Regents University of New Mexico, seven members who are appointed by the Governor of New Mexico with the consent of the Senate, for staggered terms of six years except for the student regent who is appointed for a two-year term.

<https://policy.unm.edu/regents-policies/section-2/2-3.html>

*The University is committed to a program of affirmative action to increase access by, and participation of, traditionally underrepresented populations in the University's work force and educational programs. A diverse workforce and student body are absolutely essential to fulfill the University's education, research, and public service missions and to serve our state's diverse communities. With respect to the workforce, in the case where a vacant position falls within a job group which is determined to have underutilization, the hiring official gives preference for selection to a finalist who is a member of the underutilized group, provided that finalist's qualifications and past performance are substantially equal to or exceed the other finalists' qualifications. With respect to student admissions, the University defines diversity broadly to include, in addition to the traditionally underrepresented populations, such categories as socioeconomic background, culture, language fluency, first generation college students, veteran status, and living in rural New Mexico.*

### R34) North Carolina

Board of Governors UNC System, 24 voting members, elected by the Senate and House of Representatives of the North Carolina General Assembly, to staggered four-year terms.

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

*The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity,*

*including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.*

#### R35) North Dakota

North Dakota University System, seven citizen members appointed to four-year terms by the governor and one student appointed by the governor to serve a one-year term. The Council of College Faculties selects the board's non-voting faculty advisor, and the North Dakota State Staff Senate selects the board's non-voting staff advisor.

<https://campus.und.edu/equal-opportunity/required-notice.html#d34e90--2>

*It is the policy of the University of North Dakota that no person in the United States shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. This policy is particularly applicable in the admission of students in all colleges, and in their academic pursuits. It also is applicable in the University-owned or University-approved housing, food services, extracurricular activities and all other student services.*

#### R36) New Jersey

Rutgers University Board of Governors, composed of 15 voting members. The president of the university is an ex officio, nonvoting member. Two faculty and one student are elected by the University Senate as nonvoting representatives. Of the 15 voting members, eight are appointed by the governor of the state with confirmation by the New Jersey State Senate and seven are elected by and from the Board of Trustees.

<https://uhr.rutgers.edu/non-discrimination-statement#:~:text=Rutgers%2C%20The%20State%20University%20of,%2C%20activities%2C%20or%20employment%20matters.>

*Rutgers, The State University of New Jersey, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, age, or any other category covered by law in its admission, programs, activities, or employment matters.*

#### R37) Nevada

Board of Regents, Nevada System of Higher Education, Elected to serve a six-year term, the 13 Regents set policies and approve budgets for Nevada's entire public system of higher education.

<https://www.csn.edu/eoaa-institution#:~:text=Non%2DDiscrimination%20Statement&text=Where%20discrimination%20is%20found%20to,and%20to%20discipline%20those%20responsible.>

*The College of Southern Nevada is committed to providing a place of work and learning free of discrimination on the basis of race, color, national origin, disability (whether actual or perceived by others), religion, age, sex/gender (including pregnancy-related conditions), sexual orientation, gender identity or expression, genetic information, veteran status (military status or military obligations) in the programs or activities which it operates. Where discrimination is found to have occurred, CSN will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.*

#### R38) Montana

Board of Regents, Montana University System, The Board consists of seven members appointed by the Governor, and confirmed by the Senate, to seven year overlapping terms. One of the members of the board shall be a student appointed by the Governor who is registered full-time at a unit of higher education under jurisdiction of the board.

<https://mus.edu/borpol/bor700/703.pdf>

*Each campus of the Montana University System shall insure that no employment or educational policy is discriminatory on the basis of race, color, religion, creed, political ideas, sex, gender identity, sexual orientation, age, marital status, physical or mental disability, national origin, or ancestry unless based on reasonable grounds.*

#### R39) Mississippi

Mississippi Public Universities, Board of Trustees, twelve-member Board shall be appointed from each of the three Mississippi Supreme Court districts until there are four members from each Supreme Court district. The terms of office are reduced from twelve years to nine years.

<http://www.mississippi.edu/board/downloads/policiesandbylaws.pdf>

*The Board shall administer its policies and programs without regard for race, age, sex, religion, national origin, handicapped, or veteran status. The Board has been and remains committed to the maintenance of equal opportunity for all people. Affirmative Action shall be taken to ensure that the Board does not discriminate in any aspect of employment including advertisement, recruitment, selection, promotion, demotion, transfer, compensation, and selection for training. Students are also assured that access to educational opportunities, financial assistance, and social and recreational programs will be free from discrimination.*

#### R40) Massachusetts

Board of Trustees of the University of Massachusetts, 22-member Board of Trustees that represents various interests of the public at large on a non-partisan basis. Seventeen members of the board are appointed by the Governor and five members are UMass students elected by the student body on each of the five campuses.

<https://www.umass.edu/admissions/undergraduate-admissions/connect/information-policies#:~:text=The%20University%20of%20Massachusetts%20Amherst,of%20students%20or%20in%20employment.>

*The University of Massachusetts Amherst prohibits discrimination on the basis of race, color, religion, creed, sex, sexual orientation, age, marital status, national origin, mental or physical disability or veteran status in any aspect of the admission or treatment of students or in employment.*

#### R41) Maine

Board of Trustees, University of Maine System, The Board consists of 16 members, 15 of which are appointed by the Governor and approved by the Maine Legislature. The Maine Commissioner of Education serves as a member ex officio. Members are appointed for a five-year term and may be reappointed once. A student member of the Board is appointed for a single two-year term.

<https://umaine.edu/eo/>

*The University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information, or veterans status in employment, education, and all other programs and activities. The University provides reasonable accommodations to qualified individuals with disabilities upon request. The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated.*

#### R42) Kentucky

Kentucky Council on Postsecondary Education, 13 citizen members, a faculty member, and a student member, all appointed by the Governor.

<https://www.uky.edu/eoo/statement>

*The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability.*

#### R43) Kansas

Kansas board of Regents, nine members, each of whom is appointed by the Governor of Kansas.

<https://policy.ku.edu/IOA/nondiscrimination>

*As a premier learning and research institution, the University of Kansas must continuously address issues of diversity and multiculturalism. Every member of the university community is expected to engage in action that leads towards the development of a more democratic and inclusive community. Proactive efforts towards increasing diversity and the elimination of discrimination are necessary in our university.*

R44) Indiana

Board of Trustees, Indiana University, The board is made up of nine trustees, and its business is overseen by six officers. Three trustees are elected by alumni, and the remainder are appointed by Indiana's governor.

<https://www.iusb.edu/affirmative-action/index.html>

*Indiana University has a long-standing commitment to the achievement of equal opportunity within the University and throughout American society as a whole. It is the policy of Indiana University to recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. Indiana University takes affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to people with disabilities, minorities, women, and veterans. At Indiana University South Bend, the Office of Institutional Equity and Inclusive Excellence is a leader, a partner and a resource for educating the community and creating dialogues about equal opportunity, affirmative action and inclusive excellence. We work to prevent harassment, discrimination and retaliation as well as to assure the provision of reasonable accommodations for disability and religion.*

R45) Illinois

Illinois Board of Higher Education, The Illinois Board of Higher Education consists of 16 members as follows: 10 public members are appointed by the Governor and confirmed by the Senate, one of which must be a faculty member at an Illinois public university; one member of a public university governing board appointed by the Governor; one member of a private college or university board of trustees appointed by the Governor; the chairman of the Illinois Community College Board; the chairman of the Illinois Student Assistance Commission; and two student members selected by the Student Advisory Committee of the Board of Higher Education, one must be a non-traditional undergraduate student who is at least 24 years old.

<https://admissions.illinois.edu/policies#philosophy>

*UIUC seeks to enroll a diverse student body in order to create an inclusive and pluralistic learning environment that respects the varied perspectives and lived experiences of a diverse*

*community. The concept of a diverse student body should be understood to include diversity in many dimensions, including socioeconomic status, veteran status, city/county/state/country of origin, family background, gender, race and ethnicity, and the intersection of these factors. Students learn and achieve more in diverse environments. As we strive to provide the best possible educational environment, our students have a compelling educational need to participate in a diverse learning environment. Factors we consider for admission include consistent achievement at the highest curriculum level available to the student; competitive scores and subscores on standardized tests in relation to the context available to the student; interest in the major/program and reason for selecting the academic interest area; achievements outside of the classroom that suggest strengths and skills that will enhance the campus community; and unique circumstances that may demonstrate qualities or skills that help a student to succeed.*

#### R46) Idaho

Idaho State Board of Education, The Board is composed of eight members, seven of whom are appointed by the Governor, and the voter-elected Superintendent of Public Instruction.

[https://www.boisestate.edu/policy/governance-legal/non-discrimination-and-anti-harassment-policy/#policy\\_statement](https://www.boisestate.edu/policy/governance-legal/non-discrimination-and-anti-harassment-policy/#policy_statement)

*The University strives to create an environment that supports, encourages and rewards career and educational advancement on the basis of ability and performance. Accordingly, Boise State University prohibits Discrimination or Harassment on the basis of a Protected Class. The University is committed to maintaining a working and learning environment that is free from Discrimination or Harassment, in which all Members of the University Community are treated with dignity and respect.*

#### R47) Georgia

University System of Georgia Board of Regents, Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the state's 14 congressional districts, governor appoints.

<https://eoo.uga.edu/policies-resources/Definitions/#:~:text=%E2%80%9CNo%20person%20shall%2C%20on%20the,under%20any%20program%20or%20activity>

*“No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, status as a disabled veteran or veteran of the Vietnam era, or handicap be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia [USG] or any of its several institutions now in existence or hereafter established. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and*



*including dismissal from the USG.” USG Board of Regents Policy 8.2.1 – Equal Employment Opportunity “The Board of Regents stipulates that no [University System of Georgia] student, on the ground of race, color, sex, religion, creed, national origin, age or handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established.” USG Board of Regents Policy 4.1.2 – Non-Discrimination The University of Georgia is an international employer and educational institution whose diversity strengthens its educational, research and public service programs. The University also receives contracts and grants from state and federal agencies which stipulate that a recipient must provide equal opportunity to its faculty, students and staff. Consistent with federal and state law and Board of Regents and University policy, the University of Georgia is committed to the concepts of equal opportunity. The University is further committed to maintaining a fair and respectful environment for living, work and study, while also safeguarding the constitutional rights of free speech and academic freedom.*

#### R48) Wisconsin

Board of Regents University of Wisconsin System, 18 members, 16 of whom are appointed by the Governor, subject to confirmation by the Senate. Of these 16 members, 14 serve staggered, seven-year terms.

<https://www.wisc.edu/policies/aaeo/>

*True learning requires free and open debate, civil discourse and tolerance of many different individuals and ideas. We are preparing students to live and work in a world that speaks with many voices and from many cultures. Tolerance is not only essential to learning, it is an essential to be learned. The University of Wisconsin–Madison is built upon these values and will act vigorously to defend them. We will maintain an environment conducive to teaching and learning that is free from intimidation for all. In its resolve to create this positive environment, the UW–Madison will ensure compliance with federal and state laws protecting against discrimination. In addition, the UW–Madison has adopted policies that both emphasize these existing protections and supplement them with protections against discrimination that are not available under either federal or state law. Federal and state laws provide separate prohibitions against discrimination that is based on race, color, creed, religion, sex, national origin or ancestry, age, or disability. State law additionally prohibits discrimination that is based on sexual orientation, arrest or conviction record, marital status, pregnancy, parental status, military status, or veteran status. The application of specific state prohibitions on discrimination may be influenced by an individual’s status as an employee or student. Department of Defense personnel policies governing enlistment and commissioning of armed forces personnel and awarding of Reserve Officer Training Corps scholarships to UW–Madison students do discriminate on the basis of sexual orientation. The University of Wisconsin Board of Regents*

*and UW–Madison faculty, staff and student governance groups have registered their strong opposition to this discrimination and urge the Department of Defense to change its policy.*

#### R49) Iowa

Board of Regents, State of Iowa, The governor of Iowa appoints regents to six-year terms, which are subject to Iowa Senate confirmation by a two-thirds vote. Terms begin May 1 and end April 30. The board has nine members. Under state law, one of the regents must be a student of one of the three public universities, and no more than five members can be of the same political affiliation or gender.

<https://www.eoc.iastate.edu/files/documents//non%20discrimination%20and%20affirmative%20action%20statement.pdf>

*Iowa State University is committed to developing and implementing a program of non-discrimination and equal opportunity/affirmative action, a responsibility the university accepts willingly because it is the right and just thing to do. Removing societal barriers and promoting an inclusive and welcoming environment is especially critical considering the university's mission of exposing the youth of Iowa, the nation and the world to a multitude of ideas that positively influences their development.*

*The purpose of the university's non-discrimination and equal opportunity/affirmative action program is to provide a learning, living, and working environment free from unlawful discrimination and harassment and to foster a safe and supportive climate for all members of the university community. The university herein recommits itself to comply with all federal and state laws, regulations, and orders, including the policies of the Board of Regents, State of Iowa, which pertain to non-discrimination, equal opportunity and affirmative action.*

#### R50) Wyoming

University of Wyoming Board of Trustees, twelve members appointed to six-year, staggered terms.

<https://www.uwyo.edu/hr/fairness/>

*The University is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action Employer. The University will provide all applicants for admissions, employment and all University employees with equal opportunity without regard to race, gender, religion, color, national origin, disability, age, protected veteran status, sexual orientation, gender identity, genetic information, creed, ancestry, political belief, or any other applicable protected category or participation in any protected activity. The University ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same nondiscriminatory practices to recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment.*



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# Academic Vita

## EDUCATION

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**Pennsylvania State University, Schreyer Honors College**  
*Bachelor of Arts, Political Science*  
*Bachelor of Music, Cello Performance*

**University Park, PA**  
Expected Graduation:  
*May 2022*

- College of the Liberal Arts, Paterno Fellows Program

## EXPERIENCE

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**College of Arts & Architecture Student Council**  
*President/Treasurer*

**University Park, PA**  
*2020-Present*

- Leader of a small team in crafting a constitution and re-registering the previously frozen organization.
- Internally elected as the first Treasurer for the re-established organization and tasked with setting best financial practices and precedent for future club financiers.
- Served as the council's second President, establishing deeper organizational roots with other academic colleges throughout the university.

**University Park Undergraduate Association**  
*Representative for the APIDA Caucus*

**University Park, PA**  
*2019-Present*

- Appointed as the voting-member representative for the Asian Pacific Islander Desi-American Caucus for the university student government general assembly.
- Collaborated with other representatives in sponsoring legislation for the betterment of student academic and civic life.

**Law Offices of Steven T. Auerbach**  
*Summer Associate*

**Philadelphia, PA**  
*2019-Present*

- Assisted attorneys during court sessions, mediation, client prep, and empirical research.
- Arranged client meeting times, agendas, and briefed case documents.
- Compiled independent research on the standard legal practices in workers' compensation and labor law.

**National Youth Orchestra of the United States of America**  
*Principal Cello*

**New York, NY**  
*2017-2018*

- Selected to join a highly competitive program designed to further the careers of dedicated, young classical musicians.
- Chosen by audition as the section leader of 12 cellists and led performances in the US, Taiwan, Korea, China, Mexico, Ecuador, and Colombia.
- Collaborated on diplomatic education projects with the embassies in furthering music education with local youth.

## Honors and Awards

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- Eagle Scout, Boy Scouts of America
- Presidential Volunteer Service Award
- Pi Sigma Alpha National Political Science Honor Society
- National YoungArts Foundation Merit Scholar
- United States Senate, Congressional Citation

## Additional Information

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- Languages: Mandarin Chinese (Fluent), French (Intermediate)
- Proficiency with Microsoft Office Software and R Statistical Studio