Leadership Support and Giving Back

*INSIGHT Into Diversity* honors college and university administrators who are leaders in diversity and inclusion and give back to their communities.

Also in this issue:

- The clash of political ideologies on college campuses
- SUNY campuses serve the needs of New York’s diverse population
IN THIS ISSUE  April 2017

Special Report: Leadership Support and Giving Back

INSIGHT Into Diversity recognizes college and university administrators who go above and beyond their everyday duties to give back to their campuses and communities. Recipients of the 2017 INSIGHT Into Diversity Giving Back Award were nominated by colleagues and selected by INSIGHT Into Diversity based on their outstanding demonstration of social responsibility; involvement with students, faculty, staff, and the community; and commitment to serving underrepresented populations. Each honoree is recognized for his or her dedication to, as well as passion and support for, diversity and inclusion.

List of awardees starts on page 55

ALSO:

The Road to Graduation: As College Tuition Increases, Some Universities Commit to Improving Graduation Rates
By Sheryl S. Jackson

CoopLew National Survey on CDO Attitudes, Workplace Perceptions, and Skill Applications: Prelude to the Next Paradigm Shift for CDOs
By Ken D. Coopwood Sr., PhD, and William T. Lewis Sr., PhD

Live, Study, Work: New York
By Alexandra Vollman and Mariah Bohanon

Education and Support Drive Campus Sexual Assault Prevention Efforts
By Alexandra Vollman

Banned: What Happens When International Students No Longer Feel Welcome on U.S. Campuses
By Alice Pettway

Disinvited: Political Ideologies and Free Speech Collide on College Campuses
By Alexandra Vollman

ON THE COVER: President of Texas A&M University Michael K. Young speaks at the university’s Aggies United event on December 6, which celebrated the campus’s diversity and unity. Read the story on page 48.

Correction in the March issue (page 6): The MSI Global Education Summit is hosted by Diversity Abroad. Information can be found at diversitynetwork.org.
Understanding your campus’s climate is an important first step toward ensuring a positive, enriching experience for all students and employees.

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The views expressed in the content of the articles and advertisements published in INSIGHT Into Diversity are those of the authors and are not to be considered the views expressed by Potomac Publishing, Inc.
Program Aims to Improve Retention Rates by Educating Administrators on Digital Pedagogy

The Association of Chief Academic Officers (ACAO) recently announced the launch of the ACAO Digital Fellows program, an initiative designed to educate provosts and chief academic officers on the uses and effectiveness of digital learning methods. Its goal is to increase understanding of digital pedagogy resources among college and university leadership in order to improve student learning and retention.

To lead the program, ACAO selected Kenneth C. Green, PhD, founding director of the Campus Computing Project, the largest continuing study of the role of computing, eLearning, and information technology in American higher education.

Green says the ACAO Digital Fellows program, which is supported by a more than $1 million grant from the Bill and Melinda Gates Foundation, is focused on improving educational outcomes for “the new majority” of students — specifically, first-generation, low-income, and minority students, who are traditionally underrepresented in higher education. Although higher education has become more accessible for these individuals, Green says they still have lower retention and graduation rates than their peers.

Math is one area in which digital learning resources can aid these students. Green says using these tools can help the large number of students whose K-12 experience didn’t adequately prepare them for college algebra. Specifically, these digital tools can provide math-learning techniques that are tailored to a student’s skill level and engage him or her individually in a way that isn’t always possible in a traditional classroom.

In its first year, the ACAO program will accept 30 fellows — primarily provosts and chief academic officers from public institutions that serve this new majority of students. Over the course of four retreats, fellows will receive special training on the use and dissemination of digital learning resources, as well as learn how to address issues such as institutional challenges to innovation. There will also be an on-campus component in which chief academic officers will work with technology teams and faculty to implement digital learning strategies.

In addition, fellows are encouraged to share the knowledge they gain through the initiative well beyond the end of the program,” he says.

Green believes digital pedagogy lends itself to more adaptive, individualized, and engaged learning experiences, which he says can be particularly helpful for students who did not receive the same level of college preparation in K-12 as their peers. “There is a clear and explicit link between digital pedagogy and not just learning, but also retention and graduation,” he says.

Fellowship recipients will be announced in late April. For more information, visit acao.org/digitalfellows.

— Mariah Bohanon
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PERSPECTIVES:
Free Speech in Higher Education

Several experts weigh in on the campus free speech debate in the wake of nationwide student protests in response to speaking events by white nationalists Milo Yiannopoulos and Richard Spencer.

“Shutting down hurtful or hateful speech doesn’t mean that it goes away, that the [dialogue] will dissipate; it will just push that discourse into other channels where it doesn’t have the opportunity to be responded to.”

Marieke Tuthill Beck-Coon, director of litigation with the Foundation for Individual Rights in Education

“That’s what a university is about — bringing people from all walks of life together in a learning environment, and they’re going to disagree sometimes.”

Amy Smith, senior vice president and chief marketing and communications officer at Texas A&M University

“We support the First Amendment and free speech. … We also feel it’s important for people — students in particular — to stand up and protest against speech they find hateful and offensive or that causes other [individuals] on campus to be fearful for their safety.”

Lecia Brooks, outreach director for the Southern Poverty Law Center

“The way to confront the ideas that we deeply disagree with and find so distasteful is to bring them out into the open.”

Dan Mogulof, assistant vice chancellor of executive communications at the University of California, Berkeley

For more on this topic, read the story on page 48.
CONGRATULATIONS

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CALIFORNIA
Josephine De Leon, PhD, has been appointed campus leader of inclusivity and diversity initiatives at California Polytechnic State University in San Luis Obispo. She was most recently vice president for equity and inclusion and a professor in the Department of Educational Specialties at the University of New Mexico in Albuquerque.

ILLINOIS
A. Gabriel Esteban, PhD, has been named president of DePaul University in Chicago. He previously served as president of Seton Hall University in South Orange, N.J.

INDIANA
Sean Huddleston has been appointed vice president for equity and inclusion at the University of Indianapolis. He most recently served as chief officer of diversity, inclusion, and community engagement at Framingham State University in Massachusetts.

Stephen Kolison Jr., PhD, has been named executive vice president and provost for the University of Indianapolis. He had served as the associate vice president for academic programs, educational innovation, and governance for the University of Wisconsin System.

Gina Sanchez, PhD, has been appointed associate vice chancellor for faculty diversity and inclusion at Indiana University-Purdue University Indianapolis. She previously served as associate dean for student affairs in the university's School of Liberal Arts.

KANSAS
Ngondi Kamatuka, PhD, has been named executive director of diversity and equity initiatives for the University of Kansas School of Education in Lawrence. He was most recently director of the Center for Educational Opportunity Programs at the university.

MARYLAND
Kimberly Hewitt, JD, has been appointed vice provost for institutional equity at Johns Hopkins University in Baltimore. She previously served as director of the Office for Equal Opportunity and Affirmative Action at the University of Minnesota.

NEW HAMPSHIRE
Ande Diaz, PhD, has been appointed the first chief diversity officer of Saint Anselm College in Manchester. She previously served as associate provost for diversity and organizational development at Allegheny College in Meadville, Pa.

NEW YORK
Janet Rizzuto has been named executive director of the Executive Education Program at Cornell University’s School of Industrial and Labor Relations in Ithaca. She was most recently the senior director and group leader in human resources at Pfizer Inc.

NORTH CAROLINA
John Michael Lee Jr., PhD, has been appointed vice chancellor for university advancement at Elizabeth State University in Elizabeth City. He previously served as special assistant to the president at Florida A&M University in Tallahassee.

Sonyé Randolph, JD, has been named the first full-time equal opportunity and Title IX investigator in the Office of Equity, Diversity, and Compliance at Appalachian State University in Boone. She most recently worked for Guilford County Schools in North Carolina.

OHIO
Jennifer M. Pizio has been named diversity and inclusion associate director in the Office for Diversity and Inclusion at the University of Toledo. She was most recently dean of students at Mercy College of Ohio in Toledo.

PENNSYLVANIA
Donald Outing, PhD, has been appointed the first vice president for equity and community at Lehigh University in Bethlehem. He previously served as chief diversity officer and director of the Office of Diversity, Inclusion, and Equal Opportunity for the U.S. Military Academy at West Point.

TEXAS
Juan Muñoz, PhD, was named president of the University of Houston-Downtown. He was most recently senior vice president for institutional diversity, equity, and community engagement and vice provost for undergraduate education and student affairs at Texas Tech University in Lubbock.

VIRGINIA
Idella Goodson Glenn, PhD, has been appointed special adviser on inclusivity and diversity at Hollins University in Roanoke. She was previously director of diversity education and retention initiatives at Virginia Commonwealth University in Richmond.

Has your campus recently hired a new diversity administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
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LEAP Empowers Asian Americans and Pacific Islanders to Aspire to Higher Education Leadership Roles

By Mariah Bohanon

Asian Americans and Pacific Islanders (AAPIs), although they consistently rank as one of the most educated and professionally successful of all ethnic groups, continue to lack representation in the country’s top leadership positions, occupying only 3.1 percent of all Fortune 500 company board seats.

AAPIs face a similar situation in higher education. The most represented minority group among tenured faculty at American colleges and universities — at around 7 percent — these individuals occupy only 3 percent of deanships and 2 percent of chief academic officer positions.

But one organization is working to remedy this disparity. By providing leadership and career development training for thousands of AAPI individuals each year, Leadership Education for Asian Pacifics, Inc., (LEAP) has played a pivotal role in the professional advancement of a population that has become one of the fastest-growing in America.

Linda Akutagawa, president and CEO of LEAP, says the organization was started in 1982 in an attempt to create a collective voice for the AAPI population. “The intent was to bring in and develop more community leaders,” says Akutagawa, who began working with LEAP 25 years ago as a volunteer, “but what we found was [that] more and more people were interested in developing their leadership in other sectors — at work and at school.”

Many AAPI professionals, she says, felt they were being held back in their careers while other, less qualified individuals were able to advance. To help AAPI professionals address this issue and break through what Akutagawa says is still a glass ceiling for many in this group, LEAP shifted its focus to career and educational development. Today, LEAP offers leadership training for AAPI individuals in the education, nonprofit, and corporate sectors.

“We [realized] there wasn't a pipeline of people of Asian American or Pacific Islander heritage who could even be considered for a university president or chancellor role,” says Akutagawa, adding that hearing the success stories of LDPHE graduates is one of the most rewarding aspects of working for LEAP. “We’ve had folks come in who were unsure of what they wanted to do, and now they are presidents of community colleges and four-year institutions.”

Linda Akutagawa

The organization’s Leadership Development Program in Higher Education (LDPHE) was created to specifically address the lack of AAPI representation in higher education leadership positions. LDPHE — now in its 20th year — brings together AAPI faculty, staff, and administrators from across the country for four days of intensive training that includes workshops, dialogues, and mentoring led by successful AAPI leaders in higher education. To date, more than 600 people have completed the program. Of those participants, Akutagawa estimates that around 70 percent have either advanced to higher positions, achieved tenure, become a chair, or taken on other volunteer leadership roles at their institutions. They go on to work with like-minded organizations to amplify the impact of its work. “To me, it’s not only about working with other AAPI organizations,” says Akutagawa. “We also want to be able to help create the kind of fertile foundation for the growth of diverse leaders who are going to benefit all of our communities and our country.”

To learn more about LEAP, visit leap.org.

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity. Linda Akutagawa is a member of the INSIGHT Into Diversity Editorial Board.
Assistant Professor Allen uses her data and insights to change the future of education for students of color.

As a child, Rosemarie Allen was in the principal’s office more often than not. Instinctively, she knew it wasn’t because she was “bad,” and that there had to be another reason. She wasn’t alone. A 2016 study by the U.S. Department of Education Office of Civil Rights showed that African-American preschool children are 3.6 times as likely to receive one or more out-of-school suspensions as white preschool children.

Today, Allen works to prevent exclusionary discipline and help educators recognize their own biases in how they teach. She is the keynote speaker at the national 2017 Higher Education Diversity Summit (HEDS) centered on the issues of inclusive excellence, cultural competency, ethnicity, privilege, accessibility, gender and sexual identity, and immigration.

Located in the heart of urban Denver, MSU Denver is the leader in diverse enrollment among Colorado’s four-year universities with 7,812 (39.5%) students of color, and Allen is just one example of how MSU Denver has been transforming lives for more than 50 years.
With almost half a million students spread across 23 campuses in one of the nation’s most diverse states, it’s no surprise that the California State University (CSU) has the most ethnically and socioeconomically diverse student body in the U.S. In fact, 14 CSU campuses are designated as Asian American and Native American Pacific Islander-Serving Institutions, and all but two are Hispanic-Serving Institutions.

Several CSU campuses go above and beyond, offering a variety of programs and services to support their diverse student bodies, which include a large number of underrepresented, low-income, and first-generation students.

**California State University, East Bay: Empowering Students**

California State University, East Bay (CSUEB) offers a plethora of academic programs to celebrate its dynamic student population. “We are always asking what we can do to incorporate new perspectives into our curriculum,” says Chief Diversity Officer Dianne Rush Woods, PhD.

The university’s GANAS and Sanofka programs provide opportunities for students who have transferred to CSUEB from a community college to participate in cohort-based learning communities. In Sanofka — a word from the Akan tribe in Ghana meaning “to go back to one’s roots”— African American students enroll in Afrocentric classes, while GANAS — the Spanish word for “will” or “desire” — allows Hispanic students to take Latino-themed courses. Both programs emphasize building community through shared identity, and students gain access to intensive advising and mentoring to ensure their academic success. The result of these programs, Rush Woods says, is improved retention and graduation rates for underrepresented participants.

CSUEB also has a required reading program for freshmen that focuses on marginalized identities. Authors whose books have been selected are invited to speak at the university’s annual Week of Inclusive Excellence. This year, José Ángel N., author of *Illegal: Reflections of an Undocumented Immigrant*, came to campus to discuss his experiences. “We have a lot of students who may be undocumented,” says Rush Woods, “and you could see certain [individuals’ faces] lighting up, … inspired by his story.”

She believes that creating opportunities such as this is what makes CSUEB’s diversity and inclusive efforts so successful. “We want to ensure that all students feel not only welcome here, but also empowered,” Rush Woods says.

**California State University, Fresno: Enabling Difficult Dialogue**

At California State University, Fresno (CSUF), inclusivity starts with conversation.

The university has created a campus culture that is welcoming of discussions around diversity, inclusion, and equity, but recognizes that such conversations are not always comfortable or easy, says Francine Oputa, PhD, the director of CSUF’s Cross Cultural and Gender Center.

CSUF has instituted several initiatives to enable students, faculty, and staff to have these sensitive conversations. One such program, Conversations on Inclusion, Respect, and Equity, gathers members of the campus community for a monthly discussion about diversity. It provides...
an opportunity for students to directly address the administration with any concerns they may have regarding inclusion on campus and offers a venue for open dialogue around current national and international issues regarding prejudice and equality.

As part of the National Coalition Building Institute — a leadership development organization dedicated to eliminating racism — CSUF also hosts workshops in which participants learn how to reduce prejudice through conversation. “It’s an opportunity to have dialogues in an environment that is welcoming and safe, but [it] also really gets to the heart of the matter,” says Oputa. “It teaches us not only to look at our own prejudices — and how to reduce them — but also how to interrupt and stop prejudice when we see it happening.”

California State University, Northridge: Building Communication

Leadership at California State University, Northridge (CSUN) knows communication is key to ensuring the success of a diverse student body. That is why the university charges members of its Commission on Diversity and Inclusion with engaging various student change cultural mindsets. “Some of the words used to describe and stereotype students become self-fulfilling prophecies,” Rhys says. “So for example, instead of calling students ‘at risk,’ we use [a phrase] like ‘opportunity gap.’”

The program also hosts panels of upperclassmen from underrepresented backgrounds who share stories of their own academic struggles and successes. Rhys says that CSUN has found that when freshman students attend these panels, they push themselves harder and their GPAs rise. “When a student hears the success story of someone who happens to be from the same background as them, it lets them know that they too can make it,” she says.

For example, the university has interdepartmental task forces to help understand how to best serve specific student populations. Recently, CSUSM created a task force focused on supporting undocumented students, who are now facing the increased threat of deportation. “Students, faculty, and staff are involved in the process of figuring out what resources are really needed,” says McManus. “We as a university work hard to listen to these students and operationalize the solutions that will serve them in the best possible way.”

CSUSM also places a high priority on listening to and working with the diverse populations of the local community. In addition to hosting and participating in a number of
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local events, the university has staff members dedicated to ensuring that it is addressing the needs of San Marcos residents; these personnel include a community outreach and communications liaison and a tribal liaison.

San Diego State University: Cultural Identity
Located within 30 miles of the Mexico-U.S. border, San Diego State University (SDSU) touts the importance and benefits of global diversity. With a student body that runs the gamut of ethnic, racial, and socioeconomic diversity, the university encourages students to explore their identities across borders, says SDSU Chief Diversity Officer Aaron Bruce, PhD.

One way the university encourages such exploration is by making study abroad a required component of 32 of its degree programs. Students must pay for their own travel and tuition, but the university offers financial aid and scholarships to help them cover these costs. “Whether you spend a year overseas or do a one-week service project, you’re still developing those essential global competencies,” says Bruce.

Understanding that every student’s study abroad experience will have unique benefits and challenges, SDSU focuses on supporting them during their time abroad through the lenses of their different identities. For instance, Bruce teaches a course in the Dominican Republic every summer that, although open to anyone, was originally designed to provide African American male students a global frame of reference for their identity and to empower them to be global citizens and leaders.

“The students come back confident and inspired to share their stories,” Bruce says. “That’s why we emphasize study abroad as a high-impact practice — it contributes to student success and opens them up to diversity in a very important way.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity. SDSU is a 2013 through 2016 INSIGHT Into Diversity HEED Award recipient. CSUEB, CSUF, and CSUSM are 2014 through 2016 HEED Award recipients. CSUN is a 2016 HEED Award recipient.
Founded in 1899, Philadelphia College of Osteopathic Medicine (PCOM) was one of the nation’s first osteopathic medical schools. PCOM is known for its spirit of collegiality and camaraderie. Student/faculty collaboration is common, with students working alongside faculty conducting research, coauthoring articles and presenting at professional conferences. Faculty work across departmental lines on innovative research through the College’s Center for Chronic Disorders of Aging.

PCOM students learn the importance of health promotion, education and service to the community and, through the College’s Healthcare Centers, provide care to the medically underserved populations in inner city and rural locations.

Georgia Campus – Philadelphia College of Osteopathic Medicine (GA–PCOM) is a private, not-for-profit branch campus of the fully accredited Philadelphia College of Osteopathic Medicine, a multi-program institution with a more than 100-year tradition of educational excellence. Offering students a high-tech, collaborative learning environment with hands-on educational opportunities, GA–PCOM features state-of-the-art classrooms and labs, along with an osteopathic manipulative medicine clinic which is open to the public by appointment.

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Managing a system-wide diversity office in an enterprise as large as The State University of New York (SUNY) is a unique and sometimes daunting challenge, but I always remind myself that it is not a one-person job. Creating and sustaining communities defined by diversity, equity, and inclusion is a collective responsibility. As the system’s chief diversity officer (CDO), I have worked to ensure that the 64 colleges and universities across New York State that make up SUNY — the largest comprehensive higher education system in the country — live up to our commitment to access and equity and continue to reflect our system’s core values from its founding almost 70 years ago.

Since the Office of Diversity, Equity, and Inclusion (ODEI) was created in 2007, we have broadened its scope from managing a portfolio of grant programs to developing leadership for inclusive excellence. Its expansion grew out of several precedents. In 2013, the University Faculty Senate issued a position paper titled “Making Diversity Count,” which enumerated recommendations that supported SUNY’s overall strategic plan, The Power of SUNY, and focused on diversity in each of the plan’s six “Big Ideas,” in areas such as the education pipeline, business and industry, health, the environment, and both community and global relations.

To ensure that diversity was represented in each of these six platforms for SUNY’s future, Chancellor Nancy L. Zimpher established a system-wide Diversity Task Force and with it, in 2014, the position of system-wide CDO as part of the chancellor’s cabinet. Based on the recommendations of the Diversity Task Force, SUNY’s Board of Trustees approved a system-wide, comprehensive Diversity, Equity, and Inclusion Policy in 2015. It is important to mention that the system-wide Diversity Task Force included approximately 35 representatives from each of our sectors — university centers and doctoral degree-granting institutions, university colleges, colleges of technology, and community colleges. We made sure that faculty, students, staff, and senior leadership, including members of the Board of Trustees, were represented.

**SUNY’s Diversity, Equity, and Inclusion Policy**

Notably, SUNY’s diversity policy — the most aggressive of its kind in the nation — requires that each of the 64 colleges and universities has a CDO. This individual is responsible for carrying out at the campus level the core goals of the policy: to help create inclusive campus cultures by working collaboratively with offices across campus — academic affairs, enrollment management, admissions, and human resources, among others — paying particular attention...
to the following focus areas:

- Undergraduate and graduate student recruitment, admissions, retention, and completion
- Faculty and staff diversity through improved recruitment, retention, and support practices
- Creating and sustaining through programming and education campus atmospheres that are welcoming of cultural differences
- Introducing cultural competency programming as a central aspect of the orientation for new employees and a regular program for all continuing employees; this focus was taken from the SUNY Board of Trustees’ Diversity, Equity, and Inclusion Policy

Additionally, the policy required that each of our campuses develop and implement strategic diversity plans to achieve SUNY’s inclusion goal — to make SUNY the most inclusive higher education system in the country. All of these action items have provided campuses with an impetus to review and refine programs and policies, as well as enable diversity and inclusion measures to be tackled strategically so that we know our efforts are paying off. To support this, ODEI is charged with reviewing the strategic diversity plans for all 64 campuses, with an eye toward improving their baseline metrics and providing guidance and feedback on each one to help create a more sustainable diversity framework that reflects the priorities of the Board of Trustees’ Diversity, Equity, and Inclusion Policy.

Given the many programs and activities administered by ODEI over the years, along with these groundbreaking measures, the office has earned national recognition. ODEI received its fifth consecutive national INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award and, in 2015, a New York State Legislative Recognition Award for exemplary public service.

**Diversity-Centered Leadership as a Key to Success**

The commitment to diversity as a staple of institutional success has empowered the university, and ODEI in particular, to orchestrate initiatives that have made SUNY an exemplar of diversity and inclusive excellence. In writing this, I’ve reflected on how critically important senior leadership is in how diversity is perceived, implemented, and strengthened. The collective strengths and support of SUNY System’s top leaders, who are all visionaries and public servants in the highest degree — Chancellor Zimpher, Board of Trustees Chairman H. Carl McCall, and Provost and Executive Vice Chancellor Alexander N. Cartwright — have driven SUNY’s transformative accomplishments in system-wide diversity, equity, and inclusion.

Our vision for the educational attainment of underserved populations is focused on ensuring academic success for 21st-century students, closing opportunity and achievement gaps in New York State public higher education, and building equity in and access to programs that lead to meaningful and timely college degrees — all necessary accomplishments toward rebuilding the nation’s educational prowess. Working collaboratively has been instrumental

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**SUNY’S SIX BIG IDEAS**

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**An Energy-Smart New York**

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**The Vibrant Community**

As other entities cut or loosen local ties, SUNY’s role as an enduring, enriching presence in communities becomes even more critical.

**The World**

We will nurture a culturally fluent, cross-national mindset and put it to work improving New York’s global competitiveness.

Source: The Power of SUNY, Strategic Plan: 2010 & Beyond
in forging a path for a system-wide leader in diversity; at the same time, it has encouraged our campuses and other systems of public higher education to network and create new partnerships. At SUNY, our office has worked in partnership with the University Faculty Senate, Board of Trustees, Chancellor and Provost’s Office of Academic Affairs at the system level, and across senior leadership at all 64 campuses.

Together with a dedicated team in ODEI, the SUNY System CDO works to support campuses through a variety of resources and programs. In March 2015, the Office of the Provost and ODEI created “A Campus Guide for Strategic Diversity and Inclusion Plan Development,” which provided a framework for campus self-assessment, as well as links to campus plans illustrating the process and product that campuses are striving to achieve throughout the nation.

ODEI has also instituted system-wide professional development with the help of experts from the National Association of Diversity Officers in Higher Education (NADOHE). The one-day program created a platform for strategic diversity planning aimed at breaking down silos on campuses across the system by presenting opportunities for collegial cooperation among departments such as enrollment, faculty leadership, and residence life — offices that traditionally have not worked together — to set shared goals around diversity and inclusion. Campus diversity and affirmative action officers who participated in this program reported that it helped them recognize the need to overcome institutional barriers preventing the development of a cohesive and integrated strategic diversity plan for their campuses.

**Creating Partnerships to Build Diversity**

In 2016, SUNY’s ODEI and the University Faculty Senate co-sponsored and hosted a statewide conference featuring national experts on inclusion, faculty diversity, and racism. This program, titled “Awareness to Action: Building a Culture of Inclusive Excellence,” offered workshops that fostered discussions on teaching and pedagogy, cultural competency, affirmative action, disability programs, and successful campus interventions. A pre-conference program for senior leadership provided administrators with the opportunity to recognize and overcome unconscious biases.

The ODEI is located at SUNY System Administration headquarters in Albany, N.Y. Its closeness to the New York State Capitol and Legislature is instrumental in forming partnerships with state government. The New York State Assembly and Senate Puerto Rican/Hispanic Task Force has helped ODEI build a Model Senate Project, through which students debate a proposed legislative bill on the floor of the state Senate chamber, thereby learning the dynamics of the legislative process and affording them the opportunity to develop leadership skills and test their mettle against other students representing the City University of New York.

Furthermore, networks and coalitions among faculty leaders fostered by United University Professions and the SUNY University Faculty Senate provide transformative connections and bring together diverse and powerful state and national entities to address the challenges to equity and access in higher education.

In another vein, national and local incidents on SUNY campuses have drawn attention to the communication strategies used to address sensitive issues affecting diverse student and faculty groups. Working collaboratively across sectors, ODEI has helped to frame the steps needed to respond directly to the issues at hand, including unrest due to racial profiling and aggressive acts targeting students or faculty. Where campuses struggle to satisfy the needs
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College tuition and fees have increased 63 percent over the past 10 years, according to the U.S. Bureau of Labor Statistics. With this steady rise — a trend that's likely to continue — it makes sense that college students would want to complete their degrees more quickly to avoid incurring extra debt.

Finishing in four years, however, is not always possible. Internships, co-op programs, five-year programs, the unavailability of required courses in certain semesters, and changing majors — which may call for additional core subjects — are all common reasons a student may need more than four years to graduate.

Although graduating in four years may lower overall higher education costs, for those students who could benefit the most from a shorter time to completion, getting their degree in this time frame can be nearly impossible. Those who are paying tuition and fees with loans, grants, and income from part-time jobs may need to put their studies on hold for a semester or more to work full time or to transfer to a less expensive community college, which ends up lengthening their time to graduation.

Despite the barriers to graduation many students face, the University of Notre Dame and Wesleyan University have routinely been recognized for their high four-year graduation rates. A number of programs at both schools are in place to support students — particularly those who are first-generation and minority — and keep them on track to graduate within this time frame.

Wesleyan’s 87 percent four-year and 91 percent six-year graduation rates can be attributed to programs that create a sense of community for all students, says Joyce Jacobsen, PhD, provost and vice president of academic affairs. “About one-third of our students are on athletic teams, and we saw that belonging to a team translated to high graduation rates, as well as high satisfaction with the college experience.”

This concept was used to develop an initiative targeted to first-generation students. A pre-orientation program for these individuals at Wesleyan gives them a chance to meet each other and learn about resources on campus. They also attend the general orientation program, but the additional opportunity to identify with other first-generation students helps them feel less isolated, explains Jacobsen.

Because of its focus on first-generation students — many of whom are also from low-income or underserved communities — Wesleyan’s efforts have resulted in four-year graduation rates of 86 percent and 90 percent for Hispanic and African American students, respectively, as well as 87 percent for Pell Grant recipients.

Notre Dame’s 91 percent four-year graduation rate and 95 percent six-year rate can be attributed to a focus on first-year students, as well as retention between students’ first and second years; the retention rate for the most recent cohort is 98 percent, says Hugh Page, PhD, vice president and associate provost for undergraduate affairs at Notre Dame. “Our First Year of Studies program includes all entering freshmen and is designed to help them adjust to college life and stay on track throughout their four years,” he says.

Advisers are assigned to small groups of students, who are expected to attend two group meetings and at least two individual meetings with him or her during the first year. “The
adviser serves as an institutional guide to help students learn about resources and make decisions about their majors while taking the first-year courses,” says Page. Grades are monitored, especially around mid-semester, which serves as an early warning system in case intervention is needed.

Addressing Financial Challenges
Acknowledging the role that finances can play in students’ ability to graduate in four or six years, Notre Dame created the Fighting Irish Initiative two years ago. “[The program] offers financial and other support services to low-income students; small loans that pay for tutoring or an extra trip home to see family can make a big difference,” Page says, adding that the initiative also includes a team to discuss issues students are facing.

Georgia State University’s (GSU) student population is 65 percent non-white and 60 percent low-income, meaning they often experience greater barriers to graduation, says Tim Renick, PhD, vice provost and vice president for enrollment management and student success at GSU. Despite these challenges, the university has doubled its four-year graduation rate over the past 12 years — it’s now at 27 percent — and increased its six-year graduation rate by 22 percent over 12 years, to 54 percent.

“Graduating in four years is difficult for many of our students because 80 percent of our undergraduates are working to support themselves or families, and many are working full time,” says Renick. “We realized that we don’t have control over the economic life of our students, so we [examined] the role we play in extending their time in school, which adds to their debt.”

After evaluating student data, Renick and his team discovered 800 different course registration mistakes students had made that put them at risk for delayed graduation — primarily, signing up for the wrong ones. “We offer 90 majors and 3,000 courses, so it is easy for students to sign up for those that won’t apply to their major or to take courses in the wrong sequence,” he says.

This discovery led GSU to develop an analytics platform that evaluates student registration records every semester to identify those who have registered incorrectly. Staff then follow up with them by phone, prior to the start of classes, to help redirect them. Since the university implemented this program five years ago, the six-year graduation rate has increased 6 percent, and Renick estimates that students are averaging one-half semester less time to graduate.

GSU also created Panther Retention Grants five years ago to support seniors. “At this point in their education, their eligibility for Pell Grants or the State of Georgia’s HOPE funds may have expired, so they are tempted to drop out to work full time,” says Renick.

He says that incoming seniors often don’t realize they won’t have funds available to cover tuition until after they’ve registered. To remedy this problem, Renick and his staff identify those who no longer qualify for other funding and are within two semesters of graduation. Panther Grant funds are then deposited into those students’ accounts, and a staff member calls to inform them that their tuition and fees for the semester have been covered. The student must then follow up with the Office for Advisement.

“Students must come into our office so that we can plot an effective track to graduation and so they can meet with a financial counselor,” Renick says. More than 8,000 grants averaging $900 have been awarded since the program’s inception, and 70 percent of Panther...
Grant recipients graduate within two semesters, he adds.

The Ohio State University’s (OSU) retention efforts include reaching out to first-generation, low-income students before they even get to college — sometimes as early as eighth grade. The university’s Young Scholars program is designed for first-generation students who expect to receive no financial support from family members. Students in nine urban school districts in Ohio apply for the program, and 125 are accepted each year. Success coaches work with them to explain how to get into college, offer advice on what courses to take, teach time-management and study skills, and prepare them for entry into college.

“Once they are on campus, our Young Scholars attend a bridge program — a three-week course prior to the start of classes — at which they take a few noncredit courses to acclimate them to the campus and [prepare them for] college classes,” says Rochelle Woods, director of the program.

“We also offer support services such as tutoring, study skills classes, and supplemental instruction — along with advising — all in one place,” adds Armada Henderson, Young Scholars program manager.

The combination of these services, along with the academic advisers, success coaches, and program alumni mentors, is proving effective; the six-year graduation rate for students in the program is 72 percent, according to Henderson.

The advising program at Cleveland State University (CSU) is also a strategic effort to move students closer to a four-year graduation. Merit-based scholarships that are dependent on a workload of 30 credit hours in a calendar year and the establishment of a freshman advising program that is “intrusive” have resulted in increases in retention and graduation rates, says Peter Meiksins, PhD, vice provost for academic programs at CSU.

While CSU’s graduation rates — the most recent of which are for the cohort that entered as freshmen in 2009 — are 22 percent for four years and 40 percent for six years, they are continuing to improve. In fact, 39.8 percent of students admitted in fall 2015 are on track for a four-year graduation after their first year, compared with only 27.3 percent of the fall 2014 cohort following their freshman year.

“Freshman advisers monitor students’ grades and class registration … to look for signs of struggle,” Meiksins says. “We’ve also been deliberate about defining clear pathways so that students don’t take courses they don’t need.”

These pathways not only shorten time to completion, but also give students an accurate idea of when they will graduate, which Meiksins believes can increase confidence and motivation.

Although many factors affect a student’s ability to graduate in four years, Meiksins says it’s possible for the majority to move closer to this goal — but it does require a change in perspective and behavior.

“There is a tendency not to push low-income or underserved students to take a full course load because they may not have the same academic preparation as others,” he says, “but that approach backfires and just puts them further behind. We need to encourage students to take 15 hours a semester and then provide the monitoring, advising, and support they need to succeed.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
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The conclusion of the Obama era intensified the urgency for the pursuit of social, racial, and equity reforms. Citizens from all demographic groups — religious, socio-economic, and more — have rallied and erupted in protest across the country, all with varying demands. These demands are not confined to the U.S., but are an international cry. Among the many heard across the world, one message aimed at higher education rang loud and clear: To be competitive in the global market, as President Barack Obama said in 2009, we need to confer more degrees, especially to underrepresented populations.

One outstanding impetus of the Obama administration was that institutions of higher education should serve as conduits to meet citizens’ demands. Yet, even with continued protests and mass gatherings across the country, universities have gained little ground in providing salient experiences for underrepresented populations, and according to The Education Trust, the graduation achievement gap continues to widen.

The response of many universities has been to bridge this gap by establishing the position of chief diversity officer (CDO). A 2016 study conducted by the National Association of Diversity Officers in Higher Education (NADOHE) reported that “77 percent of the 196 respondents [were] considered part of the executive/administrative staff within their institutions.” However, despite the influx and position of CDOs, progress toward authenticating the expertise of diversity leadership is still very controversial. Consequently, the intended progress of Obama’s appeal is still not moving at the pace it should be in terms of infusing the form, function, and framework of the CDO role into higher education. This lack of progress has also meant that work to be completed by the CDO evolved significantly faster than the development of professional standards for the job. Now, with the Trump administration at the reins, the role of the CDO is in need of a paradigm shift to ensure excellence in diversity initiatives that address not only public angst, but also the systems that produce concerns about global unpreparedness.

INSIGHT Into Diversity magazine sponsored the CoopLew National Survey on CDO Attitudes, Workplace Perceptions, and Skill Applications, a crucial research initiative designed to study how well-equipped CDOs are to function in a post-Obama era and within the context of the Trump administration’s economic policies — what I call “Trumponomics.” Previous efforts to define and frame CDO work set the stage for introductory form and function, but the evolution of diversity as a term, a social paradigm, and an imperative for excellence has made the role like a palimpsest — written over, scratched out, and highlighted for the sake of improving visionary and specific competencies and principles. Regardless of what’s been written about the role to date, few studies, if any, focus on the CDO’s perception of diversity administration from lived experience — which begs to be completed with all the candor possible. With this in mind, the CoopLew research mandates a new look at American universities from the perspective of those who wear the badge of “chief” regarding diversity, amidst social, relational, political, equity, and educational conundrums.

In anticipation of the national release of this next-level research, a few nuggets of the CoopLew findings are provided here as a prelude to discussions about the critical work conducted by CDOs at all types of institutions. It is a prep step for advancing national diversity thought capital and conversations that are surely on the horizon in the Trump era but that urgently need to begin today.

An unprecedented response rate — 263 CDOs, to be specific — to the CoopLew survey validated the premise that “lived CDO experiences” was a topic begging for discovery and discussion. The survey allowed respondents to reply from the perspective of either their current CDO position or that of their most recent CDO position. It contained relevant questions broken down into 10 sections that correlate to CDO relationships, expectations, resources, job satisfaction, skill utilization, and perceptions of inclusion. There is undoubtedly much more to come, as data is still being reviewed. The following extractions are but a sneak peek at what’s around the corner for CDOs on the stormy road to progress in 2017 and beyond.
Expectations of the Current Job

While “top-down” administration is the norm for higher education, data show that CDOs believe this is not true when it comes to modeling diversity. Of respondents who based their answers on their current role, 72 percent agreed or strongly agreed that accountability for modeling organizational diversity behaviors is expected to begin within the office of the CDO.

This finding could have profound effects on discussions between university CEOs and CDOs. Clarity of expectations involving what is officially delegated and what the CEO should demonstrate begs for distinction if accountability and reciprocity are to flow smoothly from one executive to another. In addition, on campuses where CDOs carry the torch for modeling diversity, the paradigm shift from “centralized resource” to “authorized source” may need to be expressly and publicly consented to, especially by peers whose traditional sense of “top-down” does not include a CDO. Also, because CEOs and their entire office must model diversity as publicized in an institution’s mission and aspirational addresses, detailing expectations to the CDO will not only set a precedent for new paradigm shifts in diversity administration, but will also establish a truer meaning of “top-down” at the institution.

Satisfaction at the Previous Job

Forty-two percent of respondents who based their answers on their previous CDO role disagreed or strongly disagreed that their reasons for leaving their previous institutions were due to matters of salary. Similar perspectives were aligned regarding campus environment (43 percent) and family obligations (65 percent). In addition, each category held unconfirmed (neutral) percentages of 29, 21, and 21 percent, respectively.

With common qualifiers off the table as majority-confirmed reasons for turnover, concern about the quality of CDO workplace interactions may be on the rise in 2017. Discussions about what CDOs need to feel safe and protected while navigating political, community, peer, and student uprisings may lend themselves well toward moving the needle away from early or unexpected turnover. While the campus environment in general was identified as the culprit behind most CDO turnovers (35 percent), more begs to be discovered about CDOs’ lived experiences from the seat of their offices and from hallway conversations that frame the environment. Moreover, CDOs’ preferred workplace conditions should be a topical discussion to differentiate from challenges such as limited resources and infrastructures perceived to impede progress to strained relationships, which culminate in the loss of talent for an institution.

Underutilized Skills of the Trade

More than 25 percent of respondents confirmed that they do not use the skill “fostering authentic and relevant international exchanges.” Another 22 percent were undecided about whether they used the skill or not.

One skill soon to be on the forefront for CDOs is the ability to interact with and unite diverse populations. With 25 percent of respondents indicating non-usage and 22 percent undecided about their usage of this skill, it is clear that nearly half the CDO population may not engage in fostering authentic and relevant international relations — at least to a point where this can be confirmed. Thus, preparation for using this critical skill to maximize resilience against social storms needs to be a top priority. The resulting 41 percent of CDOs who reported executing this skill in the field conveys a dismal perspective on how institutions will deal with current divides between ethnic, religious, and international groups, as well as the LGBTQ community — now and in the future. Considering the rise in suicide rates and palpable fears and anxieties, CDOs will need to ramp up this skill as early as yesterday.

A related piece of data from the CoopLew survey suggests that CDOs’ ability to influence what is taught about international and diversity circumstances at their institutions may evolve more acutely to influence who is teaching, should international relations become more strained as the Trump presidency unfolds.

These nuggets of lived CDO experiences, along with other findings from the CoopLew survey, have the potential to invoke some of the most crucial conversations in CDO history. Results of these discussions may very well shape future CDO job descriptions, resource allocations, staff support, and even rationale for CDOs to transition to institutions where people “get it.” The data clearly indicate the need for a renewed appeal to bring about a paradigm shift for the role of CDOs — one that identifies them as change agents — and perhaps sooner than we think. In fact, experience as a CDO may become a preferred expertise on the pathway to university presidency. Presently, there remains much concern about the CDO’s development process and the latitude afforded to those whose skills are both largely untapped and unknown to CEOs and others would-be supporters of campus-wide diversity leadership.

Watch for the national release of the CoopLew National Survey on CDO Attitudes, Workplace Perceptions, and Skill Applications via webinars and at the 2017 NCORE conference.

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Kennesaw State Develops Successful Students Via Exposure to Diverse Cultures

By Alexandra Vollman

Diversity Champions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities, across academic programs, and at the highest administrative levels. INSIGHT Into Diversity selected institutions that rank in the top tier of past Higher Education Excellence in Diversity (HEED) Award recipients.

As both a result of and a reaction to a growing multicultural community on campus, Kennesaw State University (KSU) has focused its efforts on ensuring safe spaces and cross-cultural education for its diverse students in order to enhance their success.

“Diversity is part of KSU simply because of our rapidly changing demographics,” Chief Diversity Officer Erik Malewski, PhD, says of the 53-year-old public university. “We are not even who we were five years ago. We’re asking ourselves what this increase in diversity means and how to use it as an asset.”

A member of the University System of Georgia, KSU is the third-largest university in the state and one of the 50 largest public institutions in the country. With approximately 35,000 students — undergraduate and graduate — the university views diversity and inclusion as a collective effort.

“We work off of the philosophy that diversity is everybody’s business,” says Nayasia Coleman, co-chair of the Presidential Commission on GLBTIQ Initiatives. “It’s part of our legacy.”

A Welcoming Place
Coleman, who is also the program coordinator for GLBTIQ Student Programs, says the university has had some form of an on-campus LGBTQ organization since 1991. Today, the administration continues to show its support for gay, lesbian, bisexual, transgender, intersex, and queer students through a variety of initiatives. One way KSU demonstrates this commitment is through its Safe Space Initiative, a voluntary program that trains faculty, staff, and administrators on how to make their classroom or office an inclusive space for LGBTQ individuals.

Aimed at creating awareness of the issues faced by this community, the training teaches how to differentiate between terms such as “gender expression” and “sexual identity,” as well as how to identify individual perceptions of bias, Coleman says. Participants also discover what LGBTQ resources are available on campus to help direct students. Those who complete the training are listed as an ally on KSU’s website and receive a sticker to post in their classroom or office, indicating that it is a safe space.
for this community. KSU also offers a version of the program for students, and since the start of the 2016-2017 academic year, 245 have participated.

“The initiative puts it out there that Kennesaw is a safe space, and it [tells] our students who they can go to about certain issues,” says Coleman.

LGBTQ students also find an inclusive place in the university’s Stonewall Housing, a residential community on campus for students who want to live in an LGBTQ-affirming environment. “It’s specifically geared toward individuals who [want to live in a community that celebrates] LGBTQ identities and fosters learning, understanding, and a sense of community,” Coleman says. “For a lot of LGBTQ students who come to college, one of the major reasons for their anxiety is the fear of being paired with a roommate who is not going to be OK with their identity.”

Understanding the impact a living situation like this can have on the ability to retain students, KSU launched Stonewall in 2014. Coleman, citing research, says that feelings of isolation by LGBTQ students largely contribute to their decisions to leave their current college or university.

“If they can’t be comfortable in their own skin at home, how do you expect a student to be able to perform at their highest capacity? That’s really the foundation of Stonewall — we are ensuring that these students have a place they can go to that is theirs, where they can be comfortable,” Coleman says, adding that KSU hopes to eventually expand Stonewall to comprise an entire floor of a residence hall.

KSU’s all-encompassing approach to inclusion has also meant creating more gender-neutral facilities on campus, along with a map to help students find these. Currently, 16 such restrooms and one such locker room exist on campus, and the university has committed to including a single-user, gender-neutral restroom in every new building it constructs.

Additionally, updating the university’s database to ensure that transgender students are being called by their preferred name — as well as providing training around the importance of this step — has been a priority for KSU over the last year.

An International Community
KSU places great emphasis on ensuring that international students have access to the services and support necessary to focus on their academic and professional goals. Catherine Odera, assistant director of multicultural student affairs for international student
programs, and her colleagues take a holistic approach to meeting the needs of the campus’s international student body, which numbers around 800.

With Maslow’s hierarchy of needs in mind, her office focuses on guiding these students through three critical stages: adjustment, integration, and engagement.

“Before you even ask them to get engaged on campus, they must be taken care of,” Odera says. “[This includes] housing, picking them up from the airport, and connecting them with professors. The next thing is integration; so once they feel safe on campus, we want them to get out of their comfort zones and interact with other students. … The last piece is engagement — this is when they take leadership of organizations or they [begin to] present outside of the classroom.”

When international students’ needs are met and their issues and concerns addressed, Odera says they are more likely to engage in the classroom. To get them to this point, KSU provides them with in-depth information about what it means to study in the U.S., including a briefing on citations and plagiarism, and access to the English as a Second Language (ESL) Center, where they can work closely with tutors to improve their English speaking and writing skills.

To address their social needs and concerns, the university offers a peer-to-peer tutoring program. Odera says this contact with their U.S. peers helps them overcome feelings of isolation and expand their social circle beyond just students from their home countries.

The Global Village, a student gathering space, provides another opportunity for international and domestic students to engage. It is here that the International Student Association hosts its Breaking Barriers series, an event that allows students to come together and engage in dialogue around global issues, such as human trafficking, gender equality, or racial injustice.

Odera says the series helps expose attendees to current issues that “have global significance.” Additionally, she believes it’s critical for domestic students to have these discussions with individuals of different cultures and nationalities. “The conversation is so much bigger than just international students, bigger than just American students; it’s a global world, and these are issues that have a ripple effect,” she says.

Furthermore, KSU serves ESL members of the local community through its Intensive English Program (IEP). Director of IEP Murali Venugopalan, PhD, says the program aims to improve individuals’ English language skills in reading, writing, listening, speaking, and vocabulary and grammar to prepare them to succeed at U.S. colleges and universities.

IEP participants also gain access to workshops centered on study skills, résumé building, and test anxiety, as well as individualized tutoring. Additionally, Venugopalan says the program helps instill greater cultural understanding because of the diversity of its participants, who come from all countries and speak a variety of languages.

A secondary focus of the program is on recruiting these individuals to KSU. By offering assistance with visas and immigration and the college application and registration processes, as well as connecting them with cultural activities to broaden their learning experience,
IEP staff hope participating students will continue their education at KSU.

According to Venugopalan, approximately 10 percent of IEP students end up matriculating to the university, but a new pathways program is being developed to increase this percentage. “Overall, the IEP serves to further diversify the average KSU classroom,” says Venugopalan, “as students from numerous cultural backgrounds matriculate to the university.”

**Cross-Cultural Engagement**

As part of its mission, KSU promotes global understanding and engaged citizenship, which means not only bringing international students to campus, but also sending domestic scholars abroad.

More than 80 opportunities exist for students to engage in exchanges, faculty-led programs, internships, research, and teaching abroad in 30-plus countries in Europe, Asia, Africa, the Caribbean, the Middle East, and Central and South America. During the 2015-2016 academic year, more than 800 students participated in such programs at KSU.

A new program, Around the World in 80 Days (AW80) offers a comprehensive way for students to gain this cross-cultural, international experience. A semester-long study abroad program, AW80 — which is only in its second semester — takes participants to four countries across four continents, where they spend 22 days each. In each country, students take a class and participate in related experiential learning activities and local excursions.

Iyonka Strawn-Valcy, director of education abroad and exchange programs at KSU, says courses are modified to take full advantage of the international setting. “Faculty are encouraged to utilize the site as a stage for the course and take the local context into consideration when developing [it],” she says.

The fall 2016 iteration included Italy, Morocco, Australia, and Cuba, and 11 students participated. Strawn-Valcy says she hopes to have 16 in the next cohort.

To further emphasize the importance of international education, KSU offers a Global Education Certification (GEC) for students who have completed global coursework, participated in an education abroad program, and demonstrated proficiency in a foreign language. The students are recognized at a ceremony, and the certification is noted on their transcripts.

“The GEC indicates that students have completed a breadth of coursework contributing to their career trajectories from a cross-cultural and multicultural perspective,” says Strawn-Valcy. “It enhances and diversifies their résumés and endorses the global perspective, knowledge, and … intercultural competence they have developed.”

“Higher education is about more than teaching students the skills to succeed in their professional lives; it is also about helping them become more complete individuals and better global citizens,” she adds, echoing the campus-wide sentiment regarding the value of diversity and inclusion.

Alexandra Vollman is the editor of *INSIGHT Into Diversity*. Kennesaw State University is a 2015 and 2016 *INSIGHT Into Diversity* HEED Award recipient.
Playing a prominent role in the history and advancement of the United States, New York has had a profound effect on the diversity of the nation — the Statue of Liberty and Ellis Island serving as symbols of opportunity to visitors and immigrants for centuries. Today, New York remains a vibrant and diverse region ripe with opportunity for all to live, study, and work.

With a population of 20 million, the state is composed of people of all nationalities, races, ethnicities, religions, and income levels; 22 percent of all residents are foreign-born, with no single country of origin dominating. As an international epicenter of industry and innovation, New York is also home to a diverse array of industries, such as banking, business, arts, and agriculture. Diversity is also noted in the state’s geography and scenery — from the Adirondack Mountains in the north to the Catskills in the south and from the Hudson River Valley in the east to the Finger Lakes in the West.
One of the cornerstones of the state’s economy, the State University of New York (SUNY) has been serving the diverse needs of the populations of the region since 1948, providing a multitude of opportunities for individuals to learn, work, and engage. The 64-campus system is one of the region’s largest employers, serves a combined 445,000 students, conducts more than $900 million in research, houses 30-plus museums and galleries, and hosts hundreds of public events each year.

SUNY’s diversity is demonstrated not just by its students and employees, but also by its individual institutions. Its campuses include research universities, liberal arts colleges, agricultural and technical schools, academic medical centers, land-grant universities, and 30 community colleges. Degree programs include everything from engineering and medicine to fashion design and musical performance.

SUNY’s footprint in the fourth most populous state in the nation is significant, with 93 percent of New Yorkers living within at least 15 miles of a campus. Its focus on providing high-quality, accessible education and evolving to meet the needs of New York’s communities and workforce is what has defined SUNY’s success.

SUNY campuses — like Binghamton and Fredonia (pictured above) — play a large role in the cultural, artistic, agricultural, and outdoor recreation industries in New York State.
As one of the most ethnically diverse states in the nation with a deep, rich history, New York is perhaps the largest and most important cultural center in the U.S. On the cutting edge of fashion, music, and modern dance and host to historical and cultural events and movements such as Woodstock, the Harlem Renaissance, the Beat Generation, and Broadway, New York is responsible for major contributions and innovations in the areas of music, film, theater, dance, literature, and visual arts. In fact, creative industries are among the state’s largest growing sectors.

With such rich cultural diversity, New York is never lacking in activities, events, and sites to see — from world-renowned museums and theaters to national and local festivals. Visit New York City’s Metropolitan Museum of Art to take in Vincent van Gogh’s The Starry Night, or the Jewish Museum of New York to view exhibits on Jewish art and culture. Outside of the city, in the town of Waverly, discover the largest exhibit of regional Native American artifacts at the Susquehanna River Archaeological Center, or visit the Neuberger Museum of Art on the SUNY Purchase campus, which features a large collection of African art.

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Arts & Culture

TV and Film
SUNY Buffalo State
The Television and Film Arts program — which cuts across the university’s communication, English, and theater departments — teaches students to hone their storytelling abilities to pursue any number of careers in the entertainment industry, such as screenwriting, producing, and directing. With a focus on teaching and scholarship, cultural enrichment, and service, the program provides students with a mix of criticism, theory, practical application, and real-life internship opportunities to ensure their success in TV and film production.

Music
SUNY Potsdam
Crane School of Music
Founded in 1886, the Crane School of Music is a community of musician-educators who work to prepare the next generation to teach music in public schools. Crane has 530 undergraduate and 25 graduate programs, including those in music composition, performance, music business, and more. The school is also home to the award-winning Crane Opera Ensemble, which provides students opportunities to participate in operatic productions. Additionally, through its opera education outreach program, the ensemble brings in children from local schools to experience opera and engage in workshops.

Dance
SUNY Purchase
Conservatory of Dance
At the Conservatory of Dance in the School of the Arts, students gain conservatory-style professional training in classical ballet, modern dance, and composition from a renowned faculty. One of the most highly regarded dance conservatories in the country, the school also has its own student dance company, the Purchase Dance Company. Students must audition to be part of the company, which allows them to perform in local, national, and international concerts.

SunyKnows ART
Arts programs abound at SUNY schools; here are a few of the more notable ones.

Students perform at the Conservatory of Dance at SUNY Purchase. Visit purchase.edu for more info.
FOR the performing and musical arts, catch a musical at one of the 41 Broadway theaters, take in a student-led play or a national act at the 1,200-seat concert hall at Rockefeller Arts Center on the campus of SUNY Fredonia, or experience a performance by the New York City Ballet or The Philadelphia Orchestra in Saratoga Spa State Park’s outdoor amphitheater Saratoga Performing Arts Center, located in upstate New York. During the summer, enjoy classical chamber music surrounded by nature at Maverick Concert Hall in West Hurley, or satisfy your counterculture spirit at the outdoor concert series Mysteryland USA, which is focused on music, culture, art, and sustainability and takes place at Bethel Woods Center for the Arts — the site of Woodstock.

From the Adirondack Wine and Food Festival in June to the Lake George Winter Carnival every February, New York has a lot to offer in every season. In the cold of February, New York Fashion Week provides something to look forward to, with the latest international fashion designs showcased to the public. For some laughs, grab tickets to New York Comedy Festival in November, featuring the best up-and-coming talent in U.S. comedy. For something for everyone, check out LET SMART ARTS INTO YOUR HEART, a series of cultural events on SUNY's Westchester Community College campus, including dance, live music, plays and musicals, films, and a poet and writers series.

Film and literature are also an important part of New York culture, with a variety of ways to engage. Film festivals featuring everything from short-length and experimental films to international and mainstream films take place across the state and throughout the year; these include the Long Island International Film Expo in July, High Falls Film Festival in April, and in November, SUNYWide Film Festival, which features the work of students and faculty from all SUNY campuses. For a more interactive experience, check out or participate in a poetry show or slam in one of New York City's famous venues. Founded in 1973, Nuyorican Poets Café — which poet Allen Ginsberg reportedly called “the most integrated place on the planet” — showcases a diverse mix of rising poets and advocates using poetry and spoken word as a means of social empowerment for minority and underprivileged artists.

Some of New York’s many ethnic festivals and celebrations

Fantastic Art China
JANUARY, NEW YORK CITY
A nine-day festival celebrating the Chinese New Year that features events and art exhibits at cultural venues and landmarks across New York City.

Bear Mountain Native American Festival and Pow Wow
AUGUST, STONY POINT, NY
A celebration of Native American history and culture featuring food, handmade arts and crafts, and traditional music and dancing by members of the Sioux, Navajo, Winnebago, Cherokee, and Mohawk tribes.

New York India Festival
SEPTEMBER, SYRACUSE, NY
A one-day event that celebrates Indian culture and traditions with an art gallery, a Bollywood-themed dance party, an Indian bazaar, and theatrical performances.

Historic Pride LGBTQ RIGHTS MOVEMENT

The Stonewall Inn in New York City’s Greenwich Village, a gay bar and tavern, is the site of the 1969 Stonewall Riots, which are credited with launching the gay rights movement. The inn, which still operates as a bar, was designated a National Historic Landmark in 2007 and, in 2016, a U.S. National Monument. New York City’s Pride March — taking place every year in June — is considered one of the best LGBTQ Pride Day celebrations in the world. (photo: Daniel Case/Wikipedia)

THE Binghamton POETRY PROJECT
Based out of the Binghamton Center for Writers on the SUNY Binghamton campus, this literary outreach program educates community members, including children and adults, on how to write and read creatively. Through a series of workshops, readings, and contests, it works to enhance art awareness and literacy in the local community through poetry.

Bring Us Your Creative
49,444 immigrants in New York City are employed in creative occupations.
The brewery business is booming in New York thanks to a number of state regulations that have resulted in a dramatic increase in breweries and cideries in the state. In 2012, lawmakers passed the Farm Brewery Law, requiring that brewers use primarily locally sourced ingredients in order to label their products “New York State” beer. In response to growing demand for the key beer-brewing ingredient, the SUNY College of Agriculture and Technology at Cobleskill created a hop yard for students to gain hands-on experience growing what has historically been a vital crop in the region.

Second only to California in wine production, New York State has more than 400 wineries. From fruity to earthy and sweet to dry, the wines of the region showcase the diversity of its landscape. For variety, make your way through Lake Erie Wine Country, stopping along the way to sample some award-winning wines from the area’s 23 vineyards. Make a weekend of it in Long Island Wine Country, where 40 wineries offer both opportunities for wine tasting and learning. Experience a bit of winemaking history at Brotherhood, the nation’s oldest winery, where tours of the underground cellar are open to the public. To learn more about wine, take a noncredit wine appreciation course at SUNY Oneonta or a wine and food pairing class at SUNY’s Onondaga Community College.

Launched in 2011 by Gov. Andrew Cuomo, the FreshConnect Program has helped create new and support current farmers’ markets, provide fruits and vegetables to low-income individuals with limited access to fresh produce, and give individuals, including veterans and service members and their families, credits to purchase fresh foods at these markets. In 2015, SUNY Cobleskill and other area organizations partnered to create a Farmers’ Market Managers Professional Certification Program to facilitate the success of future farmers’ market managers.

The Farmers’ Museum, on the outskirts of Cooperstown, offers a one-of-a-kind, immersive experience in New York agricultural history. Located on the site of Fenimore Farm — founded by James Fenimore Cooper in 1813 — the museum is home to a working farmstead, recreated historic village, and more than 23,000 agricultural artifacts. Costumed guides give tours and dramatic interpretations and offer a wide variety of educational programs. The museum’s Americana Academy offers courses in traditional folk arts and craftsmanship; topics range from medicinal herbs to silversmithing. (photo: Chris Evans/Flickr)

New York’s top 10 agricultural products are milk, corn for grain, hay, cattle and calves, apples, floriculture, cabbage, sweet corn, potatoes, and tomatoes.
For a more family-friendly activity, check out one of New York’s many apple orchards to select your own farm-fresh fruit; with 25 types to choose from, New York grows more apple varieties than any other state. Pick-your-own farms are in abundance across the region, with opportunities to pick everything from pumpkins to blueberries, depending on the season. At Ontario Orchards in Oswego, apples and pumpkins are ripe for the picking September through October. Maple syrup is also a big business in New York, with plenty of area nature centers to learn about the maple sugaring process and purchase a jar. In Cornwall, the Outdoor Discovery Center at Hudson Highlands Nature Museum offers tours through the forest during which participants learn about the production process and get to sample the goods.

With nearly 700 farmers’ markets across the state — some open year-round — locally sourced goods are never hard to find. With an agriculture industry characterized by its variety, New York markets sell nearly everything: fresh-caught fish, grass-fed beef, wild mushrooms, fresh fruit and vegetables, dry and fresh herbs, baked goods, and more. In Binghamton, at Old Barn Hollow Farm Market and Gluten Free Bakery, sign up for a workshop or shop for eco-friendly home products. For year-round produce, head to SUNY’s farmers’ market in downtown Albany or the SUNY New Paltz Farmers’ Market, which provides healthy foods and educates the community about the benefits of local and sustainable agriculture.
Landlubbers can learn how to sail, steer a powerboat, and stay safe at sea via SUNY Maritime College’s Waterfront Community Programs. Located just minutes from the shores of Long Island, the college offers private and community sailing classes, boating programs for area high school students, and a summer camp where students in fifth through ninth grade can learn how to scuba dive, kayak, and more.

Get more info at sunymaritime.edu

Destination: FIRE ISLAND

Take in the unique scenery. Home to desolate beaches, maritime forests, and quaint villages devoid of roads or cars, a visit to Fire Island National Seashore is like stepping back in time. A focus on the preservation of the island’s natural habitats means that a diversity of flora and fauna abounds.

Celebrate LGBTQ history. The island’s many LGBTQ-centric communities include Cherry Grove, considered to be the first American community where gays and lesbians could be open about their sexuality. Its history as a safe haven for LGBTQ individuals makes it one of the most significant sites in the Gay Rights Movement.

Enjoy the nightlife. While the island’s remote villages are quiet throughout most of the year, they come to life during the busy tourist season. Fire Island is known for its vibrant nightlife in the summer, with clubs, parades, and festivals.

With a landscape that includes beautiful beaches, major mountain ranges, rolling hills, and fertile river valleys — featuring more than 200 state and national parks — New York offers unparalleled opportunities for outdoor recreation. From hiking and camping, to surfing and sailing, to skiing and ice fishing, there are hundreds of activities and spaces to engage in the outdoors in New York.

As one of the nation’s northernmost states, New York offers every imaginable type of winter recreation — from extreme snow sports to ice yachting or simply cozying up by the fire at one of the many resort-style Adirondack Great Camps, architectural reminders of the Gilded Age. New York boasts the largest number of operating ski areas in the country, which are scattered across the state — meaning that skiing and snowboarding are always just a short drive away. Central New York offers such an abundance of ski slopes that nearby SUNY campuses offer courses in downhill sports, while the upstate region has dozens of ski resorts within an hour’s drive of several major cities, including Syracuse and Rochester — both voted as some of the healthiest college towns in the U.S. for their recreational opportunities. For more leisurely winter activities, take a ride down a toboggan chute at Lake Placid, hitch a ride on a dog sled through the Adirondacks, or try your hand at ice fishing in one of the state’s many traditional ice shanties.

Located at the site of the major Revolutionary War battle, Saratoga National Historical Park offers exhibits of artifacts, tours of General Philip Schuyler’s historic home, and a walk through the Saratoga Battlefield and nearby Victory Woods.

Heritage Trails: A Walk Through History

At Harriet Tubman National Historical Park, stroll the grounds of the home and burial site of this hero of the Underground Railroad, stopping off in the park’s visitor’s center to learn about the life and legacy of one of America’s most famous abolitionists.
When warm weather comes, head to Long Island for some of the world’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches. Sunbathe on the white sands of the Hamptons, tour the lighthouse at Montauk Point, or surf the waves at one of the island’s best beaches.

But the best outdoor recreation in New York isn’t limited by the seasons, with plenty of places for year-round hiking and camping, among other activities. With more than 70,000 miles of rivers and streams and 2,000-plus miles of trails, the region also offers plenty of opportunities for canoeing, kayaking, white-water rafting, hiking, bicycling, and backpacking across New York’s diverse landscape. City dwellers looking to get away can easily find an escape in New York’s backcountry, with its many state parks, nature preserves, and wildlife refuges.

For those who are inexperienced in the great outdoors, SUNY offers opportunities for both students and community members to learn about “roughing it” from the experts. Take an Adventure Sports Challenge Course — complete with zipline — at SUNY Adirondack, attend a private retreat at SUNY Plattsburgh’s Twin Valleys Outdoor Education Center, or sign up for a backpacking course at SUNY Potsdam. Or for those looking for something a little less rugged, “glamping” — complete with spas, shopping, and dining — is an option at luxury mountain resorts throughout the state.
Title IX, the Clery Act, the Violence Against Women Act, the Campus Sexual Assault Victims’ Bill of Rights, and the Campus Sexual Violence Elimination (SaVE) Act all exist to help eradicate campus sexual assault and protect the rights of victims. Yet even with this extensive arsenal of legislative defense, sexual assault remains a pervasive problem on college campuses nationwide — an issue exacerbated by a lack of transparency by both institutions and victims alike.

In a U.S. Bureau of Justice Statistics (BJS) study examining the prevalence of sexual assault on college campuses, 37 percent of female undergraduate students between the ages of 18 and 22 reported experiencing some form of sexual assault since entering college. Of all women surveyed in this age group, 19.8 percent reported experiencing sexual assault, 6 percent rape, and 13.1 percent sexual battery during the 2014-2015 academic year — the time frame in which the study was conducted. Furthermore, these victims reported incidents of rape only 14.6 percent of the time and sexual battery just 5.3 percent of the time.

For Anne Hedgepeth, the senior government relations manager with the American Association of University Women (AAUW), this lack of reporting is indicative of a problem at the institutional level. Among other efforts, AAUW works to address and prevent sexual assault on college campuses nationwide.

“When we look at the statistics that schools are [required to] send to the U.S. Department of Education … on the number of reported incidents of rape, domestic violence, dating violence, or stalking, zeros abound,” she says. “And that is very concerning to us.”

Hedgepeth, like others in the fight to end sexual assault on college campuses, believes the incidence rate is much higher than what the data reveal. However, victims are often reluctant to come forward for a number of reasons. For many, the decision to not report an incident is based on concerns and distrust regarding how they will be judged and treated. In the BJS study, the answer most given by victims of rape and sexual battery for not reporting was that “others might think [they] were partly at fault.”

Further impeding prevention efforts is a disregard for victims’ rights by some institutions. Just last month, Baylor University was accused of covering up more than 50 incidents of sexual assault supposedly perpetrated by members of the football team; several women have sued the university for its handling of
their cases, according to *The New York Times*. This is a school that, between 2008 and 2011, reported no incidents of sexual misconduct by students.

To the AAUW, this situation demonstrates the urgent need to increase prevention efforts and ensure proper support for victims.

“When a school like Baylor has said there are no instances of sexual assault [by students], we are skeptical [because] it doesn’t square with the information we have about student experiences on college campuses,” Hedgepeth says. “For us, what that says is that there may be some problems where students or survivors aren’t able or don’t want to come forward and report.”

**Education and Intervention**

While institutions of higher education — those that participate in federal financial aid programs — are required by the SaVE Act to provide both students and employees education around sexual assault prevention, some colleges are only providing a one-time training as opposed to multiple sessions. Yet studies have shown that shorter trainings are less effective than longer ones for altering attitudes about rape and rape-related behavior.

But at institutions such as the University of California and Dartmouth University, a comprehensive, integrated approach drives all sexual assault prevention efforts.

“If we look at the whole student — the academic, the residential, and the social — we can’t just take one piece of that and say, ‘We’re going to focus on incorporating sexual assault prevention into the academic realm.’ Certainly that is one facet, but it’s not going to reach all students,” says Heather Lindkvist, Title IX coordinator and Clery Act compliance officer at Dartmouth University, located in Hanover, N.H.

“Looking at ways that we can affect student behavior through a variety of mechanisms is essential for any institution to change behavior and prevent sexual misconduct.”

In early 2015, the university announced a blueprint for enacting this kind of institutional transformation, requiring education around sexual assault prevention all four years of the undergraduate college experience. The Sexual Violence Prevention and Education Program seeks to address all facets of sexual assault prevention — from important definitions and identifying risky behavior to intervention and reporting methods.

The first-year experience includes three components: an online program that walks students through issues related to sexual misconduct, including dating and domestic violence, sexual harassment and assault, and stalking; bystander intervention training; and education about the risks posed by alcohol and drugs. Programming for sophomore through senior years is still being developed, but Lindkvist says Dartmouth is examining ways to integrate students’ academic experience with co-curricular and other activities, as well as looking for “prime opportunities to [speak] with students about these issues.”

“In the first year, we talk about concerns that might be raised while in college,” Lindkvist says. “In their senior year, as students start to apply to professional or graduate schools or [jobs], we’ll talk about professionalism and sexual harassment and discrimination policies in the workplace to [help them] intervene when harmful or risky behaviors occur.”

Dartmouth’s prevention program, Lindkvist says, will provide students with a “menu of options,” with different experiences or activities to fulfill all program requirements. One such option is the Dartmouth Bystander Initiative (DBI).

The goal of DBI is to empower the campus community to intervene to defuse threatening situations. Participation is voluntary, but all students rushing to join a fraternity or sorority must complete the training.
It’s On Us Campaign Aims to End Campus Sexual Assault

Launched in 2014 by the Obama administration, the It’s On Us campaign aims to end sexual assault on college campuses by providing resources and programming on bystander intervention, consent, and survivor support to schools across the U.S. In January 2016, Pennsylvania Gov. Tom Wolf launched It’s On Us Pennsylvania, whereby he and higher education leaders across the state — including administrators at York College — pledged their support for the program and made a commitment to help end campus sexual assault.

Together with YWCA York — an organization dedicated to empowering women and eliminating racism — the college launched a poster campaign to inform students about dating violence and provide information regarding how and where to report incidents. York has also partnered with local health organizations and law enforcement to create the Coordinated Community Response Team to provide support services to students affected by sexual assault.

“Everyone has a role to play,” says Mary Dolheimer, assistant dean in the Office of Communications. “Encouraging a culture where this type of behavior is unacceptable and where those who engage are held accountable is paramount to ensuring the well-being of all.”

Two grants totaling approximately $317,000 the college received last fall from It’s On Us Pennsylvania and the U.S. Department of Justice’s Office of Violence Against Women will help York expand its efforts, specifically allowing the college to hire a new full-time coordinator to oversee all sexual assault programs, as well as provide additional prevention and support training.

DBI facilitators also offer workshops tailored to specific campus groups such as student-athletes.

The university also looks for other key moments to discuss issues around sexual assault with diverse groups of students. For instance, before studying abroad, students are required to participate in a program that highlights cultural norms around sexuality and issues they may encounter in other countries. Additionally, programs exist for international students to help them adjust to American cultural norms and for members of the LGBTQ community to discuss their concerns.

“Sexual [assault] can affect anyone regardless of sex, gender, race, ethnicity, or socioeconomic status,” Lindkvist says. “This is an opportunity for Dartmouth to be creative in the way it is providing education around sexual misconduct, bystander intervention, healthy relationships, and communication that is necessary both in and outside of the classroom and on and off campus.”

At the University of California (UC), sexual violence prevention and intervention education is a mandatory part of the 10-campus system’s effort to end sexual assault. This education includes three components: in-person training at orientation, online training, and outreach by the administration. The online component, which all freshmen must complete within the first six weeks of the fall semester, covers definitions of forms of sexual violence, social norms that can normalize this behavior, bystander intervention, resources, rights, and reporting options, among other topics.

In addition, each campus offers supplementary education tailored to its specific community, says Kathleen Salvaty, JD, the new system-wide Title IX coordinator at UC. Salvaty, who previously served as Title IX coordinator for the University of California, Los Angeles (UCLA), reports directly to UC President Janet Napolitano in her new role to prevent sexual assault.

Salvaty says the focus when students first come to campus is on defining consent, sharing resources, and informing them of their rights. “I don’t think when I was in college we understood that we had the right to affirmatively consent,” she says, “so I think educating everyone about that is extremely important.”

At UCLA and other UC campuses, sexual assault prevention also plays a large role in Greek life. Through the Violence Intervention Program (VIP), each fraternity and sorority designates a VIP ambassador who must go through 30 hours of additional education around prevention. These individuals, Salvaty says, are then charged with taking what they’ve learned and sharing it with others in their chapter.

Bystander intervention is also addressed in depth at UCLA, where freshmen watch a film and discuss techniques. Students learn methods for diffusing situations, including directly intervening, distracting, or delegating — meaning calling the police or someone else in charge.

“There’s no set way, there’s no script for how you might intervene, but [we emphasize] doing it in a way that feels comfortable,” Salvaty says.

Supportive Structures

Another key aspect of prevention is ensuring safe, clear, and confidential avenues for reporting incidents. A result of seven recommendations from a presidential task force, a CARE: Advocate Office for Sexual and Gender-Based Violence and Sexual Misconduct is now a staple of every campus in the UC System. Each office’s full-time trained staff, called CARE advocates, provide confidential emotional support and assistance to student survivors of sexual assault or violence, as well as
help them access campus resources like counseling or medical care.

“If a student goes to a CARE advocate, they’re not putting the university or my office on notice. It’s a confidential space where they can process what they’ve experienced and learn what their options are, what it would look like if they wanted to report to the university or to the police,” Salvaty says. “I think having those [transparent] systems in place is really helpful. … If we are telling everyone to report to the university and that the university will appropriately respond, we have to make sure we’re doing that.”

At Dartmouth, training for faculty and staff is in place to improve the university’s response to reports of sexual assault. Aptly titled “Strengthening Our Response to Sexual Misconduct,” the workshop emphasizes the role these individuals play in addressing and preventing incidents. “Participants learn and practice culturally responsive, trauma-informed strategies on how to support those who have been affected by sexual misconduct and other forms of violence or harm,” according to the university’s website.

“It integrates what employees need to know about the basics of Title IX, what their obligations are to disclose information to the Title IX coordinator, and how they can respond effectively,” Lindkvist says, adding that anonymous reporting methods also exist on Dartmouth’s campus.

In the UC System, all faculty, staff, and administrators are required to participate in sexual assault prevention training on an annual basis. This programming covers important definitions, laws, bystander intervention, students’ rights, and employees’ obligation to report incidents they become aware of.

“We are talking about a culture change in many ways … so that everyone understands the impact sexual harassment and violence have on a student’s or employee’s ability to learn or work,” says Salvaty. “Everybody takes some responsibility for creating and maintaining a safe campus and workplace.”

Involving students in prevention efforts and engaging them in this cultural transformation is also critical, she says. At UCLA, one student organization is working hard to create an inclusive campus for all by educating the university community. Bruin Consent Coalition (BCC) Co-directors Sophia Arim and Yong-Yi Chiang say the organization seeks to “create a safe space for survivors and influence actual campus change.”

They agree with Salvaty that such a transformation requires the work of all campus constituents, led by the
administration; however, they don’t underestimate the impact of student-led efforts.

“[To alter] people’s mindsets and the way they think about sexual violence is to change culture from the ground up, and working peer to peer is the best way to reach our audience,” Arim and Chiang say. “Continuing conversations is one way we can interact with fellow students to best change culture from the bottom up. It is crucial to interact with students on this peer-to-peer level because it makes things relatable.”

Advocacy and Improvement

Back at the AAUW, Hedgepeth and her colleagues focus their efforts on ensuring equity for women and girls in higher education via advocacy, education, philanthropy, and research. Serving as both an advocate and a watchdog in regard to sexual assault, the organization engages with colleges and universities, shares best practices and resources, advocates for policies and legislation, and leads important discussions.

Perhaps AAUW’s most comprehensive resource, the Ending Sexual Assault Tool Kit provides the organization’s 800 member institutions and 170,000 individual members with information to guide them in their prevention efforts.

“The tool kit helps support students and members of higher education communities in understanding what campus sexual assault is, what some of the federal laws are that govern what schools do, and some steps they can take to improve what’s happening on their [campuses],” Hedgepeth says.

In addition, AAUW recommends that campuses conduct climate surveys to assess their efforts and develop better reporting mechanisms.

“It is critical in a campus climate survey that you find out why students may not be reporting or coming forward; that information can be incredibly valuable to administrators. You may find out that you don’t have a good reporting system, that there need to be more spaces on campus for students and survivors to come forward,” Hedgepeth says. “Climate studies can help fill in gaps and lead to a better response in the short term and prevention in the long term.”

“There can be a chilling effect if students and survivors feel their school won’t do anything when sexual violence occurs,” she adds.

In 2015, Dartmouth, in collaboration with the Association of American Universities, conducted the Campus Climate Survey on Sexual Assault and Sexual Misconduct to gain a better understanding of students’ concerns and experiences with sexual assault, as well as their perceptions of institutional policies. Findings from the survey have informed much of the university’s current work around prevention, including improving processes for reporting, and Lindkvist says Dartmouth is planning a second survey. “I want to see how what we have implemented in the last several years has evolved and affected the responses that we’re seeing from students,” she says.

As contrarian as it may seem, Lindkvist hopes to see an increase in the number of sexual assault cases reported. “It indicates that the college is doing a better job of supporting reporting persons and those who have been affected by sexual misconduct, providing them avenues to come forward and disclose,” she says. “It says we are doing what we need to be doing.”

According to Hedgepeth, more and more institutions are acknowledging the critical nature of this work, moving beyond only what’s required by law. “Activists and students are really committed to keeping this work going,” she says. “And what we’re hearing from colleges and universities is that they are committed to doing this work, too. They’re putting in place prevention programs not only because they have to, but because it is also the right thing to do.”

Alexandra Vollman is the editor of INSIGHT Into Diversity.
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If Cyrus Namdar had known that a newly inaugurated President Donald Trump would issue an executive order banning all immigrants from Iran, Syria, Yemen, Iraq, Somalia, Libya, and Sudan — each one a Muslim-majority country — from entering the United States for 90 days, he says he might have chosen to study elsewhere.

Namdar, who asked to be identified by a pseudonym, is an Iranian graduate student who has been attending the University of Arkansas (U of A) in Fayetteville for five years. And he’s not the only international student rethinking his decision to study in the U.S., says Martin McFarlane, director of international student and scholar services at the University of Illinois (U of I). “Choosing your place of higher education is a massive choice,” says McFarlane. “Right now, the message the United States is sending is not one that is welcoming to an international population.”

That negative message may very well lead to a drop in the number of international students seeking to study in the U.S., says McFarlane. According to the Institute of International Education (IIE), in the 2015-2016 academic year, 17,354 students from the seven countries named in Trump’s January 27 executive order were attending colleges or universities in the U.S. These are the students who were affected by the ban until it was blocked by a federal judge in early February. In total, though, there are over one million international students in the United States, according to IIE. While these individuals have not been directly affected, the executive order has left many of them feeling uneasy — a feeling that probably wasn’t ameliorated by Trump’s signing of a new immigration order on March 6, which, besides removing Iraq from the list of banned nations, largely resembles his original order.

McFarlane says in the weeks since the initial executive order was signed, international students have been coming to him wondering whether their home country will be next. “The message we’re hearing is that they feel unwanted, unwelcome, and are concerned that their dreams of graduating and working in the United States will be stopped by future executive orders or immigration reform.”

Namdar echoes this sentiment. “For the last five years, we did not think we were immigrants,” he says. “I have always been telling my family in Iran that Americans are friendly, nice, and generous — and I still think so. However, I realized that behind some of those smiling faces, there may be a person who voted for Trump with anti-immigration ideas.”

Another graduate student at U of A, who asked to be identified by the initials ZA, says that for the first time,
she feels uncomfortable wearing her hijab and walking alone at night near campus. “I was terrified and expected myself to be out of the country in a week,” says ZA, who is from Iraq. “I felt I was hated and unwelcome here.”

If fewer international students choose to come to the U.S. to study, the impact on universities and students will be profound. STEM disciplines — a popular field among these students — will likely suffer, and both universities and the broader society will likely take a financial hit. Christopher L. Eisgruber, president of Princeton University, joined 47 other U.S. college and university presidents in sending an open letter to President Trump on February 2, which said, “American higher education has benefited tremendously from this country’s long history of embracing immigrants from around the world. ... America’s educational, scientific, economic, and artistic leadership depends upon our continued ability to attract the extraordinary people who, for many generations, have come to this country.”

If U.S. universities are to counter the fears created by any immigration ban, they must reassure their international students that they are welcome and safe — both now and in the future, Mcfarlane says. When the original executive order was announced, he sent an email to U of I students, staff, faculty, and scholars from the countries named in the order. In it, he outlined a number of logistical steps that they could take to protect themselves legally.

More important, he stated that the university was there to support them. “I want you to hear the following very clearly,” wrote McFarlane. “You are wanted at the University of Illinois. You are needed here. And you are valued here. [International student and scholar services] will continue to advocate for you at both a local and national level.”

This sort of statement of support is exactly what international students and faculty are hoping to hear from their universities, says Aboozar Mosleh, a former U of A graduate student who is now a visiting assistant professor at Arkansas Tech University in Russellville.

“We know that [U of A] cannot do something in one second to change [the ban],” says Mosleh, “but it is a collaborative effort among all the universities around the state to stand up against it and show support.” And he believes the university could be doing a better job of making students from the banned countries feel supported.

ZA feels differently about U of A’s response. She notes that Chancellor Joseph Steinmetz sent an email emphasizing that students affected by the executive order were a part of the campus community, and she appreciated that the university held a meeting for those international students and faculty. However, ZA hopes the support doesn’t end there.

She wants her university to continue to speak up for those who may be affected by an immigration ban. “[The university] can explain that we are valuable and essential members of its community,” she says. “We came here because we are willing to learn.”

This sort of continuing support is something U of I is taking seriously. McFarlane says the university formed an administrative working group a few days after the ban was announced to follow changes to the order, legal challenges, and other developments and to provide statements and resources to the campus community. The university is also maintaining a comprehensive FAQ web page that addresses questions university members may have.

The final question on Illinois’ FAQ page is perhaps the most important: “What can I do to help?” The answer is one that all universities should share with their students, faculty, and staff: “We urge you to reach out to colleagues from the affected countries and reassure them that you care. Make sure [they] know that they are wanted and supported.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
In a time of both increasing diversity and deepening political divides, U.S. colleges and universities are discovering the indispensable need for free speech and the injustices that certain language can perpetuate. Public institutions, in particular, are finding themselves torn between their desire to promote political discourse, students’ ideologies, federal law, and the ideas and intentions of invited speakers.

Yet many believe that institutions of higher learning, by nature, are responsible for encouraging and facilitating this type of engagement — despite the challenges, complications, and backlash that may accompany it.

“The university has a unique obligation to foster discourse by creating more of it, rather than shutting down particular types,” says Marieke Tuthill Beck-Coon, the director of litigation with the Foundation for Individual Rights in Education (FIRE), a nonprofit foundation dedicated to defending individual rights in American higher education, including free speech, legal equality, religious freedom, and more. “Shutting down hurtful or hateful speech doesn’t mean that it goes away, that the [dialogue] will dissipate; it will just push that discourse into other channels where it doesn’t have the opportunity to be responded to.”

With an increased focus on diversity on campuses, and colleges’ tendency to be more liberal-leaning, white conservative students have felt like outsiders, says Lecia Brooks, outreach director for the Southern Poverty Law Center (SPLC), a nonprofit organization that combats hate, intolerance, and discrimination with education and litigation. “Some of them have felt marginalized on campus with the shifting demographics that are happening across the United States and the focus in the last decade or so on building safe and inclusive communities,” she says. “Often, white students feel left out of those conversations; they don’t feel like a part of the movement.”

More than excluded, these students have expressed feeling unwelcome and afraid to share their views and perspectives on campus. Taking advantage of this void — invigorated by the election of President Donald Trump — white nationalists like Milo Yiannopoulos and Richard Spencer are moving in to fill it, Brooks says. The former editor of the far-right Breitbart News, Yiannopoulos is an outspoken critic of feminism, social justice,
transgender rights, and the Black Lives Matter movement and is known for his offensive and hateful comments toward members of marginalized groups. Spencer, president of the white national think tank the National Policy Institute, is a white supremacist who advocates for a white ethno-state and “peaceful ethnic cleansing.”

“It’s not only the election of Donald Trump, but also the entire presidential campaign, that was filled with dehumanizing, incendiary rhetoric about people — first immigrants, then Mexicans and Muslims — which served to embolden white nationalists. So when Trump won, they became even more emboldened,” Brooks says. “Spencer and Yiannopoulos, in particular, made it their cause de jour to recruit white college students.”

At the University of Colorado Boulder (CU), the president of the College Republicans — a group that invited Yiannopoulos to speak at the college in February — described to the Denver Post campus environments in which conservatives are “almost forced into silence for what they believe.” He added that the organization’s decision to invite Yiannopoulos to speak on CU’s campus was “more of a statement to promote our right to belong than it is to espouse his ideas.”

But despite the reasons cited by students for extending such invitations, the upheaval and protests sparked by these events illustrate the profound impact certain ideas and speech can have — regardless of whether or not that speech is protected.

“The thing that Yiannopoulos and Spencer are preaching is separatism,” says Brooks. “When you accept and elevate white nationalists, you are essentially saying you support separatism, … and that is not the direction we need to be headed.”

**Learning Opportunities**
Known as the home of the free speech movement, the University of California (UC), Berkeley, has supported its students’ First Amendment rights for decades, but earlier this year, the administration was tested when the Berkeley College Republicans invited Yiannopoulos to speak at the university — one stop of many on his “Dangerous Faggot” campus tour.

Reactions to news of the event were mixed, which was largely based on individuals’ understanding of the First Amendment, says Dan Mogulof, assistant vice chancellor of executive communications. As a public institution, UC Berkeley allows independent student organizations to host speaking events on campus — a privilege enjoyed by all groups regardless of their affiliations or ideologies — and was not legally able to cancel Yiannopoulos’ speech based on its content.

“It became obvious that there are many people, both among members of our campus community and beyond, who don’t fully understand the First Amendment, who believe there is some sort of exclusion for hate speech — and a petition urging the administration to cancel the event. — UC Berkeley Chancellor Nicholas Dirks refused to give in, iterating his and the university’s commitment to upholding freedom of speech, including the rights of students to peacefully protest the event.

In a letter to the university community on January 26, Dirks defended Yiannopoulos’ right to speak while condemning his ideology: “We are defending the right to free expression at a historic moment for our nation, when this right is once again of paramount importance. In this context, we cannot afford to undermine those rights, and feel a need to make a spirited defense of the principle of tolerance, even when it means we tolerate that which may appear to us as intolerant,” he wrote. “In our view, Mr. Yiannopoulos is a troll and provocateur who uses odious behavior in part to entertain, but also to deflect any serious engagement with ideas. … We regard his act as at odds with the values of this campus.”

But the February 1 event never happened, as peaceful protests turned violent and law enforcement decided Yiannopoulos needed to be evacuated for his own safety, effectively canceling the engagement, Mogulof says. According to Brooks, that peaceful
student protestors turned violent is a misconception, as SPLC had information that an anti-fascist group had been planning to sabotage the event, along with others across the country, including a speech Yiannopoulos gave a month earlier at the University of Washington in Seattle, where one demonstrator was shot.

For some students, especially those of marginalized identities, the fact that the First Amendment’s application is universal — it can’t be dissected and applied to allow only the most acceptable views to be heard — may be a difficult concept to accept. But allowing individual institutions to decide what voices and ideas have merit opens all students up to censorship, warns Beck-Coon.

“If [a university] is given the power to determine what is acceptable speech to allow its students to engage in on campus or to bring to campus, that is an extremely dangerous tool,” she says, “…because it can be turned around so easily on any speech or any viewpoint.”

UC Berkeley acknowledges the importance of allowing this discourse to take place, Mogulof says, with a focus on ensuring both the rights of students to invite speakers and those of other students to peacefully protest.

“We believe deeply in the fundamental idea of free speech, and not just because it’s such a part of our legacy and history, but also because … it’s a foundational piece of our educational mission — to expose our students to the full range of ideas and perspectives that mirror [those] they will need to confront when they leave the university,” he says, adding that the university is far more diverse — with all sides of the political spectrum represented — than the stereotypical view of UC Berkeley. “If we’re [a university] where a contrary word is never heard, we don’t feel we can support our commitment to the educational objectives we have for our students. But that doesn’t mean we have to like or endorse the people who come [here].”

But regardless of the administration’s stance on Yiannopoulos’ ideas, Mogulof says UC Berkeley was disappointed that the event was subverted. He hopes that members of the campus community see what happened as a learning opportunity and take time to think about their own beliefs and the consequences of their actions.

“This is a moment for the community and for all of us as individuals to reflect on what it means when those sorts of tactics of disruption are used, who benefits, and what that portends for our future as an institution of higher education and also as a country,” he says. “Hopefully people won’t take for granted … the freedoms that we have and how important it is to expose ourselves even to those opinions that we so deeply disagree with and find to be offensive.”

Unified for Diversity
Presented with a similar situation in December, Texas A&M University responded to divisiveness with unity. When a member of the College Station community invited Spencer to speak, an event the university didn’t become aware of until it was reported in the media, President Michael Young released a statement affirming the university’s commitment to diversity and free speech while denouncing the white nationalist’s views. After reviewing their options, Texas A&M leadership decided that legally there was nothing they could do but allow the event to take place, says Amy Smith, senior vice president and chief marketing and communications officer.

“We knew we had to do the hard thing and that was to let this person speak,” she says. But that didn’t mean the university couldn’t host its own event.

“[We said,] ‘We are going to have an event ourselves, and we’re going to call it Aggies United; it’s going to be the same night, the same time, and we’re going to raise our voices about
our freedom of expression and about diversity and inclusion,” Smith adds.

The December 6 Aggies United event brought together 7,000-plus students, faculty, staff, administrators, and community members in a celebration of unity and diversity. It featured a lineup of inspirational speakers and entertainers, including singer-songwriter Ben Rector and singer and actress V. Bozeman, as well as musical performances by students and faculty. By comparison, around 400 people attended Spencer’s speech, and Smith says most of them were there to protest.

While she admits that Texas A&M still has work to do to ensure that students of all backgrounds and ideologies feel welcome and included on campus, Smith says the community was able to come together for the event. “We still have a long way to go, we still have issues that we face, we still have implicit biases that all of us are challenged to improve upon,” she says. “We’re by no means a campus without issues in the realm of diversity and inclusion, but we were united that night.”

Since news of both events has spread, Smith says she has received calls from administrators at other colleges and universities who want to learn from the campus’s experience to help guide them in handling similar situations on their own campuses. But whereas Texas A&M is being held up as an example of what can be achieved when one does what is right — and lawful — other colleges and universities have faced criticism.

In November, New York University disinvited Yiannopoulos, citing safety concerns, and a number of other colleges, both public and private, have either outright canceled or prevented his events by other means, such as with security fees. DePaul University and the University of Miami, for example — although they are private institutions and not legally bound by the First Amendment — have required that students assume additional security costs for hosting Yiannopoulos, whom DePaul officials have said creates a “dangerous” situation.

Joe Cohn, legislative and policy director for FIRE, maintains that at public institutions, such fees are often unconstitutional. “… Public colleges and universities must use viewpoint-neutral criteria, such as how many people are expected to attend [an] event, for determining the amount of any applicable fees,” he says.

In response to what they see as an infringement on free speech on college campuses, lawmakers in some states have introduced or passed legislation. In Tennessee, two Republican lawmakers have proposed a bill, dubbed the “Milo Bill,” to specifically address what they argue is discrimination against conservative viewpoints on campuses.

FIRE’s Beck-Coon says the organization is typically supportive of state legislation that further ensures freedom of speech in higher education — but there are limits. “We would never support legislation that was attempting to elevate one viewpoint over another or create particular protections for a certain viewpoint,” she says.

Yet Brooks argues that such measures are not necessary because “free speech is already constitutionally protected.” Instead, she believes colleges could be doing more to create opportunities for these young people to engage, adding that many of these students come from K-12 schools that are deeply “segregated.”

“When kids go to college, it’s often the first time they’ve been around all this diversity, and it [can be] unsettling,” says Brooks. “The same thing happens for students of color.”

Smith agrees, recognizing that part of the beauty of diversity is the divergent perspectives it brings. “If you look at the root of ‘university,’ it is ‘universe’ — and that’s what a university is about,” she says. “It’s about bringing people from all walks of life together in a learning environment, and they’re going to disagree sometimes.”

Alexandra Vollman is the editor of INSIGHT Into Diversity.
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Greer Glazer, Ph.D., dean of the University of Cincinnati College of Nursing, was awarded the Insight Into Diversity Award for her commitment to diversity through leadership, and for giving back to the campus and community.
INSIGHT Into Diversity recognizes college and university administrators who go above and beyond their everyday duties to give back to their campuses and communities. Recipients of the 2017 INSIGHT Into Diversity Giving Back Award were nominated by colleagues and selected by INSIGHT Into Diversity based on their outstanding demonstration of social responsibility; involvement with students, faculty, staff, and the community; and commitment to serving underrepresented populations. Each honoree is recognized for his or her dedication to, as well as passion and support for, diversity and inclusion.
Sefa Aina
Associate Dean of Students and Interim Director of the Draper Center for Community Partnerships at Pomona College

Previously serving as head of the Asian American Resource Center (AARC) at Pomona College, Sefa Aina led a mentorship program that helped foster connections and established a strong sense of community among Asian American and Pacific Islander students. He has also created a network of mentorship programs for minorities across campus, as well as led the AARC in campus-wide projects to address the needs of the college’s diverse student body. Furthermore, he led the AARC’s service programs RISE UP and Empower U; RISE UP works with first-generation, college-bound students from immigrant and refugee backgrounds in Los Angeles’ Chinatown, and Empower U partners with area high schools to provide students the opportunity to explore their cultural identity. Aina serves as board chair of the nonprofit organization Empowering Pacific Islander Communities.

Philip S. Bailey
Dean of the College of Science and Mathematics at California Polytechnic State University

In his 47-year career at California Polytechnic State University, Philip S. Bailey has led the way in championing the success of undocumented and underrepresented students. He helped found Rising Immigrant Students for Education (RISE), a program that supports undocumented students, and he and his wife have opened their home to more than 20 of these individuals who were in need of housing assistance. In addition to continuously working to raise awareness of the challenges faced by immigrant students, Bailey is credited with inspiring the campus community to assist individuals in need by establishing the Cal Poly Cares and Food Voucher programs. His work to support underrepresented groups on campus includes spearheading efforts to increase the number of female faculty members and offering an annual gift of an African Kente cloth for the university’s Black Commencement Ceremony. In 2012, Bailey was recognized as an Ambassador of Goodwill by the African Goodwill Awards and received the Faculty Excellence in Advising Award from the California State Student Association for supporting minorities on campus.

Andra Basu, PhD, MEd
Interim Dean of Humanities and Social Sciences at Lehigh Carbon Community College

Andra Basu has been recognized for spearheading her college’s commitment to meeting the needs of the diverse community of Allentown, Pa. In her role overseeing the Donley Center in downtown Allentown, she has been proactive in engaging the community, which includes large Hispanic, African American, and Middle Eastern populations. Basu has increased the college’s presence in the community by creating tutoring programs, planning multicultural events, and working closely with schools and parents in the area. She also chaired the college’s Diversity Task Force and was chosen to lead the newly established Diversity Committee because of her commitment to ensuring a focus on diversity in campus hiring practices and in the curriculum.

Venessa A. Brown, PhD
Associate Chancellor, Chief Diversity Officer, and Professor of Social Work at Southern Illinois University Edwardsville

As chief diversity officer at Southern Illinois University Edwardsville, Venessa A. Brown has played a pivotal role in creating an inclusive campus culture. Her many accomplishments in this area include forming the University Diversity Council, creating and implementing a strategic diversity plan, and launching a campus Multicultural Center. She also devotes much of her time to direct engagement with students, mentoring student-athletes and serving as the faculty adviser for African American fraternities and sororities. Similarly, Brown is active in community outreach organizations that support disenfranchised populations, including the university’s charter high school, the Greater East St. Louis Community Fund, and the Community Relations Board for the Federal Bureau of Prisons. In these roles, she advocates for some of the most underrepresented populations and those most in need, providing resources for them to become productive and active members of society.

Venessa Brown (left) and Chancellor Julie Furst-Bowe cut the ribbon on Southern Illinois University Edwardsville’s first Multicultural Center.
Marc Burnett, EdS  
**Vice President for Student Affairs at Tennessee Technological University**

An alumnus of and now vice president for student affairs at Tennessee Technological University (TTU), Marc Burnett has dedicated much of his career to supporting African American and minority students in STEM. As an advocate for diversifying the STEM professions, he has helped ensure that TTU is a place where minority students have the tools and support structures they need to become successful members of the STEM workforce. By taking a personalized approach to engaging all students, Burnett is able to proactively address their challenges and needs. He is credited with helping diversify the faculty, staff, and student populations at TTU and recently launched the university’s African American Legacy Initiative. He has also worked to increase communication and inclusivity between the college and the surrounding rural community, as well as increase outreach and support from TTU alumni to minority students.

Kathryn B. Chval, PhD  
**Dean, Professor, and Joanne H. Hook Dean’s Chair in Educational Renewal in the College of Education at the University of Missouri**

Kathryn B. Chval’s dedication to improving education for minority groups has focused on several key areas. Her scholarly work centers largely on how to improve math education for second-language learners, and her administrative efforts include creating and supporting programs to increase minority enrollment in teacher preparation programs. Chval took an active role in facilitating communication between students and the administration during 2015 protests at the University of Missouri over the treatment of African American students on campus, as well as donating supplies to protesters and adopting an open-door policy for students to discuss their grievances. Her achievements also include creating The Bridge, a safe space for students to discuss a wide range of issues related to diversity. Chval’s commitment to educational equity also involves traveling to countries like Cuba and Thailand to work with marginalized populations, create international connections, and foster cross-cultural understanding.

Patrick Coggins, PhD, JD, EdS  
**Faculty Senate Chair and Professor of Education at Stetson University**

As an active participant in numerous campus organizations, Patrick Coggins has exhibited a longstanding commitment to increasing understanding across cultural divides. He is an adviser to the Black Student Association and the Hispanic and Latin American, the Caribbean, and the Asian Pacific American student organizations. On the administrative side, Coggins works with the Faculty Senate and Cross Cultural Center to ensure inclusion on campus, and he co-founded a faculty caucus to raise awareness of the issues facing the college’s diverse populations. He also coordinates Stetson University’s annual Martin Luther King Jr. Day Celebration and Multicultural Alumni Student Awareness Day and is the Florida Commissioner of Education’s appointee to the Holocaust Task Force.

Marc Chisholm-Burns, PharmD  
**Dean and Professor in the College of Pharmacy and Professor of Surgery in the College of Medicine at the University of Tennessee Health Science Center**

Marie Chisholm-Burns has had a distinguished career in improving healthcare for the underserved by increasing minority participation in the fields of medicine and pharmacology. In her work as dean, she has helped foster an inclusive environment for a pharmacy student population made up of more than 30 percent minorities — one of the largest minority student bodies at a non-historically black college or university. Her work has included leading and participating in programs designed to increase enrollment and retention of underrepresented medical school students and creating an endowed scholarship for first-generation students. She is well-known in the healthcare community for promoting the need to diversify the pharmacological profession in order to best serve diverse patient populations. In her published writing, she has stressed the urgency of increasing the number of underrepresented minorities in academic and professional pharmacy occupations to improve access to care for minorities, and she has emphasized the need for cultural competence training in PharmD programs to ensure students are able to provide more effective care to patients from a range of backgrounds.

"Leadership and learning are indispensable to each other."
— John F. Kennedy
Deborah Deas, MD
The Mark and Pam Rubin Dean, CEO for Clinical Affairs, and Professor of Psychiatry at the University of California, Riverside School of Medicine

In her former position as dean at the Medical University of South Carolina (MUSC), Deborah Deas had an extraordinary impact on the recruitment and retention of underrepresented students. Under her leadership, MUSC implemented several programs designed to prepare minority students for college and medical school, which resulted in a dramatic increase in minority enrollment. She also led retention initiatives that focused on personal mentorship and support, which resulted in a 98 percent graduation rate for underrepresented students. In her current position in the School of Medicine at the University of California, Riverside, Deas has adopted a similar approach to the recruitment and retention of minorities, making her a campus leader for the cause of diversity and inclusion. She has received various awards for her leadership in the field of educational and medical diversity, including the American Academy of Child and Adolescent Psychiatry Diversity and Culture Award.

Daryll H. Coleman, PhD
Chair of the Division of Liberal Studies and Education and Professor of Religion at Lane College

In his efforts to expose students to different perspectives, Daryll H. Coleman has transformed the culture at Lane College. As a respected pastor and lead administrator at a historically Christian Methodist Episcopal black college, Coleman has prioritized the hiring of faculty members from a wide range of philosophical backgrounds and worldviews in order to provide students with an educational experience focused on finding common ground among differences. He has worked in collaboration with Union University, a predominantly white Baptist institution, to provide students from both schools with cross-cultural experiences. As a social justice advocate, Coleman has focused on addressing issues of homelessness and poverty. For his work, he has been awarded the Tennessee Chapter of the NAACP Outstanding Service Award and the Perkins School of Theology B’nai B’rith Award in Social Ethics, among others.

William E. Easterling, PhD
Dean of the College of Earth and Mineral Sciences and Professor of Geography and Earth System Science at The Pennsylvania State University

An internationally renowned scholar on climate change and food security, William E. Easterling has advocated for diversifying the world of STEM studies, particularly in the geosciences. As dean at the College of Earth and Mineral Sciences at The Pennsylvania State University, he has been credited with implementing pipeline programs for underrepresented students, as well as guaranteeing those students a positive, supportive college experience. He has also focused on improving gender equity among university faculty and staff and was responsible for increasing the number of women in leadership positions. As a member of the University Strategic Planning Council, Easterling championed the causes of diversity and inclusion as a critical need. He has been recognized by the Nobel Prize committee and the U.S. Department of Agriculture for his work on climate change; additionally, he will join the National Science Foundation’s Directorate for Geosciences in June 2017.

Gail W. DePuy, PhD
Associate Dean of Academic and Student Affairs at the J.B. Speed School of Engineering at the University of Louisville

In her 20-year career at the University of Louisville, Gail W. DePuy has had a significant impact on gender diversification in the field of engineering. She has not only personally mentored countless female students in their pursuit of engineering degrees, but she has also worked to advance gender equality in STEM fields. As the first female dean within the school of engineering, DePuy has implemented programs designed to recruit, prepare, and retain female and other underrepresented students. Her efforts extend across campus, where she has also advocated for pay equality and gender-neutral restrooms, as well as helped to found an LGBTQ student organization and safe space.

“Leaders of the future will have to be visionary and be able to bring people in — real communicators. These are things that women bring to leadership and executive positions, and it’s going to be incredibly valuable and incredibly in demand.”
— Anita Borg

“Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it’s amazing what they can accomplish.”
— Sam Walton
Natalie A. Gibson

System Director for Cultural Diversity for the Kentucky Community and Technical College System

By raising awareness of and developing strategic plans to increase the recruitment of minority students and employees, Natalie A. Gibson helped lead a system-wide push toward a more diverse and inclusive campus. She helped create community outreach programs for Kentucky’s African American, Latino, and multiracial populations, which resulted in improved college access for many first-generation students and a steady rise in minority enrollment. Gibson has also focused on strategic hiring and training practices to increase the diversity of the entire Kentucky Community and Technical College System, as well as engaging state leaders, stakeholders, and administrators in campus diversity efforts. She is a leader in local and statewide efforts to preserve and celebrate black history and an appointee to the Kentucky African American Heritage Committee.

Greer Glazer, RN, PhD

Dean of the College of Nursing and Associate Vice President for Health Affairs at the University of Cincinnati

Greer Glazer has made extraordinary contributions to the healthcare field through her focus on increasing access to nursing education for minorities and ensuring their advancement. As dean of the college of nursing at the University of Cincinnati, she established an admissions process that transformed the college’s approach to diversity, as well as implemented pipeline programs to engage minority and rural students — and parents — from underserved middle and high schools. Additionally, Glazer has worked to increase the number of minority nursing faculty both at the University of Cincinnati and nationwide. As a campus administrator, she has emphasized the need for cross-cultural competency and open, honest engagement with students. Glazer has served on the boards of numerous organizations focused on the advancement of healthcare for women, Jewish communities, and urban populations.

Nitza Milagros Escalera, JD, EdM

Assistant Dean of Student Affairs and Diversity Initiatives at Fordham University School of Law

Recently appointed as the first assistant dean of diversity initiatives at Fordham University School of Law, Nitza Milagros Escalera has had a long career working with and for students who are traditionally underrepresented in the legal profession. Aside from personally mentoring countless numbers of them, she teaches about the intersectionality of law and ethnicity. Escalera is currently in the process of implementing pipeline programs to introduce minority students — from primary school to college — to the legal profession. Similarly, she works with the extended campus community and the Center for Race, Law, and Justice to develop initiatives and activities designed to increase diversity and cross-cultural experiences at Fordham. She is also a founding member of the PASOS Peace Museum, which celebrates peace and advocates for social justice through the arts.

“To me, leadership is about encouraging people. It’s about stimulating them. It’s about enabling them to achieve what they can achieve — and to do that with a purpose.”

— Christine Lagarde
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Dr. Venessa Brown: Emblematic of SIUE Community Service Opportunities

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• The Corporation for National and Community Service has named SIUE to the annual President’s Higher Education Community Service Honor Roll for six consecutive years.

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Craig Hillemeier, MD
Dean of the Penn State College of Medicine, CEO of Penn State Milton S. Hershey Medical Center and Health System, and Senior Vice President for Health Affairs for The Pennsylvania State University

Craig Hillemeier has demonstrated a true commitment to diversity and inclusion by continuously making them priorities in the colleges of health and medicine at The Pennsylvania State University. He has emphasized the importance of diversifying the university’s workforce; toward that end, he implemented the Rooney Rule, which requires search committees to include minority candidates in the interview pool for leadership positions. He also instituted unconscious bias training for search committees. In addition, Hillemeier has been an advocate for underrepresented students, ensuring scholarship funding and support for minority student groups and serving as the keynote speaker for a student program on Black Lives Matter. Under Hillemeier’s guidance, the Penn State College of Medicine has experienced a significant increase in the diversity of campus leadership, faculty, and students and an improvement in the campus climate.

Lisa Kirtman, PhD
Dean of the College of Education at California State University, Fullerton

Lisa Kirtman has demonstrated a sincere commitment to serving not only the students at California State University, Fullerton, but also those at local and national K-12 schools. She has worked continuously to recruit minorities to become future educators, emphasizing the fact that a diverse workforce is necessary to best meet the needs of an increasingly diverse K-12 population. Kirtman has placed a special emphasis on African American male students, facilitating mentorships with teachers who are also men of color in order to encourage one of the most underrepresented groups in the teaching profession today. Furthermore, she has established partnerships with the wider campus community and local K-12 schools, as well as created pipeline programs, to recruit and support students through the teacher preparation process.

Paul L. Koch, PhD
Dean of Physical and Biological Sciences and Distinguished Professor of Earth and Planetary Sciences at the University of California, Santa Cruz

Paul L. Koch has been instrumental in providing funding and support for programs that substantially increase diversity in STEM at the University of California, Santa Cruz. In addition to securing a $1.5 million grant so that his division could create a program to prepare and retain underrepresented students for STEM degree programs, he has provided significant funding for similar efforts in other departments. Koch is credited with helping advance the scope and impact of initiatives that provide outreach, mentorship, and retention for underrepresented high school, college, and graduate students. He has advocated for admissions practices that increase socioeconomic diversity in his division and has worked to create more inclusive hiring practices.

Ming Li, EdD
Dean of the College of Education and Human Development at Western Michigan University

Ming Li has focused his career on diversifying the K-12 teacher workforce by making teacher preparation programs more accessible to underrepresented students. Under his leadership, the College of Education and Human Development at Western Michigan University (WMU) is in the process of becoming an American Association of Colleges for Teacher Education Holmes Scholar Institution, a designation that will lead to the creation of pipeline programs for the recruitment of minority students. Li also created another program, the WMU Future Educator Program, which serves a similar purpose, and has partnered with colleges in the Dominican Republic and China to provide teacher education services to marginalized populations. Similarly, Li created a faculty position for Diversity and Community Outreach Initiatives, uses diversity training for hiring committees, and partners with affinity groups and offices across campus to ensure that the college is being proactive in meeting the needs of its diverse student population. Li has been honored as a recipient of the North American Society for Sports Management Diversity Award and, in 2016, was named president of the Council of Chinese American Deans and Presidents.

“All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.”
— John Kenneth Galbraith

“Lisa Kirtman (far right) and her colleagues work to recruit diverse students on the Titan Walk at California State University, Fullerton.”

Lisa Kirtman (far right) and her colleagues work to recruit diverse students on the Titan Walk at California State University, Fullerton.
Elizabeth G. Loboа, PhD
Dean of the College of Engineering and Professor of Bioengineering at the University of Missouri

Elizabeth G. Loboа has strived to create an environment of true inclusivity for all through her emphasis on gender equity, open dialogue, and the recognition and celebration of diversification efforts. She has supported gender equality in the traditionally male-dominated engineering college by providing facilities like gender-neutral restrooms and lactation rooms, as well as promoting and participating in programs aimed at building gender equity in STEM. Loboа has also demonstrated a commitment to inclusivity in hiring practices by instating a diverse applicant pool as a necessity for all open faculty and staff positions and encouraging all employees to take diversity and sensitivity training. She strives to recognize others who are champions of diversity through an annual banquet and awards for students, faculty, and staff who have demonstrated a significant commitment to inclusion. By hosting open forums for students and faculty during 2015 student protests at the University of Missouri, as well as regularly meeting with and supporting diverse student groups, Loboа has helped create a campus culture that is truly welcoming to all.

Linda Logan, PhD
Vice President of Student Life at Olivet College

Linda Logan has helped ensure access to higher education for hundreds of minority youth through the creation of a summer bridge program at Olivet College. She has spearheaded the creation of support programs for these and other diverse students, including women and LGBTQ individuals, and led community-building efforts for students to engage. Logan has also worked to improve the college’s faculty and staff recruitment efforts by ensuring that search committees have a diverse pool of applicants and that diversity and inclusion are addressed in the search process; she has also personally recruited and mentored faculty from underrepresented groups. In addition, Logan serves as the college’s Title IX coordinator and recently led a project to assess the campus’s inclusion efforts to identify areas for improvement. Logan is the college representative for Michigan’s chapter of the American Council on Education and currently serves on the executive board at the state level. Also, she recently served for several years as a member of the Board of Trustees for Shabazz Academy, a charter school in Lansing, Mich., whose student body is predominantly minority.

Patrice Gouveia Marks, PhD
Dean of Academic Affairs and Accreditation Liaison Officer at Raritan Valley Community College

As a champion of diversity efforts on the Raritan Valley Community College campus, Patrice Gouveia Marks has provided support for a variety of diverse student groups, including those for Muslims, LGBTQ individuals, African Americans, Latinos, and many others. She has also worked to ensure proper support for underrepresented faculty and staff members. In addition, she promotes diversity in the classroom in her role on the college’s Curriculum Committee, through which she effectively persuaded faculty to infuse diversity into their class content and assignments. Marks’ persistence has paid off in other areas as well, specifically with the signing of a transfer agreement with top HBCU Howard University, allowing students to transfer up to 60 credit hours from the community college to Howard. Furthermore, she serves on the board of several charitable organizations.

Shane P. Martin, PhD
Dean and Professor in the School of Education and Dean of Graduate Studies at Loyola Marymount University

Shane P. Martin is dedicated to creating future educators who are fully prepared to teach diverse student populations. He prioritizes issues of social justice and inclusion in the curriculum at Loyola Marymount University’s School of Education, as well as actively recruits students, faculty, and staff who are ethnically and socioeconomically reflective of the surrounding urban community. Under his leadership, the School of Education was awarded the American Association of Colleges for Teacher Education’s 2016 Best Practice Award in Support of Multicultural Education and Diversity. In his roles across campus — including serving on the Provost Council, Deans Council, and University Graduate Council — Martin has continuously worked to ensure that diversity and inclusion are priorities for his institution. He also gives back to his community by mentoring many young people, particularly first-generation and minority students. He is a member of the Green Dot Public Schools National Board of Directors, Teach for America Los Angeles Board, and Deans for Impact, and he is a state commissioner to the California Commission on Teacher Credentialing and a former Pahara-Aspen Education Fellow.
Maureen A. O’Rourke, JD

Dean of the School of Law at Boston University

Leading the way in building a diverse, inclusive, and supportive campus environment for all students, faculty, and staff at Boston University’s School of Law, Maureen A. O’Rourke established the Committee on Community and Inclusion, which helped develop and review a climate survey tool to be administered in spring 2017. O’Rourke has a history of serving and engaging with students in a variety of capacities: participating alongside them in forums to discuss diversity, identity, and inclusion; ensuring that the law school has gender-neutral bathrooms; increasing financial aid to recruit more low-income and minority students; writing a letter to international students demonstrating the school’s commitment to being a diverse and welcoming community; and funding pro-bono spring break trips for law students to assist low-income, underserved people across the country with legal issues. In her free time, O’Rourke maintains a blog where she discusses issues related to diversity and inclusion.

Maureen O’Rourke (left) and Alissa Leonard (center), assistant dean for admissions and financial aid at Boston University School of Law, visit with an admitted student during a reception hosted by the school.

Rafael Ortega, MD

Associate Dean in the Office of Diversity and Multicultural Affairs, Professor, and Vice Chair of Academic Affairs in the Department of Anesthesiology at Boston University School of Medicine

With a distinguished ability to bring diverse individuals together, Rafael Ortega drives efforts to improve diversity and inclusion, as well as the campus climate, at Boston University School of Medicine. Over the past year, he led a team that developed and administered a diversity and inclusion survey to members of the school community, which evaluated the campus’s environment of inclusion and provided information about where to turn if an individual experiences prejudice or discrimination. Ortega also hosts an “open house” for underrepresented minority students that allows them to share their thoughts and concerns. Committed to recruiting a diverse student body, he works to ensure that diversity plays a role in the admissions process; he also leads a number of training initiatives to educate admissions staff about diversity-related factors to consider and be cognizant of during applicant interviews. In addition, Ortega spearheads efforts to retain minority faculty, coordinating a mentorship program, sitting on several committees dedicated to the inclusion of minorities, and personally serving as a mentor to these faculty members.

Tonantzín Oseguera, EdD

Associate Vice President for Student Affairs at California State University, Fullerton

In her role, Tonantzín Oseguera oversees the Division of Student Affairs’ Diversity Initiatives and Resource Centers, Student Life and Leadership, Dean of Students Office, and other entities at California State University, Fullerton (CSUF). She goes above and beyond to recruit, retain, and support underrepresented students and make herself accessible to them, answering their questions and offering encouragement. As an immigrant and a first-generation college student, Oseguera works to care and stand up for those who traditionally have not had a voice on campus. With an awareness of the issues that affect these young people, she works closely with student groups and organizations, serving as an adviser to the Associated Students Inc. leadership team and as the point person for NASPA Undergraduate Fellows, a mentoring program she created for students from historically disenfranchised populations. In Oseguera, marginalized students at CSUF know they have an ally in the administration. Outside of her work at CSUF, she is involved in a leadership capacity with NASPA.

Jennifer Rosato Perea, JD

Dean and Professor of Law at DePaul University College of Law

As a Latina leader in the legal field and one of only two Latina law deans in the country, Jennifer Rosato Perea leads DePaul University College of Law’s pipeline programs and outreach to underrepresented students. Some of her most recent efforts to expand the pipeline include collaborations with the Chicago Commission for LegalTrek, the Diverse Attorney Pipeline Program, and Minority Legal Education Resources, which promote the success of underrepresented law students. Perea also supports the professional development of diverse students — in addition to junior faculty — by recommending them for awards and supporting event sponsorships in the legal community that provide networking opportunities with diverse attorneys. Additionally, she often presents at events, speaking about issues related to diversity, inclusion, and leadership. Both regionally and nationally, she has served as a presenter and trainer on implicit bias and its effects for the Illinois Attorney General’s Office and the American Bar Association Conference, among others. For her work, Perea has been recognized with several awards, including the Distinguished Leadership Award in 2013 from the Illinois Secretary of State.
Clyde Wilson Pickett, MEd
Special Assistant to the President for Diversity and Inclusion at the Community College of Allegheny County

Going above and beyond his duties as a senior administrator on the president’s cabinet at the Community College of Allegheny County, Clyde Wilson Pickett mentors and supports nearly every student he meets, with a particular emphasis on young men of color. Through the Men of Merit initiative he created, he is working to increase these students’ academic productivity and engagement, develop strong multicultural male leaders, and promote service learning — a project for which he recently applied and received a $50,000 grant. Pickett also implemented the Transformative Inclusion model at the college, which recognizes the importance and complexity of diversity and engages members of the campus community in developing the intercultural skills necessary to work in a diverse, interconnected world. Pickett is an advocate for policies that support the needs of underrepresented students and works to enact change when students express concerns. Furthermore, he serves on the board of directors for the National Association of Diversity Officers in Higher Education (NADOHE).

Fatima Rodriguez Johnson
Assistant Dean of Students for Multicultural Programs and Services at SUNY Geneseo

A passionate student advocate and team-oriented colleague, Fatima Rodriguez Johnson is adept both at addressing larger institutional issues and tending to the individual needs of students. As an active member of the SUNY Geneseo President’s Commission on Diversity and Community, she helped conduct research and develop policies for the university’s diversity plan. In support of the commission’s activities, Rodriguez Johnson developed Real World Geneseo, an experiential living community of diverse students that helps them integrate their experiences into campus life and service learning. Its goal is to create a safe environment for students to explore issues of diversity, social identity, and intergroup relations; raise awareness of stereotypes, prejudice, and bias; develop students’ cultural competency skills; and provide an experiential approach to engage them in creating a positive campus community. In addition, Rodriguez Johnson helps implement the Multicultural Fellows Program at the university, a scholarship initiative that recognizes the achievements of multicultural students. For more than a decade, she has offered workshops on women’s development for area organizations and has lead youth and diversity workshops at area colleges and high schools.

Yasmin S. Purohit, PhD
Chief Diversity and Inclusion Officer, Title IX Coordinator, and Professor of Human Resources Management at Robert Morris University in Pittsburgh

Serving as the first chief diversity officer (CDO) at Robert Morris University in Pittsburgh, Yasmin S. Purohit has focused her efforts on all levels of the campus community. She has worked to build awareness of the importance of inclusivity in every academic and administrative department and has provided guidance and strategies for creating a campus culture that prioritizes diversity. Purohit’s successes as CDO include strengthening the mentorship culture at the university in order to increase the recruitment and retention of both faculty and students, as well as creating the Diversity and Inclusion Visionary Award to recognize exemplary programming for diversity. She is a member of many local organizations, including Vibrant Pittsburgh, The Ellis School, the Community Relations Council of the Jewish Federation of Greater Pittsburgh, and Pittsburgh Action Against Rape. She has also been honored by many area organizations for her dedication to community service and is the recipient of a Global Diversity Leadership Award.

Paula T. Silver, PhD
Associate Provost for Global Engagement and Dean of the School of Human Services Professions at Widener University

In her position at Widener University, Paula T. Silver recognizes the pivotal role of diversity in fighting for social justice. She helped establish a culture of open dialogue on campus by holding town halls to speak directly with students and hosting regular trainings for faculty to have conversations about race, social justice, and politics in the classroom. In addition to working on various committees devoted to the cause of diversity and inclusion, Silver was a longtime chair of the university’s charter school, which primarily serves low-income, African American students. Under her guidance, the school hosts clinics designed to provide essential health and social services to the surrounding community of largely low-income, minority populations. Silver has also emphasized the importance of having a diversity of backgrounds represented in the human services professions in order to best serve diverse populations, and she is responsible for creating exchange programs with China, the Netherlands, and Israel.
Dean Matthew Diller and Fordham Law School congratulate

Nitza Milagros Escalera, dean of student affairs and diversity initiatives at Fordham Law, and deserving recipient of INSIGHT Into Diversity's Giving Back Award.

Through her care, compassion, and professionalism, Nitza helps ensure Fordham Law is a warm and inclusive community. She has long been a vibrant source of advice, ideas, and leadership for the entire Fordham Law community.

Fordham Law School commends all Giving Back Award honorees.

law.fordham.edu/diversity
Thanks to Dean Philip S. Bailey, recipient of the INSIGHT Into Diversity Giving Back Award, and others like him, Cal Poly’s commitment to a diverse and inclusive community is well established and growing. Join us and become part of a university focused on success for all students through our hands-on, Learn by Doing approach.
William S. Silver, PhD
Dean and Professor of Business Administration in the School of Business and Economics at Sonoma State University

William S. Silver is an advocate for the rights of individuals who are traditionally underrepresented in both the business world and higher education, including students and families from Sonoma’s migrant worker community. To this end, he has led the School of Business and Economics at Sonoma State University in establishing a scholarship program for the children of local vineyard workers and has advocated for including a focus on farm workers’ rights as a key component in the university’s Wine Business Institute’s curriculum. Silver has also worked extensively to encourage minority, low-income, and first-generation students to study business by participating in, funding, and speaking at events hosted by the university’s Educational Opportunity Program. His efforts extend across campus and the community and have included funding diversity events and creating partnerships with the local Hispanic business community. Silver has also helped to diversify his school’s faculty and staff by recruiting international employees.

Kelli Sinclair
Dean for Counseling, Career, and Student Support at Waubonsee Community College

As dean for counseling, career, and student support at Waubonsee Community College, Kelli Sinclair actively seeks to create a welcoming environment for every member of the campus community. She has been intentional in hiring counseling and support staff who reflect the student population they serve, including employing international students. Among her many duties, she oversees the Access Center for Disability Resources and teaches courses on disability studies. Sinclair is also a long-standing member of the local organization Family Focus, which fosters engagement and support for area Hispanic parents and families.

Christina Swaidan, EdD, MEd
Interim Dean of Undergraduate Studies at Westfield State University

Christina Swaidan works to create an open dialogue with students around issues of inclusion within academia. As a staunch advocate of Westfield State University’s Urban Education Program — established to provide opportunities and support for low-income, first-generation students — she has worked to ensure students and program staff have a voice on campus. Similarly, Swaidan has encouraged students to participate in the larger conversation about diversity through the creation of a campus-wide speaker series and discussion forums devoted to such issues. As a leading voice for inclusion on campus, she created the Sankofa Organization, a support and advocacy network for university employees of color, and has championed the hiring of diverse faculty and administrators.

Charles Taber, PhD
Dean of the Graduate School, Vice Provost for Graduate and Professional Education, and Professor of Political Science at Stony Brook University

In his role as dean of the Graduate School at Stony Brook University, Charles Taber oversees 50 graduate programs and the Center for Inclusive Education, which has secured funding and support for hundreds of underrepresented graduate students. He has worked to increase graduate funding for minority students and women in STEM programs at the graduate school. Taber has also played a key role in raising the funding and support needed for Stony Brook to host a regional LGBTQ conference and to serve as one of 10 schools selected by the United Nations’ HeForShe campaign as an IMPACT 10X10X10 campus to lead the way in global gender equality. In addition to his official duties as dean, he has advocated for the rights of undocumented students.

Christina Swaidan speaks during a Westfield State University Sankofa Organization event in 2016.
David E. Thomas has been honored with multiple awards and leadership recognitions – both on campus and in the community – for his ability to create innovative solutions to address the needs of underrepresented students. His work focuses on bridging opportunity gaps, such as creating programs that allow inner-city teens and adult learners to earn college credit while working toward their high school diplomas. He has also led successful initiatives to address the unique challenges faced by students from the foster care system who enroll in college. Thomas forged partnerships with Bank of America, Goodwill Industries, and the Philadelphia Youth Network to provide funding for the programs he has created, many of which have since expanded or been duplicated at other institutions and in the community.

Gregory Townsend has been a leader in inclusive excellence at both the University of Virginia School of Medicine and in the broader healthcare field. He has adopted an approach to diversity and inclusion that includes every department and member of the campus community; specifically, he leads unconscious bias training for all employees and students in his department. By ensuring that every medical student is aware of the implicit biases that shape his or her behavior and by leading recruitment efforts for minority students and staff, Townsend helps strengthen the culture of inclusion in healthcare. He has also demonstrated his commitment to quality care for all patients through his founding of the Ryan White HIV Care Program, which provides support, social work services, and counseling to patients living with HIV or AIDS. In addition, he volunteers his time to assist with outreach events on campus and youth services in the community.

Roberta J. Wilburn has proven herself to be truly dedicated to advancing cross-cultural understanding. Starting her career at Whitworth University as the only African American faculty member and administrator on campus, she worked to diversify the applicant pool for new hires in order to create a more inclusive workforce. Similarly, she worked to increase the recruitment of both underrepresented and international graduate students. Wilburn has also been a leading proponent of diversity on campus, directing Whitworth’s international education week and annual conference on diversity. She has been awarded numerous grants to support her research in gender studies and African American culture and her mission to share that knowledge with others. Wilburn has given back to her local community by participating on a wide range of committees and service projects, including a human trafficking task force and Head Start services for local Native American populations, as well as spearheading the Spokane chapter of the NAACP’s Education Committee.

Victor K. Wilson uses his past experiences as an underrepresented student on the campus to help promote a climate of inclusion today. In his position as a campus leader and role model, he has been lauded for being involved with every diversity effort on campus, including participating in and allocating funding for many related programs. He works closely with families and parents in the community to recruit students from underrepresented Latino communities, as well as promotes engagement and understanding of diversity issues on campus. Additionally, his work has involved opening an on-campus student center dedicated to social justice and providing annual diversity training for staff. Wilson serves as the annual keynote speaker for the Georgia African American Male Experience event and previously served on the boards of organizations focused on helping area youth. He has also personally mentored many disadvantaged youth from the Athens area.

Gregory Townsend, MD  
Associate Dean for Diversity and Medical Education, Associate Director for the Infectious Diseases Clinic, and Professor at the University of Virginia School of Medicine

As an alumnus of the University of Georgia, Victor K. Wilson uses his past experiences as an underrepresented student on the campus to help promote a climate of inclusion today. In his position as a campus leader and role model, he has been lauded for being involved with every diversity effort on campus, including participating in and allocating funding for many related programs. He works closely with families and parents in the community to recruit students from underrepresented Latino communities, as well as promotes engagement and understanding of diversity issues on campus. Additionally, his work has involved opening an on-campus student center dedicated to social justice and providing annual diversity training for staff. Wilson serves as the annual keynote speaker for the Georgia African American Male Experience event and previously served on the boards of organizations focused on helping area youth. He has also personally mentored many disadvantaged youth from the Athens area.

David E. Thomas, EdD, MEd  
Associate Vice President of Strategic Initiatives and Dean of Access and Community Engagement at the Community College of Philadelphia

Robert J. Wilburn accepts a gift from an Air Force wing commander during a Martin Luther King Day program at Fairchild Air Force Base near Spokane, Wash.

Victor K. Wilson, MEd  
Vice President for Student Affairs at the University of Georgia
The Minett Professorship, established in 1991, brings distinguished Rochester-area multicultural professionals to Rochester Institute of Technology to share their professional experiences for one academic year. Emphasizing the connections between education and industry.

Minett Professors come from varying backgrounds - politics, law enforcement, health care, media, finance, technology, education and the arts. But they all share a common goal: A desire to make a difference at RIT and for the city of Rochester. What is especially unique about this program is the Minett Professor Emeritus nominates the next Minett Professor each academic year for appointment by the university President.

Melisza Campos is one example of the influential professionals. The vice president of instruction for Dale Carnegie's Rochester office, Campos began her service this fall. As a performance-based business coach and trainer for more than 12 years, Campos specializes in employee engagement, communications, leadership development, motivation, customer service and performance improvement practices. She lectures in student classes and provides workshops through RIT’s Center for Professional Development for faculty and staff primarily in the area of building skills of empathy and collaboration as part of RIT’s focus on innovation and the T-shaped individual - a reference to the combination of academic and subject matter expertise coupled with skills sets in communication, critical thinking and problem-solving.

“This is a phenomenal opportunity for me to be able to pay-it-forward and impact the next generation of leadership before they are in the workforce,” said Campos about her experiences at RIT. “Equipping students with skills in communication, collaboration and empathy will give them a competitive advantage.”

Successful individuals such as Campos, and the 25 Minett professors before her, are role models, exposing students to new career possibilities while offering guidance on how to succeed. They have also remained involved with the campus sharing insights about how the university can support the Greater Rochester community and remaining engaged to lead important initiatives regarding race, social justice, education and law enforcement.

FOR EXAMPLE:

- **James Norman (2010)**, executive director of Rochester’s Action for a Better Community, worked with campus and community leaders to bring The RACE Exhibit to the Rochester Museum and Science Center in 2012. The national exhibit that launched conversations about how races are viewed and treated produced grassroots advocacy programs still in place today.

- **Peter Jemison (2007)**, manager of the Ganondagan Historical Site, was RIT’s first Native American Minett Professor and instrumental in developing its Native American Advisory Council, which fosters relationships to help make higher education more attractive to native scholars and assists them in returning to their communities after graduation.

- **Judge Teresa Johnson (2011)**, brought her experience in Rochester City Court to the classroom as part of the College of Liberal Arts criminal justice program.

These are only a short list of the prominent individuals who have served as Minett Professors, influenced students, faculty and staff and have further invested themselves into the diverse community that is RIT.

FOR MORE INFORMATION

www.rit.edu/diversity/minett-professorship-rit
Indiana State University seeks applications and nominations for a forward-thinking and experienced leader to serve as the Dean of the College of Health and Human Services. The Dean is responsible for oversight of degree programs, human and fiscal resources, strategic planning, external funding, and faculty programs. The Dean leads efforts in interprofessional health education.

The College offers degree programs from the baccalaureate through the doctoral level for school, community, and clinical settings. Reporting to the Provost and Vice President for Academic Affairs, the Dean is responsible for the academic and administrative leadership of a diverse set of academic units:

• The School of Nursing, which is comprised of the Department of Advanced Practice Nursing, the Department of Baccalaureate Nursing, and the Department of Baccalaureate Nursing Completion;
• The Department of Applied Health Sciences;
• The Department of Applied Medicine and Rehabilitation;
• The Department of Kinesiology, Recreation, and Sport; and
• The Department of Social Work.

The Dean also oversees multiple clinics, centers, and partnerships which include: Physical Therapy and Sports Rehabilitation Clinic, Sycamore Nursing Center, Sycamore Outdoor Center, West Central Indiana Area Health Education Center, Rural Health Innovation Collaboration, and RHIC Simulation Center.

For a complete position profile and list of qualifications, please visit: https://storbeckpimentel.com/pd/ISU/CHHS.pdf

Founded in 1865, Indiana State University is a comprehensive, state-assisted public institution offering degrees through the doctoral level. Indiana State is also classified as an engaged institution by the Carnegie Foundation and has been named to the President’s Higher Education Honor Roll for Community Service each year since its creation. For five consecutive years, Indiana State has ranked in the top three among 303 national universities for community service; this year the University is ranked second. The Princeton Review has recognized Indiana State as one of the 156 “Best Midwestern” for 13 years in a row, and has placed it on the “Green Colleges” list for the fourth consecutive year. This fall, Forbes honored the University for the sixth consecutive year; Indiana State ranks number 647 among Top Colleges, 254 in Public Colleges, 249 in Research Universities and 162 in the Midwest.

Nomination and Application Process

The Search Committee will begin reviewing applications immediately and will continue to accept applications and nominations until the position is filled. However, in order to assure the fullest consideration, applicants are encouraged to have complete applications submitted by March 15, 2017. Requested application materials include a letter of interest; curriculum vitae; and the names, telephone numbers, and e-mail addresses of at least five professional references. All applications, nominations, and inquiries will remain confidential. References will not be called until after the first screening of applications and then only after the applicant has given explicit permission. All application materials must be submitted electronically in Microsoft Word or PDF format.

Please direct all applications, nominations, and inquiries for the position to the search firm assisting the University at the contact information below:

Ryan Crawford, Partner
rcrawford@storbeckpimentel.com
901 Mopac Expressway South
Baron Oaks Plaza One, Suite 300
Austin, TX 78746

Gretchen Hoffman, Senior Associate
ghoffman@storbeckpimentel.com
(737) 210-1218

For details, visit www.sunywcc.edu/jobs. Applications accepted until positions are filled. Resumes to Human Resources, Westchester Community College, 75 Grasslands Road, Valhalla, NY 10595; fax 814-486-7388; email Word documents to humanresources@sunywcc.edu. Please indicate position of interest on envelope or in email “subject” field. AA/EOE.
INSIGHT Into Diversity Co-publishers Lenore Pearlstein and Holly Mendelson hosted the Higher Education Excellence in Diversity (HEED) Award Dinner Sunday, March 12 in Washington, D.C., to celebrate the accomplishments of 2015 and 2016 HEED Award recipients. The INSIGHT Into Diversity HEED Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.
In the Student Multicultural Center, we value growth of the individual student, cultural affirmation, empowerment of students, creating a sense of belonging and connecting communities that affirm appreciation for difference.

There is power within education. The Student Multicultural Center offers the opportunity for everyone (students, faculty, staff and administrators) to have experiences outside of the classroom that will enhance their awareness of social and cultural differences. We enjoy supporting all students on their journey here at Kent State!

For more information about Kent State’s diversity resources, call 330-672-2442 or email diversity@kent.edu.
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TALÉA R. DRUMMER, PH.D.
DIRECTOR, STUDENT MULTICULTURAL CENTER

SUNY Downstate Medical Center

Training America’s Urban Health Professionals

Office of Diversity and Inclusion
450 Clarkson Avenue ★ Brooklyn, New York 11203 ★ www.downstate.edu/diversity
Gabelli School of Business students get started well before they finish their Fordham University master’s degrees.

Our students hold internships from multinationals to startups all over New York City.

Their Black and Hispanic MBA Association has established partnerships with Morgan Stanley, Coca-Cola, GlaxoSmithKline, Deloitte, Univision, and Broadway’s Golden Theater.

They lead the 1,000-member Fordham Women in Business, running a major networking conference each fall in uptown Manhattan.