Diversity Champion Presidents
College and university presidents lead the way for accessible, diverse, and inclusive campuses

ALSO: Firsts in Higher Education
THE POWER OF LEadership

The University of Houston is embracing change, working hard to ensure diversity in its faculty recruitment, retention, and hiring. As provost, Paula Myrick Short has hired staff, provided strategic funding and enacted policies that are focused on creating a welcoming environment on campus, a flexible environment that values home life, and an environment that supports the surrounding community.

Below are a few initiatives that make UH an equitable and stimulating place to work:
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ON THE COVER: The presidents of the 2017 INSIGHT Into Diversity Diversity Champion Award schools. Left to right from top: Jonathan Alger, James Madison University; Lee C. Bollinger, Columbia University; David L. Boren, The University of Oklahoma; Eli Capilouto, The University of Kentucky; John A. Delaney, The University of North Florida; Burns Hargis, Oklahoma State University; W. Ken Harmon, Kennesaw State University; Beverly Warren, Kent State University; Michael A. McRobbie, Indiana University Bloomington; David C. Munson Jr., Rochester Institute of Technology; Neville Pinto, University of Cincinnati; Tim Sands, Virginia Polytechnic Institute and State University; Lawrence Shovanec, Texas Tech University; Teresa A. Sullivan, The University of Virginia; John Thrasher, Florida State University; Stephen M. Jordan, Metropolitan State University of Denver

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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.
INSIGHT Into Diversity Presents Global Engagement Scholarship

The National Association of Diversity Officers in Higher Education (NADOHE) and INSIGHT Into Diversity are proud to announce the winners of the inaugural INSIGHT Into Diversity Global Engagement Scholarship. Created to encourage study abroad and global engagement for underrepresented students, the scholarships are awarded by INSIGHT Into Diversity and administered by NADOHE’s International Affairs Committee.

More than 50 students from public and private colleges and universities across the country applied for the scholarships. Preference was given to those who have not traveled or studied abroad previously. Four winners were selected from this pool of diverse, academically driven applicants.

“We are thrilled to partner with NADOHE to give underrepresented students an opportunity to experience study abroad. We’re grateful for the support and student outreach from the NADOHE membership,” says Lenore Pearlstein, co-publisher of INSIGHT Into Diversity magazine.

The recipients of the inaugural INSIGHT Into Diversity Global Engagement Scholarships are:

- Austin Boyington of University of Tulsa will travel to Dakar, Senegal, in West Africa to further his French and international business studies in a non-European Francophone culture.

- Ja’Nae Jackson of University of Georgia, who aspires to be a cross-culturally competent athletic trainer, will explore exercise studies in South Korea.

- Jason Ngo of Saint Joseph’s University will study abroad in Paris, France, where he plans to learn about and compare American and French business practices from an international perspective.

- Yvonne Nguyen of Villanova University plans to use her study abroad experience in Vietnam to deepen her understanding of and commitment to social justice and the needs of overseas apparel workers.

All four scholarship recipients were recognized at an awards ceremony held during the 2018 annual NADOHE conference in Washington, DC in March.

— Marilyn Sanders Mobley and Jewell Winn

New Documentary Tells the Powerful Story of HBCUs

Following a listening session with the leaders of several Historically Black Colleges and Universities (HBCUs), U.S. Secretary of Education Betsy DeVos praised such institutions as “pioneers of school choice.” In the PBS documentary film, Tell Them We Are Rising: The Story of Black Colleges and Universities, award-winning director Stanley Nelson offers a truer, more complex history, beginning with the earliest, essential role of HBCUs in providing former slaves with the much-desired education that white society denied them.

The 90-minute film covers the origins and challenges of these institutions as well as the pride and ongoing strife visible at HBCUs. The film also more broadly explores the meaning and purpose of higher education to African Americans living in an oppressive, segregated America, answering the question: What is the relationship of education to the broader aspirations of African Americans? The title phrase comes from history, when a Union general asked a group of African American students what he should tell people in the North just after the Civil War ended. A young student said to the general: “Tell them we are rising.”

Tell Them We Are Rising celebrates the unique gifts that HBCUs have offered, and continue to offer, African American students. As showcased in the film, their campuses are places to experience being in the majority, havens from an often hostile, highly racialized society — innovative centers for what would ultimately become nationwide social justice movements.

The film, funded by the National Endowment for the Humanities, the Corporation for Public Broadcasting, and the Lumina Foundation, is available on PBS.com.

— Ginger O’Donnell
From washing dishes in a hospital kitchen to becoming the first Hispanic male in the United States to earn a doctorate in nursing and lead a nursing school, UTEP School of Nursing Dean Elias Provencio-Vasquez is like many first-generation UTEP students whose life trajectories were changed through higher education.

At UTEP, Provencio-Vasquez is leading innovative approaches to prepare a more culturally competent and diverse nursing workforce, to better serve the needs of the booming U.S. Latino and aging populations. As a result, 79 percent of students in the University’s high-quality and affordable nursing degree programs are Hispanic and 21 percent are male. Ninety-three percent of baccalaureate degree graduates passed the NCLEX-RN exam in 2016-17. Moreover, UTEP graduate programs produce master’s and doctorate-prepared nurses with the knowledge and credentials for leadership roles across Texas and the nation.

Learn more about Miner nursing at utep.edu/nursing
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<tr>
<th>State</th>
<th>Name</th>
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<tbody>
<tr>
<td>California</td>
<td>Raymund Aguirre</td>
<td>has been appointed chief of police for California State University, Fullerton. He previously served as the chief of police for the San Diego Community College District police department.</td>
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<tr>
<td></td>
<td>Diana Tate Vermeire, JD</td>
<td>has been named executive director for equity, diversity, and inclusion at California State University, Sacramento. She was director of the Racial Justice Initiative for the American Civil Liberties Union of Northern California.</td>
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<tr>
<td>Colorado</td>
<td>Lynn H. Cohick, PhD</td>
<td>has been appointed provost and dean of Denver Seminary in Littleton. She previously served as a professor of the New Testament and interim dean of humanities and theological studies at Wheaton College in Wheaton, Ill.</td>
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<tr>
<td>Indiana</td>
<td>Katrice Albert, PhD</td>
<td>has been named the executive vice president of inclusion and human resources for the National Collegiate Athletic Association (NCAA) in Indianapolis. She was vice president for equity and diversity at the University of Minnesota system.</td>
</tr>
<tr>
<td>Maryland</td>
<td>Karen Boykin-Towns</td>
<td>has been appointed vice chairman of the board of directors of the National Association for the Advancement of Colored People (NAACP) in Baltimore. She previously served as chair of the board's national health committee and is president emeritus of the NAACP's Brooklyn branch.</td>
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<td>Massachusetts</td>
<td>Lawrence S. Bacow, JD, PhD</td>
<td>has been named president of Harvard University in Cambridge. He was the Hauser Leader-in-Residence at the Harvard Kennedy School of Government’s Center for Public Leadership.</td>
</tr>
<tr>
<td></td>
<td>Brenda Lee, MEd</td>
<td>has been named the 2018 Minett Professor at the Rochester Institute of Technology (RIT). She previously served as the assistant dean for medical education and student affairs at RIT's School of Medicine and Dentistry.</td>
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<tr>
<td>Minnesota</td>
<td>Devinder Malhotra, PhD</td>
<td>has been named chancellor of Minnesota State University in St. Paul. He was interim chancellor of the university.</td>
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<tr>
<td>New York</td>
<td>David Harris, PhD</td>
<td>has been appointed president of Union College in Schenectady. He previously served as provost and senior vice president of Tufts University in Medford, Mass.</td>
</tr>
<tr>
<td>Virginia</td>
<td>Katherine A. Rowe, PhD</td>
<td>has been named president of The College of William and Mary in Williamsburg. She previously served as provost and dean of faculty at Smith College in Northampton, Mass.</td>
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<tr>
<td>Washington, D.C.</td>
<td>Traevena Byrd, JD</td>
<td>has been appointed vice president and general counsel of American University. She was vice president for legal affairs, human resources, and general counsel at Towson University in Towson, Md.</td>
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Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Redefine the possible. Imagine a campus where students donate unused meals on their dining card to those who don’t have enough to eat. Where there’s space to have conversations that open minds and change perspectives. Where students, faculty, and staff at every level are breaking down barriers. Sacramento State is that campus. One of the nation’s most diverse universities, we are on a mission to become the most inclusive and to create a culture where every person feels respected. Impossible? Redefining the possible is what our University is all about.

Join us: www.csus.edu/acaf/faculty/whysacstate

Our May 2018 Issue:
Medical, Dental, Veterinary, and other Healthcare Schools

Our May issue will focus on diversity and inclusion issues and initiatives at medical, dental, veterinary, and other healthcare schools across the U.S.

This special report presents a unique opportunity to showcase your university’s healthcare schools to the readers of INSIGHT into Diversity magazine.

The advertising deadline is April 9. For advertising information, email ads@insightintodiversity.com.
In each issue, INSIGHT Into Diversity features diverse professionals in higher education. To be featured in this section, email your bio and photo to editor@insightintodiversity.com.

Peter O. Nwosu, PhD, is provost and vice president for academic affairs at Clark Atlanta University, a historically black university. He has also served as an associate vice president for academic programs at California State University, Fullerton and associate vice president for academic affairs at Tennessee State University. Nwosu is a world-renowned advocate and scholar in the field of intercultural communications and its importance in diverse societies and the author of more than 80 publications.

Marie Lynn Miranda, PhD, is the Howard R. Hughes Provost and a professor of statistics at Rice University. She previously served as the Samuel A. Graham Dean of the School of Natural Resources and Environment at University of Michigan. A leading scholar in the study of environmental effects on children’s health, Miranda served on the faculty of Duke University for 21 years. She is founding director of the Children’s Environmental Health Initiative, which was chosen as an inaugural winner of the Environmental Protection Agency’s Environmental Justice Achievement Award in 2008.

Sunil Kumar, PhD, is provost and senior vice president for academic affairs at Johns Hopkins University. His previous leadership positions in higher education include dean for University of Chicago Booth School of Business and senior associate dean of academic affairs at Stanford University Graduate School of Business. As a professor and researcher, Kumar is recognized for his innovative work in manufacturing systems, service operations, and communication networks. He is a three-time winner of the magazine Operations Research Meritorious Service Award.

Diana Ramirez-Jasso, PhD, is provost of Boston Architectural College (BAC), where she also teaches the history and theory of design. Before joining BAC, Ramirez-Jasso taught in the architecture departments at the Western Institute of Technology and Higher Education in Tlaquepaque, Mexico; the Massachusetts Institute of Technology; and Harvard University. Her research on the history of architecture and its role in the humanities has received fellowships from the Fulbright Program, the Graham Foundation for Advanced Studies in the Fine Arts, and the Radcliffe Institute for Advanced Studies at Harvard.

Gail F. Baker, PhD, is vice president and provost for the University of San Diego. Her prior leadership roles include dean of the University of Nebraska Omaha College of Communication, Fine Arts, and Media and vice president of public relations and special assistant to the president at the University of Florida. While serving as chair of the advertising department for the University of Missouri School of Journalism, Baker also led minority recruitment and retention efforts. She is a four-time Emmy Award winner for her work as a writer and producer on documentary films that explore race relations in the U.S.

Yi Li, PhD, is provost and vice president for academic affairs at California State University, Northridge. He previously served as dean of the College of Science and Mathematics at Wright State University. Throughout his career, Li has worked for gender and ethnic diversity in STEM, including helping to lead the University of Iowa’s UIowa Math program, which became a national model for supporting minority doctoral students. His work on the use of non-linear mathematics to improve biomedical engineering and medicine has earned nearly $5 million in research grants.
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Das ist zuhause - Esta es mi casa - 'O keia kahi home - Dette er mitt hjem
Equality in the Workplace: Are Women Treated the Same as Men?

By Julia Méndez

Despite hopes for significant improvement in equal pay and the removal of barriers for women to advance in the workplace, progress in these areas has been slow. In the 23 years I have been consulting and training organizations on equal opportunity laws and diversity and inclusion principles, I have consistently seen cases where women are intentionally mistreated in the workplace. Often, however, employers have policies and procedures in place that unintentionally prevent women from being selected for hires and promotions.

In the second of two articles (see the March 2018 issue for the first installment) about the treatment of women in the workplace, I examine the prevalence and impact of the wage gap, explain the barriers to promotion and success that women face at work, and suggest concrete steps employers can take to hasten progress towards women’s equality in their organizations.

The Prevalence of Unequal Pay

It is well known that women continue to be paid less than men, earning just 80 percent of men’s wages as of 2015. According to the Institute for Women’s Policy Research (IWPR), it will be 2059 before women achieve parity should the progression towards equal pay continue to move at the same rate as the past 50 years. For women of color, equal pay will come much later — 2124 for African American women and 2233 for Hispanic.

There are many underlying attitudes and assumptions about women and the value of their work that help to perpetuate the wage gap. For example, women have traditionally been “steered” toward lower-paying occupations. Steering occurs when employers have stereotypes or biases about a certain group of people that influence their hiring decisions, such as assuming that women are better suited for childcare or customer service jobs. This practice continues to segregate many occupations and workplaces, as is evident in the recent example of a Goodwill store in California that came under federal review for denying customer service jobs to male applicants, as management believed that only women should hold such positions.

Similarly, the last 12 months have brought to light many cases in which female employees were less valued by employers, even in the most elite and highest-paying professions. One of the most startling and public examples of this inequality occurred in January 2018, when it was revealed that actor Mark Wahlberg was reportedly paid $1.5 million to re-shoot scenes for the movie All the Money in the World, while co-star Michelle Williams was paid less than $1,000.

In the tech industry, allegations of pay inequality at Google LLC came to light in late 2017 when The New York Times published salary information for more than 1,000 of the company’s U.S. employees. The report revealed that women at the company receive both lower salaries and smaller bonuses on average than their male counterparts. Several female employees subsequently filed a lawsuit against the tech giant, and the company is undergoing a compliance review by the Office of Federal Contract Compliance Programs (OFCCP).

Higher education is by no means immune to this problem. While salaries for female faculty members have grown at a rate of 3 percent in recent years, this increase is still not enough to even begin to close the pay gap between male and female faculty members, according to a 2017 article published by The Chronicle of Higher Education.

This persistent problem has a myriad of negative effects on women, their families, and even their employers. Underpaid individuals may express feelings of anger or bitterness over being mistreated, as well as jealousy towards others who are paid more for performing the same job with the same or less effort. These feelings can impact the effectiveness and quality of their work. Those who know they are being underpaid may decide to seek employment elsewhere, resulting in increased costs for employers who must then hire and train replacements. Or, as in the case of Google LLC, female employees may take legal action against an employer who pays them unequal wages.

Obviously, a pay gap also affects women and their families economically. According to the IWPR, women are the sole or co-breadwinner in 50 percent of American homes with children. Lower wages mean they have less money to provide for basic necessities.

Barriers to Advancement and Better Pay

While most people are familiar with the term “glass ceiling” and the basic barriers for women seeking to advance at work, there are other obstacles that prevent women from succeeding when it comes to hiring and promotion. Many companies focus on avoiding and resolving these barriers because of the appearance of intentional discrimination against female
candidates and employees. All processes should be reviewed carefully to guard against unintentional discrimination or adverse impact as well. The following are examples of how both can occur:

**Concrete ceiling:** In addition to sexist attitudes and assumptions, women of color must contend with overt and unconscious racism in the workplace. Akin to the glass ceiling, this term refers to the “double barrier” that prevents minority women from advancement and promotion.

**Glass door:** This term refers to the barriers that keep women from being hired for higher-paying positions, as occurs with steering. Another example would be a female job candidate who is expected to start at a lower rank than a male applicant with similar qualifications.

**Glass cliff:** This term describes what happens to women when they reach senior levels within an organization. Those who have achieved this level of success are often held to a higher standard than their male peers and are evaluated on a much stricter scale, leading them to have poor reviews and their salaries and opportunities to stagnate.

**Glass wall:** Many women experience barriers when attempting to move laterally within an organization. For example, a female accountant who needs to gain knowledge of marketing and human resources in order to advance at work may be denied the opportunity to transfer departments or shadow other employees who work in these areas.

**Glass elevator:** This term refers to the practice of quickly promoting men who work in professions traditionally occupied by women, such as nursing, even if they have spent less time on the job than their female coworkers.

**Addressing These Issues**

The following are best practices to improve pay equity and to mitigate adverse treatment and impact for women in the workplace:

- Require diversity in groups that decide promotions and hires. This reinforces an organization’s commitment to inclusion in the workplace and increases the likelihood of selecting the best candidate through diversity of thought, feedback, and perspectives.

- Take an implicit bias test and become familiar with how biases and stereotypes can affect decisions when it comes to hiring, promotion, and mentoring.

- Ensure job titles are gender neutral—e.g., “salesperson” instead of “salesman.” Doing so helps decrease the likelihood of associating a single gender with the position.

- Offer job sharing and flexible work schedules that allow employees to attend to family duties. Many women still assume the role of primary caregiver at home, so having policies to accommodate for other responsibilities indicates a true desire to be inclusive.

**Conclusion**

There is an urgent need in organizations for greater awareness to combat biases that prevent women from being allowed to compete fairly and be paid equitably. Through effective training, decision-makers can learn to identify discriminatory activities and learn skills that allow them to interact more effectively, respectfully, and fairly with all people.

Julia Méndez, SHRM-CP, PHR, CDP, CELS, CAAP, is principal business consultant in the Workforce Compliance and Diversity Solutions Division for PeopleFluent Research Institute. She is also a member of the INSIGHT Into Diversity Editorial Board.
Much of the discussion around building better, more inclusive campus environments is focused on celebrating multiculturalism and supporting underrepresented students and faculty at large schools, where enrollment and employees number in the tens of thousands. However, 40 percent of undergraduates in the U.S. attend small colleges and universities — with fewer than 5,000 students — according to a 2016 report by The Washington Post.

While an increasing number of small, private schools have closed in recent years due to rising tuition and declining enrollment, others thrive by offering individualized attention and support for students and honing a sense of community that is united toward the common goals of equity and inclusion in higher education and beyond.

**Palo Alto University**

Palo Alto University (PAU), a school of 1,100 students in Palo Alto, California, is uniquely devoted to serving both diverse students and diverse communities. Approximately 35 percent of PAU students identify as people of color, and its PhD program trains roughly 6 percent of all Latino and 8 percent of all Asian American doctoral candidates in clinical psychology nationwide. The university offers bachelor’s, master’s and doctoral degrees in counseling and psychology, with a primary focus on improving mental health awareness and treatment for marginalized people.

In addition to several clinics devoted to serving specific diverse populations — such as the PAU La Clínica Latina and the Sexual and Gender Identities Clinic — PAU’s Center for Excellence in Diversity represents the university’s significant academic, financial, and service commitments to underserved, often-stigmatized populations.

Founded in 2010 by now-retired Professor Stanley Sue, PhD, the center is co-chaired by Professors Joyce Chu, PhD, and Alvin Thomas, PhD. "The center was founded with the mission of taking diversity education and training to the next level both internally and as a service to the surrounding community," says Thomas. "It helps us continue the discussion around diversity in mental health so students are continuously seeing how diversity issues impact their training and eventual clinical practice, and it helps us continue making connections with the surrounding community."

The center hosts a myriad of annual events designed to engage students, fellow researchers and practitioners, and community members in the effort to build awareness of and access to better mental health services for marginalized groups. An annual speaker series, for instance, invites leading national and international scholars to present their research in local venues — a tactic which expands the audience and...
encouraged students — those who are underrepresented or who are passionate about diversity and social justice — to pursue careers in academia by offering funding and support through the Mellon Mays Undergraduate Fellowship Program (MMUF).

The university is one of 48 MMUF member institutions across the U.S.; the program was launched in 1988 by the Andrew W. Mellon Foundation, which continues to fund MMUF today. “Having faculty members who are in tune with issues of inclusion is going to be more and more important as our society and our schools become more diverse,” says Associate Provost for Diversity and Inclusion Roland Smith Jr., EdD. “[The foundation] has really made a long-term commitment to this program because they know there’s no quick fix to transform our institutions.”

Rice’s MMUF program accepts five new fellows annually; ideal candidates are nearing the end of their sophomore year, in good academic standing, are committed to multiculturalism and social justice, and have the potential to succeed in graduate studies. Students can apply for the program, and many are nominated by faculty members, says Smith.

“When a professor lets [a student] know they’re really good at research or they seem to have a knack for scholarship, that’s when we want to cultivate that kind of encouragement,” he explains. “MMUF is about building awareness of the possibilities for further study because a lot of students never even think about getting a PhD — it’s just not on their radar.”

Students in the program are required to create and conduct individual research projects during their junior and senior years. The projects are completed under the guidance of a faculty mentor who can also help with navigating the complicated process of professionally presenting and submitting research to scholarly conferences and journals. The fellows are provided stipends, so they can spend time on their projects and reduce the need for employment. There are weekly meetings with Smith — which typically consist of on-campus group dinners — where the fellows discuss their plans for the future, diversity and inclusion issues affecting higher education, and more. Graduate students will sometimes attend these dinners to provide advice,

Rice University

When it comes to changing the face of higher education, Rice University (Rice) in Houston, Texas, home to nearly 4,000 undergraduate students, is in it for the long haul. Since 1992, the school has
and the university brings MMUF alumni to campus several times a year to speak with the fellows about their personal postgraduate and career experiences.

While Rice wants to encourage each participant to eventually earn a doctorate and become a professor or professional researcher, Smith says he understands if a fellow decides an academic career just isn’t for him or her. Some alumni go on to have successful careers in fields such as business or law, while others may decide to enroll in PhD or master’s programs after exploring other career options.

As co-chair of the Self-Study Action Committee, Smith helps coordinate and oversee many of the school’s efforts to achieve this mission. Launched in 2016, the committee utilizes community engagement strategies to ensure all faculty, staff, and students have a say in how to make Swarthmore a supportive and welcoming environment for everyone. Idea boxes, where anyone can submit anonymous concerns regarding campus climate or provide suggestions for improvement, are located in multiple locations across campus, and monthly committee meetings are open to the public. Known as Community Conversations, these meetings allow for transparency in administrative efforts towards diversity and inclusion and open dialogue among different stakeholders. Each Community Conversation includes updates on the progress of different departments and groups who are charged with meeting specific equity and inclusion goals.

“One of the goals the [Self-Study Action Committee] has really drilled down is having inclusive pronouns on campus and in the classroom,” Smith says. “At each Community Conversation, a subcommittee gives updates on how they are working to make this happen, [such as] updating our online system so students can enter their preferred pronouns and have that information included on class rosters.”

Community Conversations also include discussion, presentations, and training regarding issues of equality and social justice on campus and in society. “We [recently] had a dialogue and some role-playing activities on how to be more inclusive with pronouns in your day-to-day life,” says Smith, adding that the discussions — like the work of the committee itself — are focused on concrete steps for creating change. “We also recently had a discussion on [the #metoo movement] and gave tips for developing the skills set to start changing organizational culture around sexual harassment and the culture in general around sexual
harassment and assault.”

The Self-Study Action Committee is also starting to focus on a fairly innovative concept in the studious world of higher education — how to promote the value of “joy and play” on campus. “One of our great Community Conversations was on this topic of how to introduce joy and play to our environment and how that fits with having an inclusive community,” Smith explains.

Ranking third on U.S. News and World Report’s list of national liberal arts colleges, Swarthmore is a place where high-achieving students and faculty have rigorous schedules dedicated to their individual areas of study and extracurricular interests. As on many campuses, this creates a silo effect where individuals with different backgrounds, majors, and sociocultural identities have few chances to interact.

“We’ve had a lot of feedback from students, faculty, and staff that in terms of improving campus climate what they would really like is the opportunity to spend more time engaging with other groups,” says Smith. “So, we’ve been looking at how do we help [the campus] take a pause, walk away from work for a little bit, and engage in something that’s both good for self-care and for building community.”

Smith emphasizes that small actions can be taken to increase this culture of shared joy and play. Recently, she says, the campus interfaith center and the campus arboretum hosted an event that allowed all students to participate in and learn about Tu BiShvat, a Jewish holiday celebrating the blooming of trees and the start of spring. Participants went on a group nature walk where they learned about plant life and about Jewish spiritual teachings regarding nature.

“It incorporated academics and learning, but also explored other cultures while taking a time out from work and studying for a couple hours of joy and play,” she says.

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
How to Help Your CEO Become a Leader in Diversity and Inclusion

By Joe Santana

As the leader and often the face of a company or institutions, chief executive officers (CEOs) or presidents play a pivotal role in representing their organization during times of political and social strife. This includes understanding how issues in these areas may affect underrepresented or marginalized employees, customers, and stakeholders and how to support these individuals. A chief diversity officer (CDO) can be instrumental in helping to foster this understanding.

The Institute for Corporate Productivity (i4cp) recently conducted a pulse survey to gauge how U.S. corporations responded to the many social and political controversies that took place in 2017. The findings showed that nearly 65 percent of CEOs were key members of their organization’s rapid response teams when it came to addressing crises that touched upon broader issues of diversity and inclusion in society, such as the Unite the Right rally in Charlottesville, Va.

However, just because a company’s or institution’s leader is willing to step up during such times does not mean that he or she understands — or is prepared to publicly address — the many nuances of diversity and inclusion and how these are intertwined with social and political issues. I have personally witnessed, as I’m sure many of you have, well-meaning senior executives say things regarding diversity and inclusion on a public platform that made me cringe. Some CEOs and presidents, for example, believe that simply hiring more women and minorities is what diversity is all about. People of color, underrepresented groups, and diversity advocates may detect these sentiments and assume the organization’s leadership just “does not get it.”

What CEOs Learn from CDOs
For these well-meaning individuals to become true advocates, spokespersons, and role models when it comes to supporting diverse employees, clients, and stakeholders, they need to understand the perspectives and challenges of different groups on a deep and personal level. This often requires working closely with a CDO who can help guide an organization’s leader in obtaining these viewpoints, as well as developing an understanding of his or her own biases.

In essence, it involves CDOs enabling and supporting their CEOs and presidents in having specific transformative experiences that result in a broader and deeper understanding of diversity and inclusion.

I would add being an effective executive coach to that list. Diversity and inclusion coaching requires the ability to guide an individual through a process of self-discovery and personal betterment. In the case of the CDO – CEO coaching relationship, this means enabling and supporting a CEO to be a true champion of diversity and inclusion.

Steps Toward Understanding
Following are five steps CDOs can take to help a business leader achieve this goal.

• Establish the need for coaching.
Ask your CEO or president to take assessments, such as implicit association tests, designed to measure hidden biases. While not perfect, they provide a starting point for discussing potential areas of improvement. If possible, supplement these tests with surveys that ask employees and clients across various demographics to assess how much the CEO and the organization understand the challenges they face in the workplace and society. This can provide a realistic sense of where the CEO is in his or her journey towards being authentically inclusive.

• Develop a plan.
Determine specific areas to target for development. Let the CEO or president decide these with you. Ask him or her what changes he or she would like to see in light of the results of the assessments and surveys in the first step and what outcomes he or she hopes to achieve. Even if the area chosen is different from what you would select, there is always an opportunity to circle back to other topics as your new pupil
true to its land-grant mission, MSU invested a full year in developing its first diversity and inclusion framework. With thousands of pieces of input from students, faculty and staff, the framework will guide MSU in achieving institutional goals around equity and inclusion.

montana.edu/diversityframework

Joseph Santana is chairman of the Institute for Corporate Productivity's (i4cp) Chief Diversity Officer Board and president of Joseph Santana, LLC. He is also a member of the INSIGHT Into Diversity Editorial Board. For more information, visit joesantana.com.
Forty-seven percent of children nationwide have been exposed to one or more instances of trauma, including abuse, neglect, and witnessing violence or death, according to the National Survey of Children’s Health. Such experiences have been linked to disruptive and even violent behavior, leading to negative social and educational outcomes for troubled students.

Teachers and administrators often resort to suspension and expulsion when a young person repeatedly acts out; however, employing trauma-sensitive measures in the classroom has been shown to improve student success dramatically. These approaches to behavioral issues — based on recent research on the effects of childhood trauma — are emerging in schools of education at colleges and universities.

What is Trauma Sensitivity?

When Lauren Dotson, EdD, assistant professor and education department chair at Emory & Henry College (E&H), was a school administrator, she continually saw the same students for the same disciplinary concerns. Like many administrators, Dotson followed prescribed punishments for them, such as conferences with guardians and suspensions, to no avail.

In the midst of her frustration, Dotson began reading that traumatic experiences — also known as adverse childhood experiences (ACEs) — are often the root cause of children’s bad behavior, and that research-based, empathetic responses from well-trained teachers can help transform learning and social outcomes for troubled youths. As a result, says Dotson, she embraced a fundamental shift in her thinking — from wondering “What’s wrong with this child?” to considering “What happened to this child?”

“The majority of the students I worked with in terms of discipline … came from less than fortunate home situations, typically having one or multiple experiences with trauma,” she says.

To address this issue, Dotson began implementing trauma-informed approaches such as anticipating emotional triggers and providing opportunities to express negative feelings in a healthy manner. She created a “cool off spot” — a predetermined safe place where a child can deescalate feelings of anger, anxiety, and frustration — and offered redirection activities like drawing, journaling, or calmly talking with students while taking walks around the school together. She made connections with the children based on their individual interests.

As a result, Dotson and the teachers in her school saw dramatic improvements in behaviors, including reduced emotional and physical outbursts, fewer disciplinary referrals, better academic achievement, and less stressful classroom and school interactions. Students also exhibited improved ability to cope with anxiety and stress.

Witnessing the transformative power of trauma-informed approaches inspired Dotson to help prepare future teachers to apply these practices in their own classrooms. She says that higher education institutions have an important role to play in teaching about the physiological implications of trauma on cognition and learning processes.

“We must provide teaching candidates with necessary instructional and classroom management strategies...”

Trauma-Informed Curriculum Helps Prepare Teachers to Support Troubled Students

By Kelley R. Taylor
to handle behavioral problems with confidence, compassion, and empathy,” Dotson says.

Wide-Ranging Impact
Poor behaviors like those Dotson encountered are common. Children who suffer trauma are more likely to receive negative school reports, have difficulty concentrating and learning, and receive lower grades, reports the National Child Traumatic Stress Network.

As adults, individuals who have endured ACEs are more prone to enter the criminal justice system; those who have been abused or neglected are 59 percent more likely to eventually be arrested, according to data from the National Institute of Justice. Similarly, many studies have shown that school punishments like suspension and expulsion are often the first steps to a child entering the school-to-prison pipeline. Furthermore, the American Civil Liberties Union has found that these punishments are more often applied to African American students and students with disabilities, thus increasing their likelihood of being incarcerated later in life.

Building Resilience
Earlier this year, the College of Education at Concordia University-Portland (CU-Portland) began offering a Trauma and Resilience in Educational Settings concentration. The one-year, 30-credit hour concentration is built on the premise that when teachers offer effective responses to student trauma and help instill resiliency skills needed to thrive in the classroom, children have better learning outcomes in school and in life.

The program’s four core online courses teach about resilience because the ability to adapt, persevere, and move forward after trauma is critical to individual wellbeing and survival, says Sheryl Reinisch, EdD, dean of the CU-Portland College of Education. Participants also learn how to create trauma-sensitive classrooms and schools and develop professional practice and leadership skills.

Additionally, CU-Portland’s trauma-informed curriculum recognizes the vicarious trauma teachers may experience as they support children in the classroom. “Self-care becomes critical in building teacher resilience and efficacy in schools,” Reinisch explains.

The online program was inspired by and aligns with the university’s collaborative teacher preparation and community support program, called 3 to PhD, where CU-Portland education students work with children in underserved communities while partner organizations provide additional support from early childhood to college.

Ultimately, both programs seek to close opportunity gaps for children who may be disadvantaged due to ACEs or other life challenges by preparing teachers to effectively engage them and help them succeed.

Early Childhood Educators
With a similar objective, the Center for Early Childhood Education and Intervention at the University of Maryland’s College of Education (CECEI) is developing a trauma-sensitive curriculum for early childhood educators based on advanced research in cognitive and neuro-science and education.

Funded by the Bainum Family Fund and in collaboration with Pennsylvania State University, the Trauma Sensitive Pedagogy for Young Children (TSP) will focus on trauma education across the developmental spectrum, including family, societal, and community influences.

The program will also offer sustained support for educators through ongoing professional learning communities and mentored experiences.

“We will [also provide] opportunities to engage in conversations with other practitioners and experts in the field,” says Christy Tirrell-Corbin, PhD, executive director for the CECEI.

This kind of trauma-sensitive programming is particularly important for teacher candidates who will work in underserved communities where ACEs are more prevalent, according to Tirrell-Corbin.

“It helps educators understand individual differences in how children who have experienced trauma learn and the specific instructional strategies that will meet those children’s needs,” she says. “It is only when teachers and teacher candidates understand trauma’s effects on behavior and learning and know how to respond proactively that we can change the trend of suspension, expulsion, and low expectations.”

Kelley Taylor is a contributing writer for INSIGHT Into Diversity.
National Education Association (NEA) President Lily Eskelsen García wrote that DeVos “is unqualified and lacks the experience in public education that Americans expect from their secretary of education.” The American Civil Liberties Union (ACLU) published a fact sheet warning of DeVos’ financial contributions to “organizations that seek to limit women’s reproductive freedom,” her support for an organization that works to overturn affirmative action legislation, and her anti-LGBTQ stance.

Despite the pushback from these major organizations and numerous politicians and educators, DeVos was confirmed as Secretary of the U.S. Department of Education (DOE) on February 7, 2017. A year later, many of her higher education policy decisions remain contentious for students’ rights advocates both inside and outside the DOE.

**Title IX Policy Change**

In one of DeVos’ most controversial actions, for example, existing Title IX protocol for handling campus sexual assault allegations was replaced with temporary guidelines that many believe make it more difficult for victims to seek justice against assailants. The policy change, which took effect in September, gives schools the option to employ a standard that imposes a greater burden of proof on victims of campus sexual assault in seeking justice through institutional reporting systems.

Some victims’ rights advocates argue that raising the burden of proof will discourage survivors of sexual assault from coming forward. In January 2018, advocacy organizations filed a lawsuit against DeVos and the DOE in a U.S. District Court, calling for the court to vacate DeVos’ 2017 Title IX policy changes. The suit cites the new policy’s “chilling effect” on reporting of sexual violence and states that the changes are “based on a legally and factually mistaken view that earlier guidance limited due process protections for students.”

**Student Loan Protections**

DeVos’ rollback of existing DOE policy also impacts financial protections for students. In June 2017, she delayed two Obama-era rules intended to protect students from misleading borrowing practices and predatory for-profit colleges shortly before they were scheduled to take effect on July 1. The Borrower Defense to Repayment Rule allowed students who believed they had been defrauded by their colleges to apply for loan forgiveness.

By Alice Pettway

It wasn’t much of a welcoming party. In January 2017, the American Association of University Professors (AAUP) released a statement urging the U.S. Senate to reject Betsy DeVos’ nomination as Education Secretary, writing that “in both ideology and practice she has violated the principles of quality education that the AAUP has defended for over a century.” They weren’t alone in their objections.
second rule required colleges to prepare students for “gainful employment in a recognized occupation” in order to receive federal student aid.

Eighteen states filed a lawsuit in a U.S. District Court against DeVos and the DOE for delaying the Borrower Defense rule. Included among the many objections was the concern that it would disproportionately affect African American and Latino students who, according to the Center for Responsible Lending, are overrepresented at for-profit institutions. Facing public backlash, DeVos offered partial relief to defrauded borrowers just before the end of the year.

The delay of the Borrower Defense and Gainful Employment rules was upsetting to those within the DOE as well, says a staff member. “Pulling back the Gainful Employment rules was one of the biggest upsets for everyone … [The rules] went through years of debate and litigation, and we finally had something that would protect students from enrolling in programs that cost a ton of money and did nothing for their future earnings. It’s cost taxpayers a ton of money to develop, negotiate, and implement that rule, and all those efforts have been wasted because the data are only available for two or three years.”

Concerns About Affirmative Action
DeVos also created controversy in February 2017 when she called Historically Black Universities and Colleges (HBCUs) “real pioneers when it comes to free choice.” She quickly backed away from her statement, telling a gathering of HBCU leaders that “HBCUs have always been more than simply institutions of higher learning. You have long represented a challenge to the status quo, starting by providing a necessary opportunity to African Americans following the Civil War.”

This comment, however, and a leaked memo from the U.S. Department of Justice (DOJ) have caused some critics to question DeVos’ understanding of the challenges facing students of color. The memo indicated that the DOJ is shifting toward “investigating and suing universities over affirmative action admissions policies deemed to discriminate against white applicants,” according to The New York Times, which leaked the document in August. Asked by the Associated Press about the memo, DeVos declined to comment directly. She also sidestepped when asked about her position on affirmative action.

DeVos’ Report Cards: Grade ‘F’
As DeVos heads into her second year, education advocates and organizations aren’t letting up. In February, a coalition of organizations, including the NEA, Color Change, the American Federation of Teachers (AFT), and the Journey for Justice Alliance presented more than 80,000 report cards to DeVos from students, parents, educators and community members communicating both reviews of her performance and suggestions for better support. “We’ve

“We’ve had a year of Betsy DeVos and her schemes to undermine great public schools. It’s time we let her know exactly how she’s failed our students.”

National Education Association website

Transgender Bathroom Access in Schools
Groups that support the rights of LGBTQ students are also concerned about DeVos’ policy changes. In February 2017, DeVos withdrew existing guidance that required schools to allow students to use the bathroom and locker room that match their gender identity. “The guidance was helpful to schools, including colleges and universities, in that it clearly told them what they needed to do to be in compliance with federal civil rights law,” says Mia Jacobs, an ACLU spokesperson.

The DOE’s Office for Civil Rights (OCR) released a memo in June that failed to include bathroom access as one of the issues over which the OCR has jurisdiction. The HuffPost reported that over the last several months, multiple complaints brought by transgender students were dismissed by the OCR. Then in February 2018, the DOE confirmed it would no longer be investigating such civil rights complaints.

had a year of Betsy DeVos and her schemes to undermine great public schools. It’s time we let her know exactly how she’s failed our students,” said the NEA website.

When the coalition leaders showed up at the DOE to deliver the report cards, they were locked out of the building despite having informed the agency they would be coming and requesting an appointment.

Randi Weingarten, president of AFT, told the protestors gathered outside, “They knew that teachers and parents and students from all over the country have actually taken their time to say what is going on in their schools. And here, on Betsy DeVos’ anniversary, this is the first time that I have ever been to this building where we were not let in — where the educators, where the students, where the parents of America were locked out of the federal Department of Education.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity. The DOE did not return INSIGHT’s request for comment.
2018 HEED AWARD APPLICATIONS NOW AVAILABLE!

The INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Awards will recognize colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campuses.

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The 2018 HEED Award recipients will be announced in our November 2018 issue. Recipients of the 2018 Health Professions HEED Award will be announced in our December 2018 issue.

A Black Woman’s Journey from Cotton Picking to College Professor: Lessons about Race, Class, and Gender in America

“A Black Woman’s Journey from Cotton Picking to College Professor is a wonderful and special journey. I encourage others to explore this amazing life story. I’m sure they will enjoy it as much as I did.”
— Nikki Giovanni, University Distinguished Professor of English, Virginia Tech

Menah Pratt-Clarke is Vice President for Strategic Affairs, Vice Provost for Inclusion and Diversity, and Professor of Education at Virginia Tech. She has a law degree and PhD from Vanderbilt University. Her prior works include Critical Race Feminism and Education: A Social Justice Model, Journeys of Social Justice: Women of Color Presidents in the Academy, and Reflections about Race, Gender, and Culture in Cuba.

EBook and print editions available now at peterlang.com and amazon.com
Despite being the largest ethnic minority in the U.S., only 4% of college presidents are Hispanic – half as many as African Americans.

45% of college presidents lead institutions that have initiatives to attract both female and racial minority faculty.

Women presidents were twice as likely to report altering their career progression due to caretaking and family obligations.

Nearly half (49%) of college presidents believe it is very important to regularly review policies and procedures to ensure a positive campus climate for women.

63% say it is important to review policies and procedures to ensure a welcoming campus climate for minorities.

30% of college presidents are women, despite the fact that more than 56 percent of college students are women.

Source: TIAA.com

89% of college presidents say it is important or very important for presidents to ensure periodic review of institutional policies to eliminate gender bias.
Diversity is the one thing we all have in common. It’s a beauty we all share. Working together, we will continue to give people of all backgrounds the opportunity to grow and reach their full potential.

—Heather Lyke, JD, Director of Athletics, University of Pittsburgh

Congratulations Heather Lyke. A barrier-breaker, and the first woman to lead Pitt Athletics.
As our country and our campuses become ever more diverse, it is increasingly important for colleges and universities to ensure that underrepresented students are not the only focus of recruitment and retention efforts. Diverse faculty and administrators enrich campus communities by bringing new perspectives and values, serving as role models for underrepresented students, and ensuring that academia welcomes and provides professional opportunities for all individuals.

Here, we recognize academic and administrative leaders who have broken new ground for underrepresented professionals in higher education.

By Mariah Bohanon and Ginger O’Donnell
Recovery was honored with the Hero Award, presented to establish MSU’s Center for Mental Health Research and graduate in a timely manner. Furthermore, her work students to add more “weight” to their class schedules “Know Your Debt Letter” programs, designed to motivate retention and reduce student debt.

Waded Cruzado, PhD, has used her presidency at Montana State University (MSU) to advocate for student success, Waded Bennett, EdD, has striven to increase support services to a diverse population of students by introducing programming designed to improve retention and graduation rates. He has also attracted more highly qualified students to the university; in 2014 he enrolled the most academically talented freshman class in the university’s history. Prior to joining USM, Bennett was the vice president for student affairs at the University of Georgia, where he worked to improve campus facilities, increase service learning opportunities, and promote diversity on campus.

First female president and first minority president of Montana State University

Waded Cruzado

A native of Puerto Rico and a passionate advocate for student success, Waded Cruzado, PhD, has used her presidency at Montana State University (MSU) to oversee the establishment of increased student support services to improve retention and reduce student debt. For example, in 2012, she launched the “Freshman 15” and “Know Your Debt Letter” programs, designed to motivate students to add more “weight” to their class schedules and graduate in a timely manner. Furthermore, her work to establish MSU’s Center for Mental Health Research and Recovery was honored with the Hero Award, presented by the National Alliance on Mental Illness in 2015, and her efforts to establish a Veteran’s Center at MSU helped the school earn designation as a Military Friendly institution. An outspoken advocate of land grant universities’ threefold mission of education, research, and public outreach, Cruzado was elected in 2014 to serve a three-year term on the Association of Public and Land-grant Universities Board of Directors. In 2012, she was appointed by then-President Barack Obama to the Board for International Food and Agricultural Development, an advisory council on issues related to global food insecurity, among other topics. Prior to joining MSU, Cruzado served as executive vice president and provost at New Mexico State University in Las Cruces.

First African American president of a majority white university in Mississippi

Rodney D. Bennett

Since accepting his historic role in 2013 as president of University of Southern Mississippi (USM) in Hattiesburg, Mississippi, Rodney Bennett, EdD, has striven to increase support services to a diverse population of students by introducing programming designed to improve retention and graduation rates. He has also attracted more highly qualified students to the university; in 2014 he enrolled the most academically talented freshman class in the university’s history. Prior to joining USM, Bennett was the vice president for student affairs at the University of Georgia, where he worked to improve campus facilities, increase service learning opportunities, and promote diversity on campus.

First Latino president of California State University, Fresno

Joseph I. Castro

Joseph I. Castro, PhD, is the first Latino and first San Joaquin Valley native to serve as president of California State University, Fresno (CSUF), an institution where roughly one third of the students are Hispanic and the vast majority are low-income residents of the region. Like many of CSUF’s students, he is the descendant of farmworkers from Mexico and the first person in his family to graduate from college. Castro earned his PhD in higher education policy and leadership from Stanford University, after which he served as a faculty member and administrator at four University of California campuses: Berkeley, Davis, Merced, and Santa Barbara. A dedicated advocate for accessible education, he is a recipient of the Ohtli Medal — the highest honor granted by the government of Mexico to leaders in the U.S. — for his efforts to create educational opportunities for younger generations irrespective of their immigration or economic status.

First deaf woman president of an American college or university (Guilford College)

Jane K. Fernandes

Jane Fernandes, PhD, was raised in an oral education program, eventually learning American Sign Language as a graduate student. After studying French and comparative literature at Trinity College and the University of Iowa, she went on to assume leadership roles in the field of deaf education, starting in Boston as acting director of American Sign Language Programs at Northeastern University and then leading sign communication programs in both Washington, D.C., and Hawaii. Prior to joining Guilford, she served as provost and vice chancellor for academic affairs as well as professor of education at the University of North Carolina-Asheville. An ardent promoter of diversity, Fernandes served as a Senior Fellow at Bennett’s Johnnetta B. Cole Global Diversity and Inclusion Institute from 2007 to 2011, where she collaborated with other chief executives and diversity officers to discuss challenges and best practices related to diversity and inclusion.

First Hispanic president of the University of Miami

Julio Frenk

Born in Mexico City to the descendants of Jewish immigrants who fled Germany in the early 1930s, Julio Frenk, MD, PhD, has demonstrated a lifelong passion for improving the lives of underserved and marginalized populations. During his tenure as Mexico’s Minister of Health, he expanded access to health care for over 55 million previously uninsured citizens. His illustrious career also includes serving as a Senior Fellow of the Bill and Melinda Gates Foundation’s Global Health Program, founding director of Mexico’s National Institute of Public Health, and dean of Harvard University’s T.H. Chan School of Public Health. Frenk has received a number of awards recognizing his commitment to health education and policy, including the Clinton Global Citizen Award for influencing the way policy makers think about health, and the Bouchet Leadership Award Medal from Yale University for promoting diversity in graduate education.
“Congratulations on receiving the HEED Award. We at SUNY Oneonta admire the Diversity Champions who are building institutions to reflect the great diversity of our society. We join you in striving to create environments where everyone can flourish.”

President Nancy Kleniewski
SUNY Oneonta
**FIRST AFRICAN AMERICAN PRESIDENT OF ROBERT MORRIS UNIVERSITY**

Chris Howard

Chris Howard, DPhil, is one of the youngest college presidents in the nation. Prior to his leadership at Robert Morris University in Pittsburgh, he served as president of Hampden-Sydney College in Virginia and as vice president for leadership and strategic initiatives at the University of Oklahoma. Along with his academic accomplishments, Howard has led a distinguished career as a U.S. Air Force pilot, earning the Bronze Star for his service in Afghanistan. He graduated from the U.S. Air Force Academy and earned a doctorate in politics as a Rhodes Scholar from the University of Oxford. He also has corporate experience working with General Electric and Bristol-Myers Squibb. President Barack Obama appointed Howard to the National Security Education Board, and he has served on the MyVA Advisory Committee for the U.S. Department of Veterans Affairs. In 2000, Howard founded the Impact Young Lives Foundation, which brings South African college students of color to the U.S. for summer educational and cultural tours.

**FIRST AFRICAN AMERICAN WOMAN TO LEAD A TOP-RANKED RESEARCH UNIVERSITY**

Shirley Ann Jackson

One of the most well-known trailblazers for African American women in STEM, Shirley Jackson, PhD, has served as president of Rensselaer Polytechnic Institute (RPI) since 1999. She is the first African American woman to earn a doctorate from Massachusetts Institute of Technology, to serve as chair of the U.S. Nuclear Regulatory Commission, and to be elected to the National Academy of Engineering. Her public service career also includes serving as co-chair of the President’s Intelligence Advisory Board and member of the President’s Council of Advisors on Science and Technology under Barack Obama. Her many achievements at RPI include leading The Rensselaer Plan, which succeeded in transforming the university to a state-of-the-art research institution by securing $1.25 billion in funding and by establishing numerous research centers and endeavors. She is the recipient of more than 50 honorary doctoral degrees and the National Medal of Science — the U.S.’s top honor for contributions to the fields of science and engineering.

**FIRST AFRICAN AMERICAN WOMAN TO LEAD A TOP 25 BUSINESS SCHOOL IN THE U.S.; FIRST BLACK WOMAN TO LEAD EMORY UNIVERSITY’S GOIZUETA BUSINESS SCHOOL**

Erika Hayes James

In addition to serving as dean of Goizueta, Erika Hayes James, PhD, is a speaker and consultant for Fortune 500 companies focusing on executive leadership skills and cultivating workplace diversity. She has written and presented extensively on topics related to women in business leadership, such as how psychological factors influence the pay gap between male and female executives. She is a leading advocate for increasing the representation of women in Master of Business Administration (MBA) programs, and, as senior associate dean for executive education at University of Virginia Darden School of Business, she founded the Women’s Leadership Program. In 2014, she was named to Ebony magazine’s Power 100 list.

**FIRST AFRICAN AMERICAN TO SERVE AS PRESIDENT OF WELLESLEY COLLEGE**

Paula A. Johnson

Prior to her 2016 appointment as the first African American president to lead the all-female Wellesley College, Paula A. Johnson, MD, MPH, had an extensive career in supporting women’s health and improving the field of medical education. As a professor, researcher, and physician for Harvard University Medical School and its associated teaching hospitals, Johnson led efforts to identify and dispel gender bias in patient care in order to provide better physician training and improve services for female patients. Her contributions to medical education and improving the lives of women earned her an induction into the American Academy of Arts and Sciences. Johnson is also an International Women’s Forum honoree.

**FIRST KOREAN AMERICAN WOMAN TO LEAD A FOUR-YEAR UNIVERSITY**

Ellen Junn

Ellen Junn, PhD, was named the 11th president of California State University, Stanislaus (CSUS) in 2016. During her 30-year career in higher education, she has held leadership positions at four schools in the California State University (CSU) system. Previous to assuming the presidency at CSUS, Junn served as provost and vice president for academic affairs at CSU Dominguez Hills. While there she created and reformed several innovative programs for underrepresented and underserved students, including expanding a summer bridge program for incoming freshmen and establishing weekly study skill and advising workshops for first year students. Her efforts led to the school’s highest freshman retention rates in 25 years. She is widely published and has written professional journal articles on topics such as supporting the success of underserved students, the importance of university-community engagement, and strategies for supporting non-tenure track faculty, especially women and minorities.
**FIRST FEMALE CHANCELLOR OF THE UNIVERSITY OF HOUSTON SYSTEM; FIRST INDIAN IMMIGRANT TO LEAD A COMPREHENSIVE RESEARCH UNIVERSITY IN THE U.S.**

**Renu Khator**

As the University of Houston (UH) System president, Renu Khator, PhD, has far-reaching responsibilities; she oversees four universities that collectively serve 71,000 students and operate with an annual budget of more than $1.7 billion. Under her leadership, UH has seen record research funding, enrollment, and private financial support. For example, the university launched a $1 billion campus expansion program, including a 74-acre Energy Research Park that houses several startup companies and academic programs. In addition, Khator is a distinguished scholar in the field of global environmental policy and an author of numerous books on the topic, including Environment, Development and Politics in India. Born in Uttar Pradesh, India, Khator received the Pravasi Bharatiya Samman Award from the country’s president for “significant contributions” to her homeland, as well as the Outstanding American by Choice award from U.S. Citizenship and Immigration Services.

**FIRST TRANSGENDER PROGRAM DIRECTOR FOR YOUNGSTOWN STATE UNIVERSITY**

**Megan List**

As director of the Women’s Initiative at Youngstown State University (YSU), Megan List, PhD, provides safe sex trainings and mental health awareness education to promote the wellbeing of students regardless of gender identity and sexual orientation. List also oversees the ongoing development of the YSU Women’s and Gender Resource Center — a hub for education, connectivity, and campus safety. Through the center, she will be able to help students who may feel discriminated against or who are experiencing sexual assault, suicidal thoughts, or other forms of crisis. Given her own experience growing up as the transgender child of two steelworkers in Butler, Pa., she deeply understands the need for college students to explore their identities and find a safe place to be themselves. She is also a scholar on women and gender, teaching such courses as LGBTQ Issues in History and Popular Culture at YSU. Regarding her status as the first transgender director at YSU, List told The Vindicator, Youngstown’s daily newspaper, that she’s “just a normal human being doing normal human being things.”

**FIRST FULL-TIME FEMALE ATHLETIC DIRECTOR AT THE UNIVERSITY OF PITTSBURGH**

**Heather Lyke**

Heather Lyke, JD, oversees 19 intercollegiate sports programs and more than 475 student-athletes at the University of Pittsburgh (PITT). Prior to her role at PITT, she served as vice president and director intercollegiate athletics at Eastern Michigan University. While serving as the senior associate athletic director at Ohio State University, she oversaw 10 athletic programs and supervised the sport performance division. She was also a color analyst for softball on the Big Ten Network for four years. In her current role, Lyke is the second female athletic director to take part in the AAC. Lyke frequently shares her expertise as a presenter at national conferences, and she serves on the Board of Directors of Women Leaders in College Athletics. She is a former student-athlete in softball, having played first base at the University of Michigan. Lyke earned her law degree at University of Akron in Ohio.

**FIRST FEMALE DEAN OF THE UNIVERSITY OF MICHIGAN SCHOOL OF DENTISTRY**

**Laurie McCauley**

Laurie McCauley’s (DDS, PhD) appointment as dean at the University of Michigan (U-M) School of Dentistry is the result of years of study and hard work. After earning her doctor of dental surgery, master’s in science, and PhD in veterinary pathobiology at Ohio State University, she rose through the academic ranks at U-M, becoming a full professor in both the School of Dentistry and the Department of Pathology at U-M Medical School. As dean, she has a wealth of career experiences to offer, including clinical, classroom, research, and administrative roles. And she keeps a hand in all of them, even as a full-time administrator, seeing patients in the school’s faculty practice and working in her research lab when she has time. Meanwhile, under her leadership, U-M has established a new interdisciplinary health sciences resource center led by the School of Dentistry. Scientists, engineers, and clinicians from several U-M divisions as well as researchers from the University of Pittsburgh, Harvard University, and private companies use the center’s resources.

**FIRST AFRICAN AMERICAN TO LEAD A CLAREMONT COLLEGES UNDERGRADUATE CAMPUS**

**Melvin L. Oliver**

Melvin Oliver, PhD, was named president of Claremont University’s Pitzer College in 2016. He previously served as executive dean of University of California, Santa Barbara’s College of Letters and Science, where he increased faculty diversity and increased enrollment for underrepresented students at both the graduate and undergraduate levels. An expert scholar in racial inequalities, Melvin previously served as vice president of the Asset Building and Development Program for the Ford Foundation, where he was an advocate and fundraiser for underserved minority communities. He is also co-director of the University of California, Los Angeles (UCLA) Center for the Study of Urban Poverty and a former UCLA sociology professor. In addition to being an award-winning professor, he is the co-author and co-editor of several groundbreaking works on race relations and economic inequality in America, including Black Wealth/White Wealth: A New Perspective on Racial Equality, the recipient of numerous awards from sociologists and human rights advocates. (Photo by William Vasta/Pitzer College)
FIRST MALE LATINO TO LEAD A U.S. NURSING SCHOOL; FIRST MALE LATINO IN THE U.S. TO EARN A DOCTORATE IN NURSING

Elias Provencio-Vasquez

Elias Provencio-Vasquez, PhD, has served as clinical nurse, nurse researcher, nurse educator, and school administrator. As a researcher, he focused on neonatal and pediatric care and helping new mothers to reduce their risk of substance abuse, HIV exposure, and intimate partner violence during and after pregnancy. As dean of the University of Texas at El Paso School of Nursing — where 79 percent of students are Hispanic — Provencio-Vasquez serves as a leader and role model for aspiring nurses whose ethnic and racial identities remain underrepresented in the healthcare field. He also serves on the National Advisory Committee for New Careers in Nursing (NCIN), which provides scholarships to underrepresented groups and students from disadvantaged backgrounds. (Photo: UTEP Communications)

FIRST LATINO DEAN OF AN ACADEMIC COLLEGE AT RICE UNIVERSITY

Peter Rodriguez

Upon accepting the role of dean at Rice University’s Jones School of Business, Peter Rodriguez, PhD, told Houston Public Media that his appointment meant “a great deal of responsibility and opportunity … to bring a voice at a table where there was previously no voice.” One way he fulfills this mission of inclusivity is through an online journal he created called Rice Business Wisdom, which publicizes the school’s research for lay readers. An avid researcher himself, Rodriguez specializes in the study of international business and trade with an emphasis on understanding and mitigating the effects of corruption on economic development. He is an award-winning professor of international macroeconomics and business-government relations, teaching courses on global economics to the Canadian Heads of Ministries, the U.S. Army and U.S. Navy, and multinational corporations. He has held previous professorships at several prestigious U.S. research universities.

FIRST JAPANESE AMERICAN WOMAN PRESIDENT OF A FOUR-YEAR UNIVERSITY

Judy K. Sakaki

As a first-generation college graduate and president of Sonoma State University, Judy Sakaki, PhD, is dedicated to improving educational opportunities for all students and recognizing their achievements. Her efforts to increase educational access for underserved populations include hosting the largest group of young people in the university’s history — approximately 500 elementary and middle school students from racially diverse, low-income areas of Sacramento — to give them a glimpse of college life. Additionally, she has helped the university achieve eligibility as a Hispanic Serving Institution and begin work on establishing a center to help meet the needs of undocumented students. In 2009, she co-chaired a task force, Recognizing Students Interned During WWII, that culminated in awarding honorary degrees to approximately 700 Japanese American students who had attended the University of California from 1941 to 1942.

FIRST FOREIGN-BORN PRESIDENT OF THE UNIVERSITY AT BUFFALO; FIRST INDIAN-BORN LEADER OF AN ASSOCIATION OF AMERICAN UNIVERSITIES INSTITUTION

Satish K. Tripathi

An internationally recognized computer scientist and innovator in higher education access and teaching, Satish Tripathi, PhD, joined the University at Buffalo (UB) as an administrator in 2004. Prior to assuming the presidency in 2011, he served as provost and executive vice president for academic affairs, during which time he formed collaborative partnerships with schools in India, Canada, and other nations to successfully grow UB’s international presence. He was also a principal creator of a strategic plan to achieve academic and research excellence, recruiting faculty researchers and significantly increasing the university’s number of federally awarded research grants. In addition to professorships at University of Maryland and other schools at home and abroad, Tripathi was dean of University of California-Riverside’s Bourns School of Engineering. He is a board member of the Association of American Universities and the NCAA Division I and a fellow of the American Association for the Advancement of Science.
This unparalleled initiative is designed to prepare the next generation of research and practice based diversity higher education leaders to become proficient in the Standards of Professional Practice for Chief Diversity Officers. A multi-day program, the SPPI is modeled after other proven and respected professional development programs in higher education. Each day will be structured to focus on one or more of the standards of professional practice and will be led by a primary and secondary faculty member that has served as a college or university chief diversity officer or senior administrator.

The Georgia Tech Hotel and Conference Center, 800 Spring Street, NW, Atlanta, GA, 30308, (404)347-9440, is the designated hotel and a special rate, $169 a night plus applicable taxes and fees, is available to SPPI registrants. More information will be provided upon registration for the event.

“I wish SPPI had been available three years ago when I first became a Diversity Officer. It was the best professional development I’ve ever experienced. The discussion and learning among the 2017 SPPI class was unparalleled. This and the faculty engagement in and beyond the classroom has resulted in one of the best investments my institution has made in order to further inclusive excellence on our campus.”

- Angela Allen, Chief Diversity Officer
West Texas A & M University, 2017 SPPI class

MEMBER REGISTRATION FEE
$2,500: includes course materials and group meals
Space is limited; so reserve your seat today!

LODGING
The Georgia Tech Hotel and Conference Center, 800 Spring Street, NW, Atlanta, GA, 30308, (404)347-9440, is the designated hotel and a special rate, $169 a night plus applicable taxes and fees, is available to SPPI registrants. More information will be provided upon registration for the event.
FIRST AFRICAN AMERICAN WOMAN TO RUN AN ATHLETIC DEPARTMENT AT A POWER FIVE SCHOOL

Carla Williams

Prior to making history as athletic director at University of Virginia (UVA), Carla Williams, PhD, served in various administrator roles, including deputy athletic director for the University of Georgia athletics department for 11 years. Her many responsibilities included overseeing academic support services, NCAA and Title IX compliance, and a $162 million renovations project. A former student-athlete, Williams played basketball professionally in Spain before earning her doctorate in sports administration from Florida State University. Her 2017 appointment at UVA received widespread media attention for breaking barriers for African Americans and women in college sports, leading the New York Daily News to name her “the most important leader in college athletics.”

FIRST AFRICAN AMERICAN DEAN AT HARVARD UNIVERSITY; FIRST FEMALE DEAN OF THE HARVARD T.H. CHAN SCHOOL OF PUBLIC HEALTH

Michelle A. Williams

The daughter of Jamaican immigrants, Michelle Williams, ScD, is an internationally recognized epidemiologist and an award-winning educator. She is founding director of Harvard Chan’s Multidisciplinary International Research Training program, which provides study abroad and international research opportunities for underrepresented students in the fields of global health, biostatistics, and epidemiology. As part of her own research, she has conducted large-scale studies focused on genetic and environmental factors that influence adverse pregnancy outcomes. The recipient of numerous teaching awards, she was honored by President Barack Obama in 2011 for outstanding mentorship in science, technology, engineering, and math.

FIRST FEMALE ATHLETIC DIRECTOR IN THE ATLANTIC COAST CONFERENCE

Debbie Yow

Debbie Yow, PhD, a 23-year veteran of college athletics administration, serves as director of athletics at North Carolina State University (NCSU). Previously, she held the same role at University of Maryland and Saint Louis University. Under her leadership NCSU posted five of the school’s 10 highest National Directors’ Cup finishes for competitive excellence; the award is presented by the National Association of Collegiate Directors of Athletics (NACDA). Yow also led NCSU student-athletes to post the three highest graduation success rates and federal graduation rates in program history. She is the only woman to be selected as president of both the Division IA Athletic Directors’ Association and the NACDA. Yow has also served as head coach of three women’s basketball teams: University of Kentucky, Oral Roberts University, and University of Florida.

FIRST MUSLIM PRESIDENT OF THE NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY CHAPLAINS

Imam Adeel Zeb

When Imam Adeel Zeb was voted president of the National Association of College and University Chaplains in February 2017, he told The Huffington Post that he hoped his appointment would inspire other non-Christian religious leaders to enter the field of college chaplaincy. As the co-university Muslim chaplain at The Claremont Colleges, Zeb counsels students on broad human issues. He holds degrees in traditional Islamic sciences and Islamic chaplaincy as well as a certificate in Tajweed Qur’anic Studies from the Faith and Blue Mosque in Istanbul, Turkey. Zeb has participated in a variety of interfaith projects across the world and holds multiple certifications in interfaith conflict management. Prior to joining The Claremont Colleges, he served as Muslim chaplain and director of Muslim life at Duke University.

In 1849, Elizabeth Blackwell became the first woman to receive a medical degree in the U.S. when she graduated from Geneva Medical College in New York.

FIRST JEWISH DEAN OF A UNIVERSITY DIVINITY SCHOOL

Laurie Zoloth

Upon her 2017 appointment as dean of the University of Chicago Divinity School, UChicago President Robert J. Zimmer said Laurie Zoloth, PhD, would help the school achieve a “much richer, informed, dispassionate public discourse on religion.” A former nurse specializing in neonatal care, Zoloth focuses her research on the intersections of bioethics, theology, and moral philosophy and how they can be applied to solve social injustices — particularly in healthcare access and medicine. She also researches the role of religion in public discourse and policy through her work as a founding board member of the Society for Scriptural Reasoning, and she is the author of Health Care and the Ethics of Encounter: A Jewish Discussion of Social Justice. In addition to her role as dean, she is the Margaret E. Burton Professor of Religion at UChicago. (Photo by Seth Joel)
A Promising Reality: Reflections on Race, Class, and Culture in Cuba is an excellent read from scholars on a NADOHE delegation who explore the richness of Cuba.

A Promising Reality: Reflections on Race, Gender, and Culture in Cuba is a compilation of the reflections of a group of chief diversity officers, faculty, and educators from the United States about Cuba. As part of the National Association of Diversity Officers in Higher Education delegation to Cuba in July, 2015, A Promising Reality represents a collection of voices, experiences, and perspectives about issues of race, gender, cultural identity, and the African experience in Cuba. Key themes explored include Cuban culture, the Cuban Revolution, politics, economics, education, equity, and social change. The book takes readers on a journey of thought-provoking stories that reflect the excitement, uncertainty, complexity, and promising possibilities on the cusp of changing diplomatic, political, economic, and social relationships between the United States and Cuba. This book is ideal for courses on international relations, international studies, international affairs, comparative cultures, political science, education, politics, sociology, history, race, gender, and social justice. It is a must-read for anyone traveling to Cuba as part of study-abroad, professional development, or personal adventure.

Venessa A. Brown received her PhD from Clark Atlanta University. She is Associate Chancellor for Institutional Diversity and Inclusion; Chief Diversity Officer; and Professor of Social Work at Southern Illinois University Edwardsville.

Menah Pratt-Clarke received her PhD and her JD from Vanderbilt University. She is Vice President for Strategic Affairs; Vice Provost for Inclusion and Diversity; and Professor of Education at Virginia Tech.

EBook and print editions available now at peterlang.com and amazon.com

Pitzer College Congratulates President Melvin L. Oliver on his leadership in liberal arts education at The Claremont Colleges
Leadership skills such as decision-making, problem solving, and conflict management routinely top employers’ lists of desired talents for new college hires. In fact, the Job Outlook 2018 Survey conducted by the National Association of Colleges and Employers found that nearly 75 percent of employers seek leadership as a key attribute on résumés. Similarly, as the American workplace becomes ever more inclusive, employers recognize the importance of having leaders who can inspire diverse teams and communicate across differences. For this reason, a number of universities and nonprofit organizations offer unique programs that allow students to develop and practice leadership skills among diverse groups of peers.

Pioneer Leadership Program
At the University of Denver (UD), the Pioneer Leadership Program (PLP) has been in place since 1995. Entering freshmen apply to the highly selective program, which accepts roughly 88 students annually and offers them an academic minor in leadership as well the opportunity to reside in a diverse living and learning community. Although UD has a predominantly white student population, over 40 percent of program participants are members of underrepresented groups.

“Employers want leaders who can work with teams that are not homogeneous, so we select participants to create a diverse community with different perspectives,” explains PLP Director Linda G. Olson, PhD, who also serves as executive director of learning communities and civic engagement for the university.

Students are selected for PLP based on previous experience as well as having an interest in serving in leadership roles on campus, in their communities, and — eventually — in the workplace.

Throughout the four-year program, participants take PLP leadership classes that are highly collaborative and focused on teamwork while helping each person develop his or her own skills. For example, students work in groups to practice communicating across differences and making decisions that are inclusive of diverse perspectives.

Outside the classroom, PLP scholars lead community service projects that require them to research and propose solutions for meeting the needs of local nonprofit organizations and
underrepresented groups on campus and in the community. Past projects have included developing a guide to help first-generation students navigate the process of applying for college admission and financial aid, creating performing arts curriculum specifically for students with disabilities, and writing an intervention guide to help middle school teachers better identify and work with students who have mental health issues.

In addition to these experiences, the residential component of the program makes PLP unique. “We believe the opportunity to live and learn together leads to a more complete understanding of what it means to lead in a diverse community,” says Olson, adding that PLP increased the number of freshmen accepted into the program from roughly 66 to 88 in 2017.

With 1,400 incoming freshmen applying to the program, Olson says this expansion represents UD’s commitment to meeting student demand for the leadership skills that will allow them to thrive in the modern workplace and give back to their communities. “Because so many students have indicated an interest, we are piloting a few new academic courses that focus on leadership that will be open to all students,” she adds.

The Blue Chip Leadership Experience
The Blue Chip Leadership Experience (Blue Chip) at the University of Arizona (UA) began in 1999. Every year, nearly 600 freshmen participate in the program, which consists of workshops, team-building activities, and community service.

“We’ve designed the program … so that students can learn the foundational concepts of leadership, begin building a network, and learn to work with diverse groups of people [in their freshman year],” says Tina Neil, senior director of leadership and career education at UA. After completing the first year of Blue Chip, students can choose to continue with the program for the duration of their college career by taking specific classes and completing unique projects that benefit community organizations while allowing them to develop critical skills such as communicating across differences.

“Alumni often tell me that when they were interviewed for their first jobs, they were always referring to their experiences in Blue Chip as they answered questions about teamwork, decision-making, problem solving, and conflict management,” Neil says. “These are leadership skills that they gain in our program through service projects and classroom lessons.”

Blue Chip students participate in a case study competition in which diverse teams of peers work with local nonprofit groups to address real-life issues facing these organizations. In addition, the third year of the program requires students to complete internships with service organizations where they can gain practical experience working in inclusive environments and meeting the needs of diverse communities.

Throughout the program, diversity and inclusion topics are identified and discussed, says Neil. “No matter what field our students choose as their careers, they have to know how to work with and to lead groups of people from different backgrounds,” she explains. “We talk about how to recognize differences and how to be inclusive — to make sure everyone has a chance to participate in a decision.”

Teach for America Rise Student Leadership Conference
The Teach for America (TFA) Rise Student Leadership Conference is a national leadership program for college students. The all-expenses-paid conference saw 100 participants attend the inaugural event in 2017. The four-
The Office for Diversity & Equity at the University of Virginia congratulates

President Teresa A. Sullivan

for recognition as a Diversity Champion

We commend her leadership in diversity, equity, inclusion, and community outreach

UNIVERSITY OF VIRGINIA

The day conference was created to help students become leaders who are prepared to address inequalities, says Apollonia Trujillo Gallegos, managing director for the TFA Early Engagement Team.

“The event was so successful, we are expanding it to allow 200 students to attend in 2018,” she says. “Applicants are sophomores or juniors who already have a leadership position or are emerging as leaders on their campus.” The conference is open to students in any academic major; TFA recruiters and campus liaisons make certain that all groups on campus know about the conference to ensure a diverse applicant pool, she adds.

Last year’s participants heard from community leaders and TFA alumni about their experiences and attended work sessions that covered personal leadership styles, the ways in which values affect leadership, team management, project planning and execution, and working across lines of difference. Through the use of a personal assessment tool, attendees also had an opportunity to identify their strongest attributes so they can “leverage their unique strengths to improve their leadership skills,” she says.

Interactive breakout sessions covered topics such as operating and managing an organization, building relationships, diversity and inclusion, and inspiring others.

“The goal was to engage and focus participants on leadership, and we accomplished that, according to feedback from participants,” says Gallegos.

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
To help students from Uncommon Schools’ Rochester Prep High School envision their college future and build toward success, a new program engages several of the high school’s seniors to work on research projects with Rochester Institute of Technology (RIT) faculty and students.

In the fall of 2017, seven Rochester Prep students met with RIT faculty to work on capstone projects varying from photojournalism to microbiology to game design and development.

“The idea behind the capstones is to give students the opportunity to go in-depth on a topic, gain exposure to RIT faculty and students and to get on RIT’s campus to have an authentic college experience,” said Christy Hendler, director of Strategic Initiatives at Rochester Prep.

RIT has been a strategic partner since the charter high school’s inception in 2014, with the goal of increasing the number of city high school students who enroll in and succeed at college. Rochester Prep will graduate its first class in June.

The capstone projects provide students hands-on, advanced-level work in fields they would not be able to experience in their high school. “Students come from high school with a whole variety of interests and I don’t know if there’s an interest you can have that RIT doesn’t cover somehow in its programs,” said Doug Merrill, professor and director of RIT’s Center for Bioscience Education and Technology. With guidance from Merrill, Rochester Prep senior Jalynn Webb designed and developed an experiment to examine antibiotic resistance of bacteria found on fruit sold in supermarkets.

The capstone projects have been an encouraging and transformative experience for the high school students as well as the RIT faculty and students. Ashley Bonney, a fourth-year biomedical sciences student at RIT from Prince George’s County, Md., who helped mentor Webb through her microbiological experiment, found it to be a learning experience.

“This is my first experience mentoring,” said Bonney. “It’s nice to see someone like me interested in the medical field and the STEM fields, so I’m glad to encourage her to stay on track. It’s a valuable experience because you get to reinforce what you learned and then you get to help somebody else learn and help to see if they want to pursue this or if it’s something they like.”

Both RIT and Rochester Prep officials hope the program’s reach can extend beyond those two schools and serve as a model for other schools in the region and beyond.
LIKE SO MANY TEXAS TECH RED RAIDERS,
Aliza, Cory, and Ashley are leading the way for a more diverse, equitable, and inclusive world!

Dr. Aliza Wong, Associate Dean
Honors College
Associate Professor, History
2018 Recipient of the YWCA Women of Excellence in Social Justice Award

Cory Powell, Director
The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Mentor Tech)
First African American Chair of the Lubbock Chamber of Commerce and 2018 Recipient TTU Black Faculty/Staff Association Award

Dr. Ashley Gonzales, Senior Director
First Generation Transition & Mentoring Programs and DREAM Resource Center
2017 Recipient of the Lubbock Chamber’s Twenty Under Forty Award

RECENT TEXAS TECH UNIVERSITY’S DIVISION OF DIVERSITY, EQUITY & INCLUSION’S SELECTED FIRSTS:

- 1st LGBTQIA Summit in the Big XII
- “I’m First Gen” Summit
- Chess Coach Alex Onischuk Inducted into U.S. Chess Hall of Fame
- Diversity Mental Health Counselors Program
- Co-Sponsored 1st Lubbock Chamber of Commerce Diversity Summit
- Military and Veterans Program 1st Comprehensive Green Zone Training
- TTU achieved HSI Enrollment Status in Fall 2017

From here, it’s possible!
For more information on the Division of Diversity, Equity & Inclusion visit www.depts.ttu.edu/diversity.
Diversity Champion institutions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities and across academic programs. At the helm of these colleges and universities are the presidents who instill organizational values and goals. Under their guidance, Diversity Champion schools are able to create accessible, diverse, and inclusive campus communities that serve as progressive, exemplary national models of higher education.

In this issue, INSIGHT Into Diversity recognizes the professional achievements of and educational opportunities made possible by these dedicated leaders.
“Leaders in diversity and inclusion model listening to, and learning from, others. Such leaders articulate the educational benefits of diversity, and underscore how diversity and excellence are mutually reinforcing. They seek to eliminate barriers to access and inclusion, and focus continually and comprehensively on campus climate and culture.”

LEGAL CAREER HIGHLIGHTS

• Associate at international law firm Morgan, Lewis & Bockius

• Counsel for the American Association of University Professors

• Attorney-adviser for U.S. Department of Education Office for Civil Rights

JONATHAN ALGER

Jonathan Alger, JD, has served as president of James Madison University (JMU) since 2012 and is a long-time advocate for diversity in higher education. Early in his career, Alger was attorney-adviser for the U.S. Department of Education’s Office for Civil Rights, where he developed national policies on diversity issues in higher education, such as creating parameters for awarding minority scholarships. He went on to serve as assistant general counsel at the University of Michigan, where he helped coordinate the successful defense of the university’s affirmative action admissions policies in two landmark U.S. Supreme Court cases.

Under his direction, JMU has developed a strategic plan to focus on community and civic engagement. As part of his outreach efforts to provide access for underserved students in the state, he initiated the Valley Scholars program, which provides educational enrichment and support for first-generation middle and high school students in the Shenandoah Valley region.

Alger recently created the JMU Task Force on Inclusion, comprised of various campus constituents with diverse perspectives. The task force is designed to ensure JMU remains a supportive and welcoming educational and work environment by reviewing policies and programs affecting the campus climate.

Alger has been recognized as a leader by his peers in many ways. He is a member of the Campus Compact Board of Directors, which builds connections between institutions of higher education and their communities. He also serves on the American Association of State Colleges and Universities’ Council of State Representatives and the Council of Presidents for the Association of Governing Boards of Universities and Colleges. He is a nationally recognized scholar of higher education policy and presents on diversity topics in the U.S. and abroad.
“Diversity enriches our academic environment and serves as a point of pride for Florida State University. Being a diversity champion is a testament to the efforts of our faculty, staff and students who are committed to nurturing a warm and welcoming atmosphere where everyone can thrive.”

– John Thrasher, President, Florida State University
“Columbia is dedicated to increasing diversity in its workforce, its student body, and its educational programs. Achieving continued academic excellence and creating a vibrant university community require nothing less.”

LEE C. BOLLINGER

In 2002, Lee C. Bollinger, JD, became the 19th president of Columbia University (Columbia). Since that time, the university has continued to advance its reputation as a world-renowned research institution focused on academic excellence, global engagement, and community outreach.

Prior to joining Columbia, Bollinger served in the roles of president, dean and faculty member at the University of Michigan Law School. He led the school’s historic litigation Grutter v. Bollinger and Gratz v. Bollinger, in which he successfully defended the benefits and legality of affirmative action in college and university admissions, in the U.S. Supreme Court.

While at Columbia, Bollinger has applied his knowledge and passion for diversity in higher education by overseeing extensive, long-term efforts to recruit and retain faculty from underrepresented groups and to provide teaching and research support for junior faculty. Under his leadership, the university has committed to a total investment of $185 million to fund these efforts.

Bollinger is also credited with creating the university’s Manhattanville campus in West Harlem — Columbia’s most ambitious expansion in over a century. The new campus benefits the historic community of West Harlem by providing an investment for decades to come.

Columbia is advancing on an international scale under Bollinger’s leadership, with the development of eight Columbia Global Centers on four continents, as well as on-campus venues — such as the World Leaders Forum and the Committee on Global Thought — for research and teaching on global issues.

Bollinger, who is one of the country’s foremost First Amendment scholars, is also Columbia’s inaugural Seth Low Professor of Law. His most recent book, Uninhibited, Robust, and Wide-Open: A Free Press for a New Century places him at the center of public discussion about the importance of global free speech.

**WRITINGS BY LEE C. BOLLINGER**

- *Images of a Free Press*
- *Eternally Vigilant: Free Speech in the Modern Era*
- *The Tolerant Society: Freedom of Speech and Extremist Speech in America*
- *Contract Law in Modern Society: Cases and Materials*
CONGRATULATIONS RIT PRESIDENT DR. DAVID C. MUNSON JR. ON ROCHESTER INSTITUTE OF TECHNOLOGY BEING SELECTED AS A DIVERSITY CHAMPION

“RIT has long recognized the importance of diversity to organizational growth and synergy. The unmatched diversity of our academic programs is a direct result of the diverse voices that constantly participate in the RIT conversation, impacting creativity, critical thinking and productivity throughout the RIT culture.” – David Munson
“Diversity and inclusion mean that all members of our community feel welcome and are treated with respect. The University of Oklahoma is made up of students, faculty and staff from a wide variety of backgrounds. The strength of our university family is founded upon our commitment to celebrate this diversity.”

David L. Boren, JD, now in his 24th year as president of the University of Oklahoma (OU), has served longer than any current president of a flagship university in the U.S. He is a former Oklahoma governor and member of the U.S. Senate.

Since his inauguration at OU, the university has experienced significant growth and earned the status as a national model of educational and inclusive excellence. Thirty-one major programs have been added during his presidency, including those that foster understanding between cultures — such as the College of International Studies and the religious studies program — and others that serve residents of the local community and the state of Oklahoma, such as the Institute for Quality Communities. Boren’s presidency has also seen the development of more than $2 billion in construction projects across OU’s three campuses. Chief among Boren’s accomplishments is the development of wide-ranging programs, initiatives, and services to recruit and retain a diverse student body and to foster an inclusive learning environment.

Under Boren’s leadership, OU established the National Diversity Recruitment Model, which encompasses a five-point plan designed to recruit students from underserved communities.

Boren also oversaw the establishment of a Faculty Diversity Council, which coordinates diversity programs and initiatives across campus, among other responsibilities. As recommended by the council, each college has hired a staff member whose sole focus is recruiting and creating a welcoming environment for underrepresented students, faculty, and staff.

Boren’s commitment to campus inclusion also involves the establishment of a Tribal Liaison Office to meet the unique needs of Native American students; designated lounge spaces for LGBTQ students and those who are active military or veterans; and the Freshman Diversity Experience to ensure all OU students are educated about the importance of respect for other cultures. Boren is retiring from OU in 2018.
“We want to model a community of belonging, and we encourage every member of our campus family – from our Board of Trustees to frontline staff – to embrace this important value. We are seeing success across our campus, but share an enduring commitment that there is more work to do.”

ELI CAPILOUTO

Eli Capilouto, PhD, has served as president of the University of Kentucky (UK) for seven years. Capilouto was previously provost of the University of Alabama-Birmingham (UAB) and dean of the UAB School of Public Health. A native of Alabama, he holds several undergraduate and graduate degrees from schools within the University of Alabama system, as well as a doctorate in Health Policy and Management from Harvard University. During his tenure at UK, he has proven his commitment to inclusivity and has championed efforts to increase affordability and access for UK’s diverse student body.

Through the Unconscious Bias Initiative — established in 2016 — Capilouto is working to initiate an open and honest conversation about stereotypes. As part of the initiative, the university’s Board of Trustees, executive leadership, faculty, staff, and students, have undergone training to identify and manage the impact of their unconscious biases. To explore this complex topic in an ongoing, thoughtful way, the university will host a series of online, in-person, and immersive learning opportunities.

A central focus of the university’s strategic plan, developed with Capilouto’s guidance, is closing the achievement gap for underrepresented minority and low-income students. To achieve that goal, the Alliance for Diversity mentoring program was created and currently serves nearly 50 underrepresented minority graduate students. In addition, the William C. Parker Diversity Scholarship Program has been expanded.

Under Capilouto’s leadership, UK has undertaken many other steps to cultivate diversity on campus. For example, the university has directed increased financial resources toward hiring and retaining underrepresented minority faculty. The provost’s office is working to expand course offerings on race and ethnicity. Also, UK recently formed an African American Faculty Advisory Committee and is in the process of developing a Faculty Diversity Council.

ADDITIONAL DIVERSITY INITIATIVES

• Student and president lunch series
• Expansion of the Office of LGBTQ Resources
• Establishment of Courageous Conversations series

Students pose with the University of Kentucky mascot.
The University of Delaware celebrates our individual and collective achievements and embraces diverse backgrounds, capabilities, values and viewpoints. Our commitment to inclusive excellence guides us everyday—in our recruitment efforts, in our classrooms, offices and laboratories and in our actions. Together we are making progress toward a more diverse and inclusive campus. UD is proud to be a 2017 HEED Award winner.

“We are honored at UNF to be a Diversity Champion because it recognizes the tremendous commitment of our faculty, staff and students to an inclusive campus. Our mission seeks ‘to provide an inspiring setting for our diverse community,’ and we want that to be a reality for everyone at UNF.”

John A. Delaney, JD, has served as president of The University of North Florida (UNF) for the past 15 years. During this time, Delaney has instilled diversity and inclusion as core institutional values. Similarly, his focus on providing individualized attention and support for students includes extensive measures to ensure every individual is supported while at UNF.

To this end, Delaney has overseen the growth and development of multiple student resource centers, including the Interfaith Center, the International Center, and the Women’s Center. In addition, Delaney added an LGBT Resource Center with full time staff — one of only two universities in Florida to do so. He also championed gender inclusive housing opportunities to further promote an environment where students of all gender identities would feel safe and supported.

In 2015, Delaney established the Institute for the Study of Race and Ethnic Relations, which explores racial inequality through interdisciplinary research. The institute is expanding the community of scholars conducting research on race and ethnicity, while providing UNF faculty with professional development and students with new research opportunities.

Delaney created UNF’s Commission on Diversity and Inclusion to receive regular, direct input from a group of university stakeholders on issues related to diversity. Part of this effort includes the Courageous Conversations series to encourage respectful and open dialogue to cultivate a respectful and inclusive community.

Prior to Delaney’s leadership at UNF, he led a distinguished career as a public servant, serving two terms as mayor of Jacksonville, Florida. In that office he spearheaded The Better Jacksonville Plan — a $2.2 billion improvement effort that gave the city new public facilities and other amenities — as well as the Preservation Project, a massive land conservation program that provided Jacksonville with the largest urban park system in the country. Delaney is retiring from UNF in 2018.
The University of Delaware celebrates our individual and collective achievements and embraces diverse backgrounds, capabilities, values and viewpoints.

Our commitment to inclusive excellence guides us everyday—in our recruitment efforts, in our classrooms, offices and laboratories and in our actions. Together we are making progress toward a more diverse and inclusive campus. UD is proud to be a 2017 HEED Award winner.
Burns Hargis, JD has been president of Oklahoma State University (OSU) for the past decade and in that time, established a bold vision for creating a modern land-grant university that prepares students for success. Essential to this endeavor is a focus on diversity and inclusion.

Hargis played a significant role in the creation of the OSU Center for Sovereign Nation Engagement and Partnerships, which launched in August 2015. The center has a three-part mission: to improve respect for and understanding of tribal sovereignty; to promote the success and graduation rates of American Indian students; and to improve the number and quality of partnerships between OSU and the 39 federally recognized tribal nations in Oklahoma. The center is jointly funded by OSU and local tribal nations.

Hargis is also responsible for OSU’s Branding Success fundraising campaign, which has significantly increased resources allocated toward diversity and inclusion. Under his leadership, the campaign surpassed its fundraising goal of $1 billion two years ahead of schedule, resulting in $594.8 million toward student support, including the establishment of 1,180 new scholarships.

The Branding Success campaign supports many efforts, including a new Veterans Entrepreneurship Program, which provides student veterans with experiential training in entrepreneurship and small business. Six million dollars of the funds went toward expanding OSU’s study abroad programs, and the academic advising services through The Learning and Student Success Opportunities Center (LASSO), which includes the Paul Milburn Tutoring Program.

Hargis is an OSU alumnus and led a successful business and law career prior to joining the campus administration. He has held leadership positions with a number of organizations, including Bank of Oklahoma, N.A., the Oklahoma County Bar Association, and the Oklahoma Commission for Human Services, among others.

“We hope our success and efforts will show others the transformative impact diversity and inclusion can have on a university’s culture and the behavior of its people. We want our work at Oklahoma State University to inspire others to seek change and achieve progress.”

Career Highlights

- Former president of the Oklahoma County Bar Association
- First chair, Oklahoma Creativity Project
- Inducted into the Oklahoma Hall of Fame in 2009

President Hargis addresses a crowd of students, dignitaries and members of the campus administration during the birthday celebration for the Center for Sovereign Nations at OSU in August 2017.
Indiana University’s unique, unprecedented LGBTQ+ student scholarship campaign is making amazing strides

When Indiana University’s LGBTQ+ Alumni Association launched the nation’s first-ever scholarship campaign for LGBTQ+ college students in 2013, it was a remarkable achievement, simply because of the nature of the initiative. More than four years later, while its symbolism still resonates, the campaign itself is flourishing thanks to eager donors, support from the university as a whole, and diligent work behind the scenes from committed individuals.

“The entire Bloomington community has been enriched by the fabulous work and outreach of the LGBTQ+ Culture Center,” said John Nieto-Phillips, IU associate vice president for diversity, equity, and multicultural affairs, IU Bloomington vice provost for diversity and inclusion, and chief diversity officer. “And we are incredibly grateful to the generous alumni and allies for enabling the center to make IU Bloomington a welcoming and supportive place for all students and community members.”

The campaign was an outgrowth of the LGBTQ+ Alumni Association’s scholarship program, which was established in 2005, and funded academic and emergency scholarships. The latter for students in financial need after being disowned by their families following the disclosure of their sexual orientation or gender identity. Mike Shumate—a 1967 IU Bloomington graduate and retired lawyer who has served as a past president of the LGBTQ+ Alumni Association, an affiliate of the IU Alumni Association, and who currently serves on the board of the IU Foundation—and has been instrumental to the campaign’s success, even if he’s modest about his role.

Since 2005, when the LGBTQ+ Alumni Association’s student scholarship program began, 86 scholarships have been awarded—67 academic scholarships and 19 emergency scholarships. As of this January, the campaign has raised more than $1.25 million in its four years of existence, which doesn’t take into consideration a number of benefactors who have made testamentary bequests or deferred gifts, taking effect after death.

Beyond the academic and emergency scholarships, the LGBTQ+ Alumni Association, along with IU Bloomington’s LGBTQ+ Culture Center, also offers: mini grants for students and student organizations that design and implement projects to benefit the LGBTQ+ community; the Hannah Wilson Memorial Service Scholarship, which requires recipients to follow in the footsteps of the late Wilson, an IU student, by volunteering at the LGBTQ+ Culture Center; the Payne-Stone Scholarship for women who identify as lesbian and have experienced financial hardship due to a lack of family support; the Judy and Inez Reece Scholarship for LGBTQ+ Wellness; the Jeffrey Haynes Hillis LGBTQ+ Scholarship for IU Bloomington students who have taken on leadership roles related to LGBTQ+ issues; and the James D. Fielding Student Advocate Training Award.

Doug Bauder, the director of the IU Bloomington LGBTQ+ Culture Center, an IU Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) program, has also played a major part in the campaign’s success, even if he’s modest about his role.

“‘For a little office like ours to get five gift agreements in the course of a year is remarkable. I think people are looking for ways to support causes they care about and this is one of them, so we’ve benefited,’” said Bauder, whose work has led to IU Bloomington consistently being named one of the nation’s top LGBTQ-friendly colleges by Campus Pride, a national nonprofit network dedicated to improving campus life for LGBTQ+ college students. “The most I’ve done is written thank you notes to people who have given to us. When I thank them, I also send them a monthly overview of what’s going on behind the scenes. I know that fuels people’s passion, because they get to hear some stories about the parents, alumni, faculty, and students who contact us. I’m very proud of the work we do and I want people who give to know about that.”

IU alumnus Jason Sprinkle, who attended IU Bloomington as an undergraduate before receiving his law degree from the IU McKinney School of Law in Indianapolis, is uniquely positioned to assess the impact of the campaign. As both an undergraduate and a law student, Sprinkle received scholarships from the LGBTQ+ Alumni Association. He now works as a gift planning attorney for the IU Foundation, and has been instrumental to the campaign through interacting with donors, in addition to being a member of the LGBTQ+ Alumni Association’s board.

“I was very fortunate that my entire undergraduate and law school studies were fully funded by merit-based academic scholarships. All of those scholarships were founded by or paid by individuals who, out of the goodness of their hearts, decided to generously gift to the university. So, I really felt an obligation to pay that back,” said the Indianapolis-based Sprinkle, who hails from Tell City, Ind. “Being born and raised in a small town in southern Indiana, I’ll never take for granted the fact that I was able to attend a world-class university and receive a world-class education, and at the same time, find my own place in the greater IU and LGBTQ+ community.”
“Kennesaw State is known for innovation and an entrepreneurial spirit. We’re no different when it comes to diversity.

Right now, we’re building committees in our academic and administrative units that ensure diversity-focused conversations are happening regularly across our campuses.”

W. Ken Harmon, PhD, assumed the role of interim president at Kennesaw State University (KSU) in February 2018, having been the university’s provost and vice president for academic affairs for the last seven years. With a background in business education and leadership development, Harmon is a former director of the university’s accounting program and later served as dean of the KSU Michael J. Coles College of Business. Prior to his positions in academia, he was a staff auditor with Pricewaterhouse Coopers, president of his own software company, and a consultant to numerous companies and universities.

Harmon’s acumen in organizational leadership, as well as his passion for community service and engagement, have helped guide KSU toward becoming an even more inclusive learning environment. He has focused on increasing student success as evidenced in graduation rates and improved first-year experiences for students.

As provost, community engagement was an ongoing priority for Harmon. He helped establish a committee called Engage KSU as part of the university’s 2012-2017 strategic plan that was charged with promoting collaboration between Kennesaw State and its larger communities to create mutual benefits through the exchange of knowledge and resources. Harmon was integral to the creation of local partnerships that allow students to learn through service and interactions with diverse members of the surrounding community, while in turn giving nearby residents access to the university’s considerable resources. Such partnerships include collaboration between the KSU Writing Center and area high schools, in which KSU offers tutors to provide instruction, tutor training, and mentorship.

Under Harmon’s leadership, Kennesaw State has also undertaken a comprehensive study of its campus climate and culture, with the goal of ensuring swift action based on the responses of faculty, staff and students, to provide an even more welcoming and inviting campus community.

PREVIOUS POSITIONS

- Accounting professor, University of Missouri
- Dean of the Else School of Management at Millsaps College
- Chair of the accounting departments of Arizona State University’s West Campus, Middle Tennessee State University, and University of North Carolina Wilmington

President Harmon speaks during the university’s fall commencement ceremonies.
“MSU Denver has been committed to diversity and inclusive excellence since its inception. In 2005, students of color comprised 25 percent of our student body. Today, that number is nearly 40 percent. I am so proud that this University continues to work to serve students who have been historically underrepresented.”

AWARDS AND RECOGNITIONS

- Anti-Defamation League Civil Rights Award
- Denver business community Martin Luther King, Jr. Business Award
- Latin American Educational Foundation Sol Truillo National Lifetime Leadership Award

Stephen M. Jordan, PhD, was president of the Metropolitan State University of Denver (MSU Denver) from 2005-2017. A defining characteristic of his presidency was the school’s significant growth in recruitment, retention, and graduation rates. In the 2014–2015 academic year alone, 1,400 more students graduated from MSU Denver than over the course of the past decade. Of the university’s roughly 85,000 alumni, 33 percent graduated during Jordan’s presidency.

Jordan’s focus on recruitment and retention included prioritizing educational outcomes for underserved students and students of color. Under his directive, MSU Denver developed a thriving and inclusive learning community; today, 35 percent of the student body identify as people of color and 32 percent are first-generation.

Jordan also led the university’s efforts to create comprehensive support programs designed to meet the needs of underserved students to ensure their academic success. He created the First Year Success program, a learning community with support services for incoming freshmen. As a result, each year of Jordan’s presidency the number of graduates increased, including students of color.

Jordan has also been a staunch advocate for the rights of Colorado’s many undocumented students. To ensure these young people have equal opportunities to obtain college degrees, Jordan created MSU Denver’s own nonresident tuition rate, which drastically reduced the costs for them. The decision ultimately triggered the passage of Colorado’s ASSET bill in 2012, allowing undocumented students who graduate from a Colorado high school to apply for financial aid. Jordan also set a goal of making MSU Denver a Hispanic Serving Institution by 2018, meaning that Latino enrollment would reach 25 percent. Today, the university is at over 20 percent.
Michael A. McRobbie, PhD, has served as president of Indiana University Bloomington (IU Bloomington) since 2007. In little over a decade, he has managed to transform the university around six principles of excellence that prioritize diversity and inclusion.

He has worked hard to reinvigorate the university’s global outreach, including recruiting and supporting international faculty and students, establishing dual degree programs and partnerships with other countries, and growing international alumni networks. He has improved study abroad opportunities and facilitated collaborative research between IU Bloomington faculty and students with overseas scholars.

McRobbie works to ensure that the university’s diversity and inclusion efforts support underrepresented students at every phase of their educational careers. He has successfully led IU Bloomington in creating a vast network of programs and services that address the unique needs of first generation, ethnic and racial minority, LGBTQ, international, and veteran student populations, among others.

He has also been instrumental in expanding financial support for diverse students. Along with Provost Lauren Robel, McRobbie recently obtained funding to grow the Group Scholars Program — which serves in-state, underrepresented, and first-generation students — from a one-year to a four-year, full tuition scholarship, resulting in a significant rise in retention for participants.

McRobbie facilitates purposeful and educational interactions among IU Bloomington’s diverse student population. Beginning with new student orientation, IU Bloomington students learn to respect and explore intercultural perspectives and to integrate them into their studies and lives as an essential part their education.

McRobbie is a member of the Council on Foreign Relations, and serves as co-chair of the National Academies of Science, Engineering, and Medicine’s Committee on the Future of Voting: Accessible, Reliable, Verifiable Technology.
The innovative Valley Scholars and Centennial Scholars programs at JMU give qualified first-generation students and students from underrepresented groups meaningful academic and financial assistance beginning in the 8th grade and into their college experiences. That’s the kind of commitment you would expect from a Diversity Champion.

‘James Madison University is a visionary leader among campus communities striving for diversity and inclusion.’

— LENORE PEARLSTEIN, publisher of INSIGHT Into Diversity
“RIT has long recognized the importance of diversity to organizational growth and synergy. The unmatched diversity of our academic programs is a direct result of the diverse voices that constantly participate in the RIT conversation, impacting creativity, critical thinking and productivity throughout the RIT culture.”

David C. Munson Jr., PhD, became the 10th president of Rochester Institute of Technology (RIT) in 2017. With a background in electrical engineering innovation and research, Munson has 38 years of experience in higher education as a professor and administrator. Previous leadership roles include chair of the Department of Electrical Engineering and Computer Science at University of Michigan (U-M) and dean of the U-M College of Engineering. Throughout his career, Munson has been a proponent of diversity in STEM and, at U-M led large-scale fundraising campaigns and other efforts to increase the number of underrepresented minority students who pursue STEM education.

Munson’s expertise and passion in this area made him an ideal leader for RIT — the third largest producer of undergraduate STEM degrees among private universities—and its mission to grow enrollment and support for underrepresented students. In the words of RIT board chair Christine Whitman, Munson “shares [RIT’s] commitment to outstanding career-focused education, research and innovation, love of both technology and the arts, and a desire to help students from widely diverse backgrounds succeed.”

Under Munson’s leadership, RIT’s 2017-2018 freshman class is the most racially and ethnically diverse in the school’s history. In addition, 69 percent of RIT’s underrepresented minority students are enrolled in STEM programs, as are 56 percent of its female students. Munson attributes these significant numbers to the “diverse voices that constantly participate in the RIT conversation, impacting creativity, critical thinking, and productivity throughout the RIT culture.”

In 2018, Munson established RIT’s first annual Let Freedom Ring celebration to honor the life and legacy of Martin Luther King Jr. through public readings of his speeches and music and poetry inspired by his work.

President Munson welcomes the newest class of Destler/Johnson Rochester City Scholars to his home for a special ceremony.

ENGINEERING ACCOMPLISHMENTS

- Co-author of Engineering Our Digital Future: The Infinity Project
- Co-founder InstaRecon, Inc., a computer engineering start-up firm
- Dean of the University of Michigan College of Engineering from 2006 to 2016
Food Activist. Entrepreneur. Roadrunner.

Ricardo Rocha’s company delivers groceries and goods to low-income Denver neighborhoods. Rocha’s mission to better himself and his community comes from his background as an immigrant and a man of color who came from a low-income family and an abusive household. His road from Mexico to CEO took him to Metropolitan State University of Denver, where he found a path to a bright college future.

At MSU Denver, we believe that every student should have an opportunity to better their life, because every student has the potential to be something or someone greater, to move up the social and economic ladder; in short, to achieve the American dream. We hope you’ll join us as we work to become the model urban university for opportunity, diversity, excellence and transformation.

Find your own road to success. 
msudenver.edu/rocha

#RUN YOUR OWN ROAD

Ricardo Rocha
B.S. Biology ’17

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“All great leaders must be willing to experience diverse environments, to meet with and understand cultures other than their own, appreciate difference, and advocate for diversity, equity and inclusion. Empathy is paramount. It goes beyond being sympathetic. Empathy values each person and their story.”

Neville Pinto, PhD, began his career in higher education in the 1980s, when he came to the U.S. from Mumbai, India, to pursue graduate studies in chemical engineering. He was on the University of Cincinnati (UC) faculty for 26 years and went on to hold a variety of administrative positions with the university. He also served as dean for the School of Engineering at the University of Louisville (UL) and as UL’s president. In 2017, he was named the 30th president of UC.

Pinto’s extensive service to the university includes helping to establish and advance its diversity and inclusion goals throughout his time as a professor and administrator. He served on UC’s first diversity council and, as vice provost and dean of the graduate school, created a mentoring program for underrepresented and minority graduate students.

As president, Pinto has helped create a strategic plan that prioritizes a number of diversity and inclusion initiatives. At the forefront is the mission to increase UC’s impact and support for the City of Cincinnati. Pinto’s mission to increase the number of local public school students who attend UC, for example, has led to the creation of programs and partnerships to introduce and prepare underserved high school students for the college environment.

One of the most innovative and impactful initiatives to come out of the strategic plan is Co-op 2.0. Through this unique endeavor, UC’s corporate partners offer paid work opportunities for local students to help offset the cost of a college education. Students are able to participate in this program from high school through college. In order to effectively implement such programs and maximize the university’s impact in Cincinnati, Pinto has expanded the role of UC’s vice president for equity and inclusion to include community engagement.
“[Being a Diversity Champion means] a commitment to an environment that seeks diversity in every dimension, from life experience to disciplinary expertise to diversity of thought. We must be an engine for social and economic mobility, attract talent from the broadest pools, and prepare all our students for the world they will enter.”

Tim Sands, PhD, has served as president of the Virginia Polytechnic Institute and State University (Virginia Tech) since 2014. A scientist, educator, and inventor, Sands has dedicated much of his career to advancing the impact of research and innovation in public education. A prolific researcher, he has published more than 250 papers and conference proceedings and has been granted 20 patents in electronic and optoelectronic materials and devices. He is a fellow of the Institute of Electrical and Electronics Engineers, the Materials Research Society, and the National Academy of Inventors.

As president of Virginia Tech, Sands has focused on creating a detailed and ambitious vision for Virginia Tech’s future that places a diverse student body and a progressive, inclusive school culture at its center. Named “Beyond Boundaries,” the extensive plan includes a variety of diversity-related initiatives. For example, it outlines specific qualities for the “VT-shaped student,” such as being service-minded and valuing diverse life experiences.

Under the plan, the initiative InclusiveVT encompasses a range of action steps to accelerate accessibility and to create a campus community more reflective of the outside world. For example, the Beyond Boundaries Scholars program aims to make UVA more affordable for underrepresented, high-achieving high school students. Through the program, dozens of donors have created scholarships matched by the university. As of fall 2017, 90 freshmen were enrolled as Beyond Boundaries Scholars.

In addition to these new programs, Sands has also identified a set of broader, transformational future directions for Virginia Tech. These include eventually offering flexible and personalized degrees to support the increased demand for interdisciplinary study, increasing Virginia Tech’s worldwide leadership in addressing global challenges, and leveraging new technologies so students can more easily share their international experiences with each other.
“Texas Tech’s commitment to diversity is reflected in our recent attainment of benchmarks to be a minority serving institution. But diversity is not achieved through quotas, and that is why we provide a myriad of programs, activities and offices which support and promote the success of a diverse university community.”

Lawrence Shovanec, PhD, was appointed president of Texas Tech University (TTU) in 2016. His 32-year career with the institution includes serving as provost and as dean of the College of Liberal Arts and Sciences as well as interim president for nine months in 2012 and 2013. In each of these roles, he has consistently emphasized the importance of diversity and inclusion in expanding and improving the university.

As provost, Shovanec coordinated initial planning for the establishment of Texas Tech University Costa Rica, which was finalized shortly after he assumed the role of president. The newly established campus will provide students in the U.S. and Costa Rica with opportunities to participate in innovative, intercultural education programs. Shovanec also created the Office of TTU Worldwide eLearning, which enhances the quality and availability of online courses for both residential and nonresidential students.

During his presidency, Shovanec has advanced his goal of offering pathways to a quality TTU education for all individuals. During his first year in office, he increased funding for merit and need-based scholarships by $8 million, which ultimately led to growth in the number of underserved and underrepresented students enrolled. The university’s 2017 freshman class was 27.8 percent Hispanic, surpassing benchmarks to establish TTU as a Hispanic Serving Institution.

In addition, Shovanec’s efforts to improve educational outcomes and support student success have resulted in record retention rates over the last two years. He continues to strive for improved retention, and has set a goal of achieving a six-year graduation rate of 70 percent by the year 2025.

President Schovanec welcomes feedback from students on how to optimize their experience at Texas Tech.
Over the past decade, Oklahoma State University President Burns Hargis has had a bold vision for creating a modern land-grant university that better prepares students for success.

That vision includes a focus and commitment to excellence in diversity and inclusion. Under his leadership, OSU has strived for an inclusive environment that appreciates and values all members of the community.
"Ultimately a university serves its students, and to excel in the 21st-century’s global economy, UVA students must develop a nuanced understanding of different races, cultures, and communities, and be able to work well in teams with people who come from different backgrounds. Only in a diverse, inclusive environment can students build those essential skills."

Teresa A. Sullivan, PhD, assumed leadership of the University of Virginia (UVA) in 2010, and has successfully guided the school’s efforts to grow the enrollment of underrepresented students. During this time, the university has made extraordinary strides toward diversification of the campus community. Since Sullivan first began the process of developing the Cornerstone Plan—a ambitious strategic plan created with input from members across the campus community—UVA has experienced a 44.2 percent increase in African American student enrollment and a 42 percent increase in first generation student enrollment.

To support this significant growth and the diversity of UVA student backgrounds, identities, and cultures, Sullivan has also overseen the expansion of the university’s office for diversity and equity; in the 2015-2016 school year, there was a 226 percent increase in the number of events hosted by the office to enhance group identity and foster cross-cultural engagement.

In anticipation of UVA’s 2019 bicentennial, Sullivan recently launched the President’s Commission on Slavery at the university. The commission recognizes the school’s historic ties to slavery and the oppression of African Americans, and is charged with investigating historically significant university buildings and sites as well as creating an exhibition and programs to highlight the lives of enslaved people who worked on the university’s grounds. UVA has also approved plans for a Memorial for Enslaved Workers to honor these men and women from the early years of the university.

Sullivan holds many civic leadership roles. She is chair of the Business-Higher Education Forum; a member of the advisory board for the Northern Virginia Technology Council; and serves on the executive committees of the Virginia Business Higher Education Council and the Charlottesville Regional Chamber of Commerce.

Published Works

- The Social Organization of Work
- The Fragile Middle Class: Americans in Debt
- As We Forgive Our Debtors: Bankruptcy and Consumer Credit in America

President Sullivan participates in a group selfie with students from UVA.
“At Florida State University, we actively listen to students, faculty and staff and encourage them to recognize that our differences are our greatest strength.”

**JOHN THRASHER**

Before becoming president of Florida State University (FSU) in 2014, John Thrasher, JD, pursued a successful career in business, law, and government, including serving as a state legislator and speaker of the Florida House of Representatives. He is an honored veteran, having earned two Bronze Stars for his service in Vietnam as well as the Army Commendation Medal. Earlier in his career, he served as general counsel of the Florida Medical Association and was the first chair of the FSU Board of Trustees from 2001 to 2005.

As president of FSU, Thrasher has endeavored to support diverse students and communities and to ensure an inclusive campus climate. He is credited with instilling shared responsibility for diversity and inclusion as a guiding principle for the entire FSU community and establishing diversity and inclusion as a major goal of the university’s strategic plan.

To support collaboration and equality in the school’s diversity efforts, Thrasher launched the Student Diversity and Inclusion Council in 2016. Comprised of a cross-section of students from different backgrounds, the council reports directly to Thrasher with input and ideas, such as social media campaigns, to celebrate the diversity of FSU’s campus and promoting the importance of multiculturalism.

Thrasher was instrumental in achieving FSU's designation as an affiliate of the National Coalition Building Institute (NCBI), an organization internationally recognized for promoting social justice, diversity, and inclusion. FSU has assumed the responsibility as an NCBI member institution by assembling a team of faculty and staff to provide diversity and inclusion training for a variety of university constituents.

Thrasher has also worked to increase funding for the recruitment, retention, and graduation rates of first generation, low-income, and minority students through financial assistance and academic support programs. His expansion of FSU’s Center for Academic Enrichment (CARE), which assists first-generation students, resulted in a 10 percent increase in the number of African American students enrolled in the CARE program in two years. Most recently, Thrasher established the President’s Advisory Panel on University Namings and Recognitions, a 15-member group of students, faculty, staff, and alumni charged with reviewing university policies concerning campus names and markers, including possible ties to discriminatory or controversial historical figures. In creating the council, Thrasher pledged to protect free speech while ensuring the safety and well-being of the entire campus community.

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**AWARDS AND RECOGNITIONS**

- FSU College of Business Hall of Fame
- Tallahassee Urban League Living Legend Award
- 2017 Senator Paul Simon Award for Campus Internationalization

President Thrasher scoops a sweet treat for students at the President’s Ice Cream social held annually at FSU to foster a welcoming, inclusive campus.
Beverly Warren, EdD, PhD, has served as president of Kent State University (KSU) since July 2014. Upon assuming the role, she embarked on a six-month listening tour, meeting with faculty, staff, students, alumni, and community leaders at all eight campuses. Following the tour, she produced an ambitious six-year plan, “A Strategic Roadmap to a Distinctive Kent State.”

Her plan prioritizes the success and wellbeing for KSU’s diverse population of 40,000 students. Most notably, it highlights student health, as evidenced by Warren’s move to prohibit smoking and tobacco use on campus in July of 2017 as part of a larger initiative called “Kent State of Wellness.” That program focuses on improving students’ mental health, physical activity, nutrition, smoke and tobacco use, alcohol and drug use, preventive medical care, and safety.

As part of the wellness initiative, Warren draws on her background as a widely published scholar in the field of exercise physiology, the topic of her PhD dissertation from Auburn University. Her prioritization of health and physical fitness also stems from her experience as a Fellow of the American College of Sports Medicine — she was elected to its Board of Trustees in 2004 and is a former president of its Southeast Chapter.

Warren created a $1 million fund to support the recruitment of diverse faculty, which has significantly increased the number of hires and tenure track faculty from underrepresented groups.

Previously, Warren served as provost and senior vice president at Virginia Commonwealth University. She is a member of the Board of Trustees for the Cleveland Orchestra and also serves on the board of directors for several organizations: Team NEO, an economic development organization focused on creating jobs for the residents of Northeast Ohio, the Greater Akron Chamber of Commerce, the Northeast Ohio Council on Higher Education, and the Northeastern Educational Television of Ohio Inc.

“Diversity and inclusion are core values that are embedded in all facets of our institution. A focus on inclusive excellence elevates our student experience and nurtures an environment where our values — diversity of culture, beliefs, identity and thought — reflect our unwavering commitment to live our promise in all we do.”
The Department of Anesthesiology at the University of Utah has full-time academic opportunities for BE/BC anesthesiologists. Clinical track positions at the assistant and associate professor levels are available. Submit CV and cover letter to: Dr. Talmage D. Egan, Professor and Chair, Department of Anesthesiology, University of Utah School of Medicine, 30 North 1900 East, Room 3C-444, Salt Lake City, UT 84132-2304. Email: Jeffrey.Mann@hsc.utah.edu

Values and Culture Clause:
The University of Utah Health (U of U Health) is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The U of U Health values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to our mission.

EEO/Diversity Information:
The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans' preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University's nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm 135, (801) 581-8365.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

Surgical Intensivist
The Division of Cardiothoracic Surgery at the University of Utah seeks an academic surgical intensivist. Successful applicants should be qualified at the level of Assistant or Associate Professor, possess excellent clinical skills, and strong interests in teaching and research. Board certification or eligibility in critical care is required. Primary specialty could include Thoracic Surgery, Emergency Medicine, or Surgery. The successful candidate would join a team of critical care physicians and cardiothoracic surgeons to provide care for patients in the Cardiovascular Intensive Care Unit at the University of Utah. Responsibilities would include caring for the full spectrum of cardiothoracic surgery patients, thoracic transplantation, and mechanical circulatory support. As a member of the Division of Cardiothoracic Surgery, the applicant should possess a strong interest in education of students, residents, and fellows as well as an interest in clinical, outcomes, or translational research. Position available July, 2018.

Applicants must apply online: http://utah.peopleadmin.com/postings/73407

Interested applicants should contact:
Heather Clark,
Division of Cardiothoracic Surgery,
Heather.Clark@hsc.utah.edu

The University of Utah Health (U of U Health) is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The U of U Health values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to our mission.

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The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

Institute for Advanced Study
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The Institute for Advanced Study invites applications and nominations for the Harold F. Linder professorial position in the School of Social Science. This position is for a scholar who works in the broad field of sociology and/or history.

This is a tenured position. We are seeking a scholar whose work offers a critical and innovative approach in the social sciences and whose disposition is open to a fruitful dialogue with the other disciplines represented among our faculty and the members selected to spend a year in the School. Candidates must have distinguished records of achievement and clear potential for further significant contributions.

The Institute for Advanced Study is an equal opportunity institution encouraging a diverse pool of applicants. We believe in the inherent value of diversity and equal opportunity, recognizing that a truly diverse workforce will bring a wider array of perspectives, as well as more innovative and effective solutions, to the organization. As a community dedicated to intellectual inquiry, we are resolutely committed to the values of diversity, equity, and inclusion.

Please address all responses to
Dr. Robbert Dijkgraaf, Director,
Institute for Advanced Study,
1 Einstein Drive, Princeton, NJ 08540.

Applications should include a vita and a list of publications.
Deadline is April 15, 2018.
https://ias.synchr-recruit.com/job/65158/
harold-f-linder-professorial-position

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LEARNING FROM AFRICA’S LEADING WOMEN

In honor of International Women’s Day and the mission to empower women and girls everywhere, Wellesley College, a private women’s institution in Wellesley, Mass., recently hosted its first African Women’s Leadership Conference.

The event invited students, faculty, and community members to hear from several of Africa’s most preeminent female activists on the challenges facing female leaders in Africa and worldwide, and how African women are overcoming such challenges to transform their communities. Attendees participated in breakout sessions and discussions on how to offer support on local, national, and global levels.

The conference was held on Thursday, March 8 and continued through the evening of Friday, March 9, when former Liberian President Ellen Johnson Sirleaf — the first woman to be elected head of state of an African nation — gave a keynote address. The Mastercard Foundation, which provides scholarship funding for disadvantaged female students, supported the conference in partnership with Wellesley.
Through the Campus Awareness, Resource and Empowerment (CARE) Services, Kennesaw State University supports students who have experienced homelessness and/or food insecurity, as well as those who have been in foster care. CARE Services provides campus housing, food, linens, personal items, and a temporary work program. CARE Services supports students in need as they make their way toward a better future.

You can help CARE for students in need. Give back at community.kennesaw.edu/givetostudents.

198 students received nutritious meals
25 students received housing support
144 students assessed for need and, when appropriate, provided assistance
Chartered by the state of Georgia in 1785, the University of Georgia is the birthplace of public higher education in America. What started with a commitment to inspire the next generation through public higher education sparked a movement that continues to shape our nation. For the fourth consecutive year, the University of Georgia has been recognized for providing an inclusive, welcoming environment for all students. It’s our commitment.