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Mentors Make a Difference
Matching mentors with students increases the chances of success for minority students in doctoral and postdoctoral programs
By David Sheets

Three Strategies for LGBT Inclusion in the Workplace
By Simma Lieberman

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We Need Leaders Who Understand the World, Not Just a Portion of It
By Richard L. Griffith, PhD

In a Financial Bind, HBCUs Urge More Support from Alumni
By Tannette Johnson-Elie

On the cover: Dr. Willie Reddic and Dr. Patricia Stith attend a Minority Graduate Student Orientation Program (MGSOP) at Syracuse University. Above: Dr. Stith with MGSOP members at Syracuse University.
We Need Leaders Who Understand the World, Not Just a Portion of It

By Richard L. Griffith, PhD

11132 South Towne Square, Suite 203
St. Louis, Missouri 63123
314.200.9955 • 800.537.0655 • 314.200.9956 FAX
info@insightintodiversity.com
editor@insightintodiversity.com
www.insightintodiversity.com

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Contacts:
Lenore Pearlstein | Publisher
Holly Mendelson | Publisher
David Sheets | Editor
Daniel Hecke | Art Director
Rebecca Prinster | Editorial Assistant

Editorial Board:
Pamela W. Arnold
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Anise D. Wiley-Little
Damon A. Williams, PhD

Contributing writers:
Vicky Ayers
Janet Edwards
Natalie Gibson
Richard L. Griffith, PhD
Janelle Harris
Tannette Johnson-Ellie
Jeffrey W. Larocca, JD
Simma Lieberman

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NADOHE President Urges CDOs to Carry on Nelson Mandela’s Legacy

The legacy of the late Nelson Mandela leaves important, lasting messages for higher education, says Benjamin Reese, president of the National Association of Diversity Officers in Higher Education (NADOHE).

Reese hopes those remain fresh with chief diversity officers everywhere.

Mandela, 95, the former president of South Africa and a moral compass for millions of people around the world, died Dec. 5 after a long illness. He was lionized for fostering racial reconciliation and inclusion in a part of the world where both were rare. Reese told INSIGHT Into Diversity that Mandela’s efforts should continue on a global scale, particularly in education, if the roots of diversity and inclusion are to grow deep.

“Beyond the obvious message of courage and steadfast commitment to equality and social justice” that Mandela delivered, Reese said, “two things deeply resonate with me: [Mandela’s] pragmatism in embracing a wide range of strategies and tactics, based on their appropriateness and effectiveness at a given moment, while at the same time holding fast to values and principles.”

Reese said Mandela always inspired him but never more so than after a visit in 2004 to South Africa. There, Reese met one of Mandela’s former jailers, Christo Brand, who was a consultant on an audio documentary of Mandela’s life. He was amazed that a man who once imprisoned Mandela had become one of his champions.

“In [Mandela’s] spirit, I also strive, sometimes with great difficulty, to truly see the goodness in every woman and man, and to seek opportunities to forgive others and to move on,” Reese said. “I would implore my fellow CDOs to look for opportunities for forgiveness, partnership, and collaboration among the widest range of individuals and viewpoints. The similarities of our common humanity will always outnumber our differences.”

NADOHE is a partner of INSIGHT Into Diversity.

— David Sheets

Washington University Diversity Grant Targets Science Training

Washington University in St. Louis, Mo., has received a $1.8 million grant to foster diversity within its Division of Biology and Biomedical Sciences (DBBS) PhD training program.

The grant, one of two awarded by the National Institutes of Health (NIH) under the Initiative to Maximize Student Development, will be distributed over five years and fund a total of 20 incoming minority students.

“Studies have indicated that diversity of thought, perspective, and background among individuals working as part of a team enhances performance,” said Cherilynn Shadding, PhD, principal investigator of the grant and outreach director of The Genome Institute at Washington University. “To that end, the pursuit of scientific excellence should include students from all backgrounds.”

The NIH funding provides for educational initiatives that help students master essential skills, such as giving oral presentations and writing scientific papers. The program also provides exposure to career opportunities and mentors in the various scientific fields.

— Rebecca Prinster
Preservation Project Documents
HBCU Newspapers

A research project led by a chapter of the Afro-American Historical and Genealogical Society, Inc. (AAHGS) is attempting to archive and preserve student newspapers from historically black colleges.

Conceived at the Nashville, Tenn., chapter of AAHGS, the HBCU Newspaper History Project makes historical newspapers available for free online with the help of private and public funding. The chapter has received a $5,000 research grant from the University of Phoenix and a $500 technology grant from the Tennessee State Library and Archives.

The project also compiles video clips and written comments from former and current editors, staffers, advisors, and administrators. Project organizers encourage other AAHGS chapters to adopt a school and assist in the effort.

Early last year, students from across the country met in Nashville to commemorate the 130th anniversary of the founding of The Fisk Herald. The newspaper at the historically black Fisk University in Nashville was the first of its kind in the country when it appeared in 1883. The archives of the paper are available online.

“There is no better place to get a chronicling of the HBCU world and the students’ perspectives on the broader world than in HBCU newspapers,” said Pamela Foster, AAHGS national special projects chair, speaking at the anniversary event. “Not only are they a great source of history in general but also of specific information on students, all of whom are or will be someone’s ancestral family member.”

Foster believes other chapters will want to adopt schools with HBCU student newspapers. The Nashville chapter of the AAHGS has adopted papers from Fisk, Tennessee State University in Nashville, Tuskegee University in Tuskegee, Ala., and the now-closed Mary Holmes Seminary in West Point, Miss.

— Rebecca Prinster
Four Chosen for UConn Diversity Fellowship Program

The University of Connecticut (UConn) has implemented a fellowship program to bring a diverse group of scholars to campus. The Vice Provost for Diversity Pre-Doctoral and Post-MFA In-Residence Fellowships pair four PhD candidates with their respective academic departments in a mutually beneficial partnership.

This is the first year the office of the vice provost for diversity at the university has offered the fellowship. Applicants were required to be doctoral candidates or post-MFA and currently involved in a project at a school other than UConn. Applicants were also evaluated by their commitment to the advancement of diversity and to increasing opportunities for underrepresented or disadvantaged groups.

The fellows each receive a $27,000 stipend, with benefits, plus a $3,000 research/travel budget. Participating UConn institutes include the Asian American Studies Institute; Institute for African American Studies; Institute of Latina/o, Caribbean, and Latin American Studies; and the Women's, Gender, and Sexuality Studies. The fellows are expected to teach one class during the spring semester and share their work in a public forum.

“I am able to be more productive in my research and writing,” says LaToya Eaves, fellow in the Women's, Gender, and Sexuality Studies program, “and don't have to deal with the added stress of other employment during my dissertation year.”

Quan Tran, fellow with the Asian American Studies Institute says, “This program...has also exposed us to faculty and students throughout the University who have been welcoming and generous in sharing their friendships and their expertise.”

Along with Eaves and Tran, Amanda Almond and Melissa Huerta plan on becoming members of the professoriate upon completing their studies.

Jeffrey Ogbar, vice provost for diversity at the university, says the program is modeled on similar initiatives with proven track records of success at leading universities including Dartmouth, the University of Pennsylvania, the University of Virginia, and Notre Dame.

— Rebecca Prinster

Indiana University’s Sanction of GLBT Scholarship Is a First

The Gay, Lesbian, Bisexual, Transgender Alumni Association (GLBTAA) at Indiana University (IU) launched the first university-sanctioned scholarship campaign this fall, making it the first in the nation to carry that distinction. The GLBTAA has awarded academic and emergency scholarships since 2005, but this is the first time the funds were sanctioned by the university.

An anonymous donor pledged to match every dollar raised up to $500,000, which will provide a large portion of the $1 million funding goal the GLBTAA set for its campaign. At the time of publication, $650,000 had been raised.

“A principal factor in launching our IU GLBTAA Scholarship Campaign is to create an endowment so that we can continue awarding scholarships well into the future,” says Mike Shumate, IU GLBTAA president. “We also hope and anticipate being able to increase the amount and number of scholarships.”

Since 2005, the GLBTAA has awarded 28 academic scholarships and 11 emergency scholarships throughout the university’s eight campuses. Four academic scholarships have been granted for the 2014 spring semester. Academic awards are based not only on outstanding classroom achievement, but also leadership on GLBT issues, regardless of sexual orientation or identity. Emergency scholarships are given to students who have lost the financial backing of their families as a result of disclosing their sexual orientation or identity.

“The emergency scholarships are critical for those who get cut off because they are gay,” says Paula Grez, an IUB graduate who received an academic scholarship from the GLBTAA. “The whole point is that we need to educate people so this doesn’t happen. But since it does happen, these scholarships provide a way to address these critical situations.”

Currently, emergency funds are awarded in amounts up to $3,000 over one academic year and up to $2,000 for academic scholarships per year. Shumate anticipates revising those amounts as the scholarship endowment becomes more significantly funded.

— Rebecca Prinster
Amanda Almond has been awarded a Vice Provost for Diversity Pre-Doctoral and Post-MFA In-Residence Fellowship from the University of Rhode Island in Kingston, R.I.

John Burnett, PhD, has been named special assistant to the president for equal employment and educational opportunity and manages the Social Equity Office at California University of Pennsylvania in California, Pa. Previously, he was director of equal opportunity and affirmative action at the University of Nevada, Reno.

Rudolph Crew, EdD, has been named president of Medgar Evers College in New York, N.Y. Most recently, he served as chief education officer in the state of Oregon.

LaToya Eaves has been awarded a Vice Provost for Diversity Pre-Doctoral and Post-MFA In-Residence Fellowship from the University of Connecticut. She is a doctoral candidate at Florida International University in Miami, Fla.

In a newly created role, Paula Edgar, JD, has been named chief diversity officer at New York Law School in New York City. She was the associate director of career services at Seton Hall University School of Law in Newark, N.J.

Robert Franklin, PhD, has been appointed senior advisor for community and diversity to the provost and other senior administrators at Emory University in Atlanta, Ga. He was a presidential distinguished professor of social ethics, director of black church studies at the Chandler School of Theology, and senior fellow at Emory’s Center for the Study of Law and Religion.

Sean Huddleston has been appointed assistant vice president for strategic implementation, inclusion, and equity division at Grand Valley State University in Allendale, Mich. He directed the Office of Intercultural Training, Learning, and Development at the college.

Melissa Huerta has been awarded a Vice Provost for Diversity Pre-Doctoral and Post-MFA In-Residence Fellowship from the University of Connecticut. She is a doctoral candidate at the University of Illinois at Chicago.

Nicole Price, JD, has been appointed chief diversity and inclusion officer of the newly established Office of Diversity and Inclusion at Suffolk University in Boston, Mass. Previously, she served as director of diversity, inclusion, and affinity relations for Suffolk University law school and interim dean of law admissions.

James Rodgers has been named a fellow of the Institute of Management Consultants USA. He is the CEO of J.O. Rodgers and Associates Management Consultants and is an INSIGHT Into Diversity Editorial Board member.

Daryll Smaw, EdD, has been appointed interim director of the Intercultural Center at Swarthmore College in Swarthmore, Pa. Previously, he served as the associate dean for multicultural affairs at the college, from 2002 to 2011.

Quan Tran has been awarded a Vice Provost for Diversity Pre-Doctoral and Post-MFA In-Residence Fellowship from the University of Connecticut. She is a doctoral candidate at Yale University in New Haven, Conn.

Has your campus or company recently hired a new diversity administrator? Has your college or university received grant funding for a diversity initiative? INSIGHT Into Diversity would like to publish your news. Please email: editor@insightintodiversity.com.
THIS ISSUE’S NOTABLE EVENT

NADOHE 8th Annual Conference

The eighth annual conference of the National Association of Diversity Officers in Higher Education (NADOHE) is being held March 10-12, in San Diego, Calif. The theme of the conference is “The Chief Diversity Officer as Strategic Catalyst: Constructing New Horizons in Higher Education.” Keynote speakers include Daryl G. Smith, PhD, from the Claremont Graduate University, and Mitchell J. Chang, PhD, from the University of California, Los Angeles.

Visit надоhe.org/conferences for more information.
Resolve to Put More Effort Into Job Searches

By Vicky Ayers

A job candidate who submitted his application materials to me had listed his hobbies on his résumé. They included whitewater kayaking, hiking, tennis, and working on his first novel. Very cool, one would think. Then his name turned up in a different executive search I conducted, and I noticed that his cover letters for both job applications were identical except for the names of where he was applying. Not cool at all.

When a person is out of work or looking for the next step up in a career, it is tempting to create a formulaic cover letter as a time-saver, because it is easier to replace a few words in a two-page letter than it is to create a whole new document. This job candidate would not use a similar preparation, tools, or skills to ride a kayak down a whitewater canyon or to work on his novel. He would instead focus on specifics that serve him best and bring desirable outcomes for each task. Effective job searches require similar focus.

So make a resolution for the new year to put as much time, energy, and commitment into searching for work as into anything that is done as a diversion. Spend four hours a week on Sudoku, or knitting, or working on a motorcycle? Then spend four hours researching potential employers so that cover letters reflect an understanding of a company’s values and an appreciation for the company’s mission. Cover letters, like résumés, also should look professional, clean, and accurate, and they should be checked for errors by someone other than the author.

Take back some of the time spent schmoozing with friends on Facebook or other social media and spend it instead on revising and reformatting a résumé. Even if people are in the same position for many years, their résumés should be updated at least every five years, and every two years is even better. The updates should make the document tight and clean, should include enough white space to make it easy to read, and should have content arranged in chronological order.

Résumés should be current and look professional, but that’s not all. Even contented employees who have no intention of changing jobs should shop their résumés around every few years. They should seek opportunities that look like logical next steps in their careers. Although these employees may not be interested in a move now, they might be someday, and knowing what to expect from a search process is good experience. Understanding what employers and recruiting firms want helps prepare potential and current job applicants. And job seekers who apply through search firms often can obtain feedback on their materials, their experience, and their credentials that boosts their chances of success. Shopping a résumé also helps identify where employees are falling behind so they can update skills and experience in preparation for their next great job.

It is easy, after working in the same position for a significant period, to fall into habits, such as performing duties just as they always have been performed and not keeping abreast of evolving practices. Instead of spending six hours a week playing golf or bowling, try taking courses that upgrade professional skills or learn how to use new work-related technologies. Time and energy put toward building skills and experience are invaluable and better over the long term than playing a round with the club pro.

We all drift in and out of various interests. What fascinated us at 16 is passé and boring at 26, but our careers stay with us. The work of our lives is a practicality, to be sure, but it is also a monument to our accomplishments that we build year by year, one step at a time, as each of us strives for our own version of “the good life.” That should be worth the effort. That should be worth the time. That should be worth at least as much dedication as the effort spent following a favorite team or planting rose bushes.

Vicky Ayers is senior director for executive recruitment at RPA Inc., a private national firm serving the recruiting needs of higher education and nonprofits. Vicky is a member of the INSIGHT Into Diversity Editorial Board. If you have a question, email Vicky at vayers@rpainc.org.
Anti-Bullying Laws Lead the Next Wave of Rights Legislation

By Jeffrey W. Larroca, JD

In 1962, a newspaper advertisement stating, “Help Wanted — Women Need Not Apply” did not violate federal law. Two years later, Title VII was passed to protect most job applicants and employees from discrimination based on gender, race, color, national origin, and religion. Three years later, passage of the Age Discrimination in Employment Act expanded such protections to include applicants and employees over age 40.

Fast forward to 1990, when the Americans with Disabilities Act was enacted. As President George H.W. Bush stated upon its passage, “Let the shameful walls of exclusion finally come tumbling down.” The law explicitly covered an estimated 43 million Americans who were considered disabled. Employers were not only prohibited from discriminating against individuals with disabilities, but they were also required to provide reasonable accommodations to assist these individuals in their duties.

As these laws passed, a new form of discrimination arose: harassment. Nowhere in the text of the aforementioned laws was there a prohibition against behavior—based on a protected status such as age or sex—that created a hostile work environment. The courts later analyzed such behavior and determined that harassment was a form of discrimination.

In 2008, amendments to ADA loosened the definitional restrictions courts were applying to who was and was not disabled. Since then, the courts have revisited Title VII’s definition of “sex” and determined that it not only prohibits discrimination against men and women, but also against the transgendered.

In the words of one such court, “A person is defined as transgender precisely because of the perception that his or her behavior transgresses gender stereotypes. The very acts that define transgender people as transgender are those that contradict stereotypes of gender-appropriate appearance and behavior. There is thus a congruence between discriminating against transgender and transsexual individuals and discrimination on the basis of gender-based behavioral norms. Accordingly, discrimination against a transgender individual because of her gender-nonconformity is sex discrimination.”

Additionally, there are analogs to federal law. In states and municipalities, legislatures and other public bodies create new rights for employees every year. In New York City, for example, it is now a violation of law to discriminate against a job applicant who is unemployed. In several states, victims of domestic abuse receive protected status.

As time passes, employment rights expand. Once instituted, they rarely contract.

One new right on the cusp of breaking out is legal protection from bullying. Pennsylvania is one of the latest among more than two dozen states to introduce legislation that would prohibit bullying in the workplace. Indeed, anti-bullying legislation was introduced in 10 states in 2013.

Pennsylvania’s Healthy Workplace Act is much like its counterparts in other jurisdictions. It begins with a sweeping declaration of purpose: The General Assembly finds and declares as follows:

1) The purpose of this act is to provide legal redress for employees who have been harmed psychologically, physically or economically by deliberate exposure to abusive work environments and to provide legal incentives for employers to prevent and respond to abusive treatment of employees at work. … 3) At least one-third of all employees directly experience health-endangering workplace bullying, abuse and harassment during their working lives. 4) Workplace bullying, abuse and harassment is four times more prevalent than sexual harassment alone. 5) Workplace bullying, mobbing and harassment can inflict serious harm upon targeted employees, including feelings of shame and humiliation, severe
anxiety, depression, suicidal tendencies, impaired immune systems, hypertension, increased risk of cardiovascular disease and symptoms consistent with post-traumatic stress disorder. 6) Abusive work environments can have serious consequences for employers, including reduced employee productivity and morale, higher turnover and absenteeism rates and significant increases in medical and workers’ compensation claims. 7) Legal protection from abusive work environments should not be limited to behavior grounded in a protected class status. … 8) Existing workers’ compensation provisions and common-law tort law are inadequate to discourage abusive work environments or to provide adequate redress to employees who have been harmed by abusive work environments.

Translation: It doesn’t make sense to have workplace protections against offensive behavior for only some people while others who are not in a protected category have no such protection; a lot of people—one out of three Pennsylvanians—will be or have been bullied in the workplace; and we need to stop it.

If the law is passed, “abusive” conduct—a concept that will vary from jury to jury—will be outlawed in Pennsylvania workplaces, and that prohibition will have sharp teeth. As set forth in the law, “An employer shall be vicariously liable for a violation … committed by its employee,” and that liability can include:

• Reinstatement.
• Removal of the offending party from the plaintiff’s work environment.
• Reimbursement for lost wages, front pay, and medical expenses.
• Compensation for pain and suffering.
• Compensation for emotional distress.
• Punitive damages.
• Attorney fees.

Because of a gubernatorial race in 2014, the proposed Pennsylvania act may well receive the boost it needs for passage. That is why employers should get ahead of the curve, institute anti-bullying policies in conjunction with their anti-harassment and workplace violence policies, and emphasize the seriousness of such behavior by a practice of zero-tolerance.

Jeffrey W. Larroca is a member of the Eckert Seamans law firm in Washington, D.C., in the litigation division. He focuses his practice on labor and employment, and litigation. He is also a member of the INSIGHT Into Diversity Editorial Board. If you have a legal question for Jeff, you can reach him via email at JLarroca@eckertseamans.com.
Three Strategies for LGBT Inclusion in the Workplace

By Simma Lieberman

Challenge: Lack of education beyond the corporate office

Many organizations tout their policies and benefits, but often there is little education or information provided to people in the field. The further the workplace is from the corporate office, the less people know about diversity and inclusion issues — and lesbian, gay, bisexual, and transgender inclusion in particular.

Uninformed and biased employees create uncomfortable work environments for LGBT people. I have worked with several organizations where this was the case, and LGBT people not only were closeted, but they did not feel safe speaking up when they heard offensive comments.

Strategy for change:

Develop educational programs that go beyond the corporate office. Create opportunities for a dialogue, perhaps with a trained facilitator, and have meaningful interactions with lesbian, gay, and bisexual people. Include transgender people in the conversation.

Challenge: Lack of accountability process

Senior management may feel good about domestic partner programs and other benefits, but no accountability process exists to ensure managers are creating a culture of acceptance, and they may not be passing on the correct message to employees. There is no benchmark for demonstrating inclusive behaviors toward LGBT people.

Strategy for change:

Be clear about the message by creating a process where people at each level are held accountable for the information they pass on so that people receiving the information understand it, buy into it, and can articulate it down the line.

Challenge: Lack of engagement with LGBT employees

Suppose someone assumes that because a person is lesbian, she wouldn’t be comfortable going out to a “straight” bar or restaurant, and so she is not invited, although the location is one where informal networking and decision-making occur. The woman then feels excluded.

Strategy for change:

Create opportunities for people to discuss concerns and to ask questions. Make it clear that an LGBT lifestyle does not prevent people from wanting to do their best work, care for their families, pay their mortgage or rent, and be safe from harm.

Simma Lieberman creates workplace cultures where people love to do their best work and customers love to do business. Follow her on twitter: @theinclusionist. E-mail Simma@SimmaLieberman.com or call 510-527-0700. Simma Lieberman is the co-author of Putting Diversity to Work, How to Successfully Lead a Diverse Workforce.
Disability’s Impact is Broader Than People Realize

By David Sheets

People with disabilities are more prevalent than Americans realize, and accepting that fact would close the gap between the disabled and the nondisabled, says Assistant U.S. Secretary of Labor Kathleen Martinez.

“Disability employment should not be a special issue,” Martinez said during a recent speech in St. Louis, Mo. “Because it’s not about things that happen to other people. Disability is about everyone. It affects all of us.”

The scope is broad because each of us knows someone who has a disability or may at some point become disabled and not know it, Martinez explained. She was the featured guest in December at Centene Corp., as part of a speaker series sponsored by the Starkloff Disability Institute (SDI). The institute fosters social and economic independence for people with disabilities.

“How many of us are taking care of an aging parent facing new, acquired health conditions?” she asked. “How many of us know the parent of a child with special needs who may need a flexible work schedule? Disability-related issues are all around us.

“How many of you have had an unexpected illness or injury? How many of you are acquiring some health issues as you age? Maybe you aren’t hearing or seeing as well as you used to.

“You know as well as I do that these situations are common. They happen every day,” she continued. “And although we may not always label them as such, these acquired conditions are, in fact, disabilities.”

Martinez heads the Labor Department’s Office on Disability Employment Policy. She travels the country speaking about disability rights and describing how Washington tries to support them.

She also sets an example. Martinez, who was appointed to her post by President Barack Obama, has been blind since birth.

“Let’s see, I’m blind. I’m a Latina. I’m a woman. I’m a lesbian. In other words, I’m a walking diversity checklist,” she told her St. Louis audience.

Martinez’s presentation was titled “Strengthen Your Workforce: The Disability Advantage.” She spent 90 minutes explaining that American workplaces and educational institutions improve faster by having disabled employees than by not having them.

Of course, getting employers to look past people’s disabilities to see their abilities remains an enormous challenge, she acknowledged.

In March, enhanced rules in the Rehabilitation Act of 1973 and the Vietnam Veterans’ Era Readjustment Assistance Act of 1974 will go into effect. The rules insist that federal contractors and subcontractors at all levels, including higher education, work harder to hire and train qualified veterans and people with disabilities. The rules also include benchmarking to reach certain goals.

But Martinez believes if people really knew what constitutes disability, they would be surprised and perhaps less judgmental, and more barriers would come down.

“At any time, any one of us can become disabled, and three in 10 of us probably will at some point in our lives,” she said.

The probability is high not due to disease or mishaps, but age. That reality is settling over workplaces everywhere.

“Every day, 6,000 people in the U.S. turn 65,” Martinez said. “And because there are fewer younger workers to take their place, and because the retirement system will no longer be able to handle all those early retirements.”

The definition of what constitutes a disability broadens even more when one considers the accommodations many of us need to do our jobs.

“All of us need workplace supports and productivity enhancements, not just [persons with disabilities],” Martinez said. “Your computer is a workplace support. So is your smartphone. And so is that $1,500 ergonomic chair you requested.

“So, as I said, it’s time to take disability off the special shelf and remember that disability is an inherent part of the diversity that encompasses all of us.”

David Sheets is the editor of INSIGHT Into Diversity.
OFCCP Faces Tough Scrutiny on Capitol Hill

Hearing has lots of heat but sheds little light regarding the agency’s new regulations

By Shirley J. Wilcher

In September, the Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) published regulation changes that add tough new requirements to the enforcement of the Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA) and Section 503 of the Rehabilitation Act of 1973. Both revised regulations are groundbreaking in that they require federal contractors to develop numerical benchmarks or goals that help promote equal employment opportunity for veterans and individuals with disabilities.

The House Subcommittee on Workforce Protections held an oversight hearing in December. OFCCP Director Patricia A. Shiu was among those who testified about the new regulations and the OFCCP’s other enforcement activities. The American Association for Affirmative Action (AAAA) and the Leadership Conference on Civil and Human Rights were among the organizations submitting testimony.

Regulations, Process Defended

In his opening statement, Subcommittee Chairman Tim Walberg (R-Mich.) said he had heard concerns about the additional burdens that would be imposed by the OFCCP’s proposed regulations. Witnesses reportedly described how the rules would add unprecedented amounts of paperwork to existing reporting requirements. They claimed the regulations set arbitrary hiring goals for certain classes of workers, but that a contract can be revoked if employers fail to meet these so-called goals. Witnesses also said they believed the regulations essentially require job applicants to disclose a disability before being offered employment, even though the Americans with Disabilities Act prohibits this type of invasive inquiry.

Walberg said one organization described the OFCCP’s enforcement as “all stick and no carrot,” and that the office’s team was focused on surviving the next audit.

Director Shiu testified that the VEVRAA and Section 503 regulations “were badly in need of updating, that the VEVRAA regulations did not reflect the concerns of returning veterans, and that the Section 503 regulations did not correspond with recent amendments to the Americans with Disabilities Act.” Shiu also noted the high unemployment rates of veterans and individuals with disabilities. For example, “the annual unemployment rate for post-September 2001 veterans, referred to as ‘Gulf War-era II veterans,’ is higher than the rates for all veterans and for non-veterans,” Shiu said.
Regarding the requirement for measurable goals or benchmarks, Director Shiu testified: “For the first time, these rules provide metrics—management tools that inform decision-making and help contractors measure their progress toward achieving equal opportunity for people with disabilities and protected veterans.”

According to Shiu, OFCCP is “clarifying expectations, making legal requirements more effective, and facilitating compliance with the law.”

She added that disability rights groups, including the National Organization on Disability, Easter Seals, the American Association of People with Disabilities, Health & Disability Advocates, and the National Council on Disability, praised the new regulations. Shiu also described the extensive process in obtaining input from both the employer community and constituency groups, and she promised to continue to provide compliance assistance and training as the regulations are implemented.

Other witnesses at the hearing included David S. Fortney of Fortney & Scott, LLC, representing the HR Policy Association; Thomas C. Shanahan, vice president for legal affairs and general counsel for The University of North Carolina; Brian Fitzgerald, president and CEO of Easter Seals of New Jersey; and attorney Curt Kirschner, testifying on behalf of the American Hospital Association.

**Praise For The Agency**

In its statement for the hearing, the American Association for Affirmative Action (AAAA) wrote that the hearing’s subject, namely the recent VEVRAA and Section 503 regulations, was of great interest to its members “because they are the ones who are responsible for compliance in their institutions and organizations.”

AAAA members include equal opportunity, affirmative action, and diversity professionals working for colleges and universities, private industry, and the government.

AAAA did not comment on the relative burdens or difficulties of compliance, but the association commended the OFCCP on the office’s substantial efforts in soliciting the input of all interested sectors and making the issues of veterans and individuals with disabilities a high priority. AAAA also commended the OFCCP for embracing the spirit of affirmative action.

The Leadership Conference on Civil and Human Rights likewise supported the agency’s efforts to improve opportunities for individuals with disabilities: “Implementing new rules that give clear guidance, require data collection, and set out baseline goals for hiring is crucial to ensure equal access to employment for people with disabilities as well as to promote economic opportunities.”

**The 2014 Agenda**

The OFCCP announced that it plans to issue regulations regarding its planned Data Collection Tool, revised Sex Discrimination Guidelines, and updated affirmative action rules for construction contractors in 2014. As it did in 2013, the OFCCP envisions another active year pursuing its ambitious regulatory agenda.

Shirley J. Wilcher is the executive director of the American Association for Affirmative Action and a member of the INSIGHT Into Diversity Editorial Board.
What Must Community Colleges Do to Improve Inclusion?

The Kentucky Community and Technical College System believes it has the answer

By Natalie Gibson

American community colleges are at the center of a national conversation to enhance college completion. The foundation of the community college mission is to provide an open door to higher education. Community colleges lead the way in improving access to higher education for a wide array of students that includes the working poor, minorities, immigrants, the academically underprepared, and returning adults, who are expanding community college enrollments.
Despite higher levels of access, evidence shows that these students persist at and complete at lower rates than other students. In response, many colleges develop and implement targeted programs and strategies, with limited success. Periodic new data also show the achievement gap is widening.

These outcomes raise the question, “What must community colleges do to deliver on the promise of inclusion so that the rates of persistence and completion are equitable across identities?”

In his book Strategic Diversity Leadership, Damon Williams posits the need for “a paradigm shift” if higher education is to meet the challenges of a globally diverse world. Similarly, in 2012, the American Association of Community Colleges released the report Reclaiming the American Dream, which challenges community colleges to redesign student educational experiences by reinventing institutional roles and resetting the system to meet contemporary educational needs. In an era of increasing accountability for student success, institutional transformation is essential.

Created in 1997 as part of the Kentucky Postsecondary Education Improvement Act, the Kentucky Community and Technical College System (KCTCS) has 16 colleges and more than 70 campuses. KCTCS has become the largest provider of postsecondary education in Kentucky, with an average of 100,000 students enrolled since 2008. The KCTCS strategic plan guides the system. All KCTCS colleges are accountable for system performance and success. Each college aligns its goals with the system’s goals.

The first KCTCS Board of Regents intended to “embrace diversity in the broadest sense.” Since that board, KCTCS has reframed its diversity effort as a strategic change initiative that uses an organizational lens. This approach ensures that diversity permeates the organization. Organizational development interventions—appreciative inquiry, employee/student engagement, and collaboration among them—accelerate the infusion of diversity.

KCTCS values, goals, and performance indicators articulate the importance of diversity, multiculturalism, and equity. In 2011, the KCTCS Board of Regents adopted Beyond the Numbers: KCTCS 2010-16 Diversity Action Plan for Inclusion, Engagement, and Equity as a framework to improve the success of diverse students. The document defines diversity as broad and inclusive, and it sets priorities that focus on student access and success, curricula transformation, campus climate, and leadership development. These priorities align with the KCTCS strategic plan; they are guideposts for functional engagement and the strategic plan’s development and execution.

Each KCTCS college and the KCTCS System Office have an Office of Cultural Diversity. Led by diversity administrators, these offices provide resources to elevate institutional capacity with diversity in mind. The diversity administrators report to the college president or to a member of the president’s executive leadership team. Diversity administrators are primarily responsible for leading and facilitating inclusive engagement on each campus. These administrators also lead efforts to develop, implement, and assess college diversity plans.

To ensure a coherent diversity strategy, the diversity administrators act as a liaison between the system, the colleges, and the colleges’ respective communities as members of a peer team. While addressing community needs, the diversity administrators also provide input on system-wide policies, procedures, and practices that affect student success. Under the executive leadership of the KCTCS vice president, the KCTCS director for cultural diversity assists the diversity peer team as well as other functional peer teams. In this role, the KCTCS director employs organizational development tools—among them, change and project management, professional development, and strategic communications—to advance, refine, and sustain the system’s diversity strategy.

Community colleges lead the way in improving access to higher education for a wide array of students who are expanding community college enrollments.

KCTCS efforts at using an organizational lens to reframe diversity are working. A strategic change requires a long-term perspective, but the intermediate results of these efforts include:

- Increased student diversity in 2011 and 2012, although overall enrollment declined slightly.
- Gains made in closing the achievement gap between underrepresented and non-minority student populations.
- Broader engagement of KCTCS personnel through diversity education/development programs, as well as system-wide programming that strengthens admissions, transfer, and graduation pipelines for diverse students.
- System-wide accountability for the success of all students through implementation of a new diversity dashboard.

Natalie Gibson is the system director for cultural diversity with the Kentucky Community and Technical College System. She is also a doctoral candidate at Morgan State University in the Community College Leadership Development Program.
Advocacy, no matter how common, needs a place to grow and thrive and effect the change intended. At Louisiana State University (LSU), advocacy has a home in two new buildings: the African American Cultural Center and the Women’s Center.

Built on grounds where the old locations once stood, the state-of-the-art, 5,000-square-foot facilities are adjacent to each other on LSU’s sprawling southern campus. Together, the buildings represent the university’s continued commitment to a communal, personal, and educational investment in African Americans and women.

LSU Breaks New Ground in Diversity

By Janelle Harris
Photography by Jim Zietz, LSU University Relations
“The facilities that we have now are almost triple the size of what we had. The previous spaces had been on deferred maintenance and weren’t serving the needs of our students, faculty, and staff,” said Dr. Chaunda Allen, director of LSU’s Office of Multicultural Affairs. “The ones we have now provide us with more ways to think creatively about programming, how we work with faculty, and how we develop community partnership opportunities. They give us a broader scope and a broader reach than we had before.”

LSU is using these new facilities to meet the needs of a growing target population. In 2012, the university welcomed its largest class of African American and Latino students. It’s a sign that the timing is right for the new mixed-use facilities, which house classes, events, and activities. Even before the symbolic ribbon-cuttings on May 2 and 3, the leadership team had been putting together a calendar of resources and events to answer the needs of campus and community.

Power in the programs
“We look at the constituents that we serve through our programming and see what needs to be added and what needs to be revamped. It allows us to stay both fresh and current,” said Kenneth Miles, interim vice provost for equity, diversity, and community outreach. The fruits of that effort are evident in programs that combine contemporary achievement and historical context. Many of these programs—such as Umoja, a welcome event for freshman and transfer students, and the robing ceremony for graduating seniors—incorporate elements of celebratory African tradition. The programming at both facilities also overlaps.

Formerly located in the Helen Carter House, the LSU Women’s Center provides support and resources to female students, faculty, and community members, but the Center’s outreach extends beyond its freshly painted hallways and office spaces. The Esprit de Femme and Men Who Champion Women awards spotlight those who have worked to advance gender equality in Louisiana. Signature programs and initiatives include the Take Back the Night candlelight vigil and march, the Women’s Transition to Work series, and Women’s History Month events.

That interactivity, Allen says, is precisely what she and her fellow leaders envision for both facilities. “We want [the centers] to be living spaces that people can utilize. We hope that they are home for all of our constituents, where they can be themselves and find out more information and education,” she said. “The goal is a really happy space, not to just be additive, but to help shift thinking and continue to expand diversity on our campus.”

True service to the community is not bound by brick and mortar, but it can start there. The new centers at LSU are living, moving, expanding proof of just that.

Janelle Harris is a contributing writer for INSIGHT Into Diversity.
We Need Leaders Who Understand the World, Not Just a Portion of It

Research conducted by the Florida Institute of Technology shows global leadership skills differ from domestic ones

By Richard L. Griffith, PhD

Our world faces significant challenges. We live in an interconnected global economy and must find a way to balance the growth of commerce so that we can raise the standard of living of our citizens in a sustainable fashion. Climate change has led to more frequent storms of greater intensity, and we must mobilize personnel to minimize harm from these and other natural disasters. Scarce resources and other stressors have led to a number of sociopolitical tensions. These challenges have grown in scale; no one organization or country is able to face them on its own.

When I speak to executives of global organizations regarding these broad challenges, I hear a remarkably consistent response: there is a shortage of capable global leadership. Many organizations have the means to carry out their missions, but they have not trained their leaders to lead globally. Specifically, there is a critical need for leaders who are able to motivate and mobilize members of international teams.

Research suggests that leadership is not a one-size-fits-all competency. The Global Leadership and Organizational Behavior Effectiveness (GLOBE) project, an investigative effort into cross-cultural leadership, was conducted in 62 countries to examine similarities and differences in leadership style preferences. As you would expect, there are some universal responses to leadership behaviors. For instance, no culture responds well to an irritable leader.

However, the GLOBE project also found considerable cultural differences in the preference for leadership behaviors. For example, what may be an effective leadership approach in Chicago may not be effective in Sao Paulo, and may be worse in Shanghai.

To tackle the global challenges we face, we will need to build a deep bench of talented leaders who can understand the cultural expectations of their followers and adapt their approaches accordingly. Some knowledge of local customs and leadership norms will be necessary, but it is cumbersome for leaders to remember effective leadership behaviors across 62 cultures. This would be a monumental task, and it surely would limit a leader’s capacity to focus on the job. The GLOBE research suggests that a “culture general” approach to global leadership development is more effective.

This approach builds competencies that enhance a leader’s success no matter the culture. Many of those competencies are extensions of mindfulness, where the leader practices cognitive, emotional, and behavioral self-regulation. Rather than relying on
It is essential that educational institutions incorporate global leadership competencies into their curricula.

the quick decision-making style valued in the West, leaders are trained to slow down their managerial reaction times.

This style provides more focus, relies less on stereotypes and automated decisions, and creates an enhanced presence by incorporating the context in which the decision is being made.

The difficulty with this approach to global leadership is that it is not easily acquired in a classroom setting because there is too little opportunity for practice and feedback. At the Institute for Cross Cultural Management at the Florida Institute of Technology, we advocate an approach the Center for Creative Leadership here calls 10-20-70 learning, in which 10 percent of training occurs in a classroom, 20 percent occurs through coaching or mentoring relationships, and 70 percent occurs through participation.

The key for success with the latter component is to provide structured learning with measurable outcomes so that leaders learn the correct lessons rather than develop bad behaviors. This integrated approach to learning seems well-suited to the task of handling the enormous number of leadership candidates needed to fill the global leadership pipeline, and it may lead to improved outcomes that classroom training alone could not provide.

It is essential that educational institutions also incorporate global leadership competencies into their curricula. Research suggests that early and repeated exposure to cultural differences enhances global leadership outcomes.

Great problems always lie ahead. In the past, these problems were handled locally and local styles of leadership were adequate for finding solutions. But the world is much smaller. Improved technology has caused some of our problems to grow from local to global in scale. These broader problems require a new kind of leader who values diversity in thought, communication, and decision-making.

Mindful global leaders are our best assets. Our chief goal is to find effective ways to develop more of them.

Richard L. Griffith, PhD, is the executive director of The Institute for Cross Cultural Management at the Florida Institute of Technology. He has conducted research for the Department of Defense on the measurement and training of cross-cultural competence and the development of region-specific cultural databases. He is the co-editor of *The Age of Internationalization* and the upcoming book *Leading Global Teams: Translating the Multidisciplinary Science to Practice*. His work has been featured in *Time* magazine and *The Wall Street Journal*.
In a Financial Bind, HBCUs Urge More Support From Alumni

Slow economy, dwindling resources are pushing many institutions to the brink of failure

By Tannette Johnson-Elie

Long the backbone of the African American middle class, historically black colleges and universities (HBCUs) are in a financial fight for their lives and without major support from their alumni. It’s a battle many stand to lose, experts say.

A growing number of HBCUs across the nation are plagued by disproportionately lower endowments, state budget cuts, fundraising challenges, rundown facilities, and dwindling enrollment.

What’s more, many HBCUs have been hit by a tough economy and the loss of government aid and other vital revenue sources. This worries scholars such as Ibram X. Kendi, an assistant professor of Africana studies at the University at Albany-SUNY.

“You have smaller, private institutions that heavily rely on giving, and those HBCUs historically have struggled the most, such as Fisk University,” said Kendi, who also is the author of The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education, 1965–1972. “Nonetheless, even the public institutions have been struggling in recent years because of state budget cuts.”

Kendi and other experts point to the loss of black wealth as a result of the global recession that started in 2008 as another devastating blow to HBCUs.

“Experts make the case that this is the largest loss of black wealth in recent history,” said Kendi, whose alma mater is Florida A&M University in Tallahassee, Fla. “Many African Americans’ wealth was tied to their homes. When many African Americans lost their homes, they lost a great degree of their wealth. It’s hard to contribute to a school if you’re facing financial hardship.”

With many HBCUs on life support, African American leaders and scholars are calling on black alumni to give back to their ailing alma maters. They also are urging HBCUs to take aggressive measures to help change the perception of giving in the black community.

“We’re taught that we’re not philanthropists and that the people who give back don’t look like us,” said Darryl Lester, assistant director of the African American Cultural Center at North Carolina State University in Raleigh, N.C. “A lot of support that has been made by our white allies is now being pulled back in a tough economy. While we leverage white philanthropy, we can leverage philanthropy from our own people, too.”

Jeanette Mitchell, program director at the Cardinal Stritch University Leadership Center in Milwaukee, said HBCU leaders must build the mind-set of giving among their undergraduate students and groom black alumni to participate in collective giving.

“You have to build that loyalty so that when our young people graduate and become professionals, they see it as an obligation to give back to their alma mater,” Mitchell said. “African Americans must begin to believe that collectively they have power.”

Drawing black dollars is more critical than ever, especially in light of the nation’s shifting demographics. As the country moves toward a minority-majority population, many HBCUs will have to approach philanthropy in a way that’s culturally relevant to diverse alumni, experts say.

“If the landscape of students is changing, imagine what the alumni population is going to look like,” said Nelson Bowman III, executive director of development at Prairie View A&M University in Texas and co-author of Engaging Diverse College Alumni: The Essential Guide to Fundraising.

“We as people of color see and do philanthropy differently. If you use your conventional method of fundraising, we’re not going to show up. You can’t expect us to respond to a half-million dollar request.”

Lester and others believe HBCUs must adopt a grassroots approach to philanthropy to draw more donors of color, particularly the working class, which can help sustain them over time.
“Too many of our institutions spend time going after white philanthropists, or they seek the prominent black professional who may have significant reputation capital,” Lester said. “We have to figure out how to value those smaller dollars. A lot of our schools don’t spend enough time cultivating black donors.”

Without such help, Bowman and others predict there will be far fewer HBCUs in existence within the next decade. Another threat to historically black colleges is that the government no longer grants federal designations for HBCUs, meaning that new ones cannot open.

“We can lose them, but you can’t open new ones,” Bowman said.

The majority of black colleges opened between the close of the Civil War and the end of legal segregation to meet the needs of black students who had limited options for higher education, particularly in states that excluded them from flagship public universities. At the height of the Civil Rights Movement, HBCUs graduated more than 90 percent of African Americans attending college, compared with just 24 percent today, according to the National Center for Education Statistics.

The history of HBCUs is a story that has its origins in black philanthropy. African Americans hungry for education and intent on educating future generations sacrificed their money and resources to help build HBCUs.

“It’s a great example of philanthropy in black America,” Lester said. “We had to invest in HBCUs because when we became free people, the question became how do we educate our people? We had grandparents who were very frugal who pooled their money. We moved from crisis to reactive philanthropy with the creation of HBCUs.”

Some 300,000 students are enrolled at HBCUs across the nation. Supporters believe their survival is critical, particularly since many take in lower-achieving students eschewed by major universities. Research shows black students graduate at higher rates from HBCUs than from other institutions.

“The average HBCU has 3,400 students. If 10 of them closed, that’s 34,000 students. Some of those students may get absorbed by other HBCUs,” Bowman said. “But what are you going to do with the rest of them?”

While black colleges and universities are urged to turn up the pressure on their alumni to give back, they also must overcome negative perceptions from students who have a bad experience. HBCUs have been widely criticized in the media for fiscal irresponsibility. Advocates contend, however, that many of these claims are inaccurate and do not tell the whole story.

“If I have a bad experience at my financial aid office, I am likely to generalize it as something that happens at all HBCUs, whereas if I have a bad experience at a white institution, it’s viewed as the problem of the person in the financial aid office of that particular school,” Kendi said. “You have many students who leave an HBCU with a negative perception, and generally you have to have a positive viewpoint to give back.

“We as African Americans have to realize what we’re doing and how damaging generalized negativity is to the HBCU brand.”

To build brand loyalty and improve their fortunes, HBCUs must then tell their stories widely.

“Someone like me giving $5 to my alma mater may be a greater sacrifice than someone with money who gives $500,000,” Lester said. “When we begin to embrace the totality of our story, then we will see a change.”

Tannette Johnson-Elie is a contributing writer for INSIGHT Into Diversity.
Mentoring Makes a Difference to Doctoral, Postdoctoral Students

Colleges and universities struggle to keep underrepresented ethnic and minority students on track to finish their studies in science, technology, engineering, and mathematics. Mentors are helping schools and students succeed.

By David Sheets
The distance between Harvard Medical School and Dr. Carlos Ponce’s childhood home on a farm outside Mexico City can be measured in more than miles.

Obstacles abound, such as a rocky and dusty landscape, razor wire, and paperwork. “My family moved to the United States in the late 1980s, hoping for a better life,” he said. “They worked as farmers, factory workers, and waitresses. Life was better for us — the United States was then, as now, a land of opportunity — but there were clear limits to our future.”

It took several years for Ponce to wade through the bureaucracy of U.S. citizenship.

Yet today, Ponce studies neuroscience, armed with an MD and a PhD from Harvard. His professional goal is to determine how the brain’s regions transfer and share information.

He reached this point not only through hard work, but also with plenty of guidance. Besides his family, he had mentors keeping him on course, and he believes they made the difference in his success.

“They were keen to the issues of underrepresentation and community outreach,” Ponce said.

Across America, colleges and universities are struggling to keep underrepresented ethnic and minority students on track to finish their doctoral and postdoctoral studies in science, technology, engineering, and mathematics (STEM). Estimates put the completion rate for these students at one-half to one-third lower than that of white students in the same fields.

However, student retention and advancement in STEM studies seem to improve when mentoring is a factor.

The primary reasons for attrition are what you might expect: changes in one’s academic interests, and changes in one’s financial situation, says Dr. Pamela McCauley Bush, a professor in the Department of Industrial Engineering and Management Systems at the University of Central Florida, and a lecturer on diversity and inclusion.

Those key attrition markers actually start taking shape well before graduate-level study. A report released in November by the Department of Education’s National Center for Education Statistics (NCES) found that 48 percent of all bachelor’s-level students who entered STEM fields in 2003-04 switched out of those fields by 2009.

Meanwhile, underrepresented students who stay the course, such as Ponce, face other daunting hurdles en route to their professional goals, Bush says.

“We still have a large number of people who see STEM professions, particularly engineering and the hard sciences, as not being friendly to minorities and women,” Bush said.

“Also, there are areas where people believe minorities and women can’t be very successful in those fields.”

Indeed, society must reevaluate itself and stop thinking that minorities are destined to underachieve, Bush said. But real progress can start now if colleges and universities do more to encourage and support underrepresented students individually.

**Mentoring’s strength**

This is where mentoring can help, says Dr. Patricia Stith, assistant provost for equity and inclusion at Syracuse University.

Mentors are goal-oriented. Mentors generally share the same interests and focus as their mentees, she explained. They point out the correct path and help find solutions to problems.

Mentors usually are professors and faculty members, but they can also be other students. Especially underrepresented doctoral and postdoctoral students.

“The greatest thing that can happen to increase the success of underrepresented students is for them to come into the university with the assurance that the faculty is willing to help them become successful … and that the students have a cohort they can work with,” Stith said.

That last part is crucial, she added. Students should be encouraged to help each other; they should not have to rely on only the faculty or administrators for help.

“Normally, when students are admitted to an academic program in the STEM areas, there are all kinds of perceptions that they’ll face,” Stith
said. “That includes a certain amount of attrition.

“If our underrepresented minorities come in and they’re not supported—and when I say support, I’m not even talking about the funding; I’m talking about giving the encouragement and the feeling that they are included within the science discipline, and that they are capable,” she said. “If they don’t have all those things going for them, then they tend to be the ones who at the end of the first year or second year are not able to continue.”

Nagging roadblocks

For underrepresented doctoral and postdoctoral students, coursework is only part of the challenge. Culture and institutions can create interference also. At the Burroughs Wellcome Fund (BWF), an independent biomedical research foundation in North Carolina, Carr Thompson studies these interferences. Thompson is senior officer for the Postdoctoral Enrichment Program (PDEP) at the Fund.

PDEP offers financial support for career development activities involving underrepresented minority postdoctoral fellows.

Thompson has been collecting data on how these students fare in postdoctoral work. The effort is not complete, but a pattern has emerged.

“Among the ones who don’t succeed, what we’re seeing are a couple of things: You have the institutional culture. When deans identify one or two individuals to represent their schools in research work, they generally go for the individuals they have more in common with,” she said. “If you don’t have underrepresented minority department chairs and deans, you’re not going to have connectivity on that level.”

Diversity tends to be more apparent in social sciences and humanities, she said. These are the areas where students find African American studies, Latino and Latin American studies, and women and gender studies—and a large pool of diverse faculty addressing issues of race and diversity.

“Also, you have to encourage young people to apply for major grants, and if you don’t have that encouragement extended, or even having a mentor making that recommendation and showing that interest in an underrepresented minority postdoc… they are going to shy away into the background and not be as present as some of their colleagues.”

And that shyness could prove costly to the student and the school, says Dr. George M. Langford, dean of the College of Arts and Sciences at Syracuse and chairman of the BWF board.

“Bringing in those grant dollars is an expectation for tenure,” Langford said. “You really can’t be successful as a scientist if you’re not funded. If the institution is going to invest a million dollars into a new assistant professor, the institution wants to make sure that individual is going to be successful in bringing in external funding” from a federal agency such as the National Institutes of Health or the National Science Foundation.

Mentoring’s greatest weakness

But mentoring does not guarantee success for students, especially if the mentor’s “cultural competence” is lacking, Langford says. A mentor-mentee relationship relies on mutual respect and shared experiences that extend beyond academics, he said.

“If a black postdoc is working in a laboratory with a white mentor, there is a lack of sensitivity to what kinds of issues the black postdoc might face,” Langford said. “There may be an expectation among white postdocs that if you have a problem you will bring that problem to the attention of the mentor. Often, the mentor has to actually seek out the minority postdoc to find out what kinds of problems they are encountering.”

Langford calls this “identity politics.” “It’s often challenging for individuals to find the right comfort level in institutions because of...
differences in the way people perceive that they can or will support a person of color,” he said.

Ultimately, progress between mentors and mentees hinges on defying expectations.

“There has to be more one-on-one interaction between the postdoc and the mentor; there has to be more attention given to progress,” Langford said.

Changing attitudes
There also has to be additional attention paid to breaking down barriers at the institutions themselves. Both Langford and Bush are adamant about this.

Langford believes some of those barriers have deep foundations that extend from another continent.

“If you listen to the scientists who talk about the history of science, it usually goes back to the traditions of Europe; it’s the great scientists who are primarily white males,” he said.

“It seems as though the ownership of science has been talked about exclusively in terms of a discipline that was invented and owned, and pursued, by a majority culture. So the question becomes, how does a minority scientist fit into that picture of the history of this particular discipline?

“You are following in a tradition, you are making a contribution to a field that you feel you have ownership of, and want to be part of. It’s a hard subject to try and talk about.”

Bush says that tradition starts to change when successful underrepresented minorities step up to be mentors and role models.

“When we have folks competing at the PhD level, that impacts the rest of the pipeline,” she said. “That impacts the number of underrepresented students who pursue and proceed in PhD programs, and that impacts those who pursue and proceed in undergraduate programs.

“So, it’s important that we get these underrepresented minorities into faculty positions where they can have the influence needed. And once they get there, we need to have faculty development initiatives recognizing that oftentimes the pace is very different from majority faculty.”

Making progress
At Syracuse University, for example, the Minority Graduate Student Orientation Program encourages graduate students from all disciplines to meet with each other and give advice on graduate-level study and research, and show or demonstrate research projects. MGSOP members also meet with undergraduates to answer their questions about pursuing a graduate degree.

Stith says this strategy has been a prominent factor in improving retention among underrepresented minority students in doctoral and postdoctoral programs.

At the BWF, the first 10 grant recipients in the Postdoctoral Enrichment Program were announced in 2013, with each receiving $50,000 spread over three years. Ponce was one of those 10. Like a lot of minority students, he was reluctant at first to apply.

“But my postdoctoral advisor and role model encouraged me to do so,” he said. “She and my graduate school mentor have been strong influences in the development of my career.”

Now, Ponce wants to do the same for someone else.

“Everything that my mentors have done for me, I must do for others,” he said. “My goal is to become an academic professor, and once there I can provide the same type of guidance to college, medical, and graduate students, or anyone who wants to go down the same path I did.

“I did not grow up among doctors or scientists, and obtaining a higher education required overcoming many financial and immigration issues. There are a growing number of students who are coming up the same way. They will need at least as much help.”

David Sheets is the editor of INSIGHT Into Diversity. Janet Edwards contributed to this report.
West Virginia University
Robert C. Byrd Health Sciences Center
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The Department of Internal Medicine is seeking a General Internist for a fulltime academic position at the Robert C. Byrd Health Sciences Center, West Virginia University, Charleston Division in the capacity of Assistant Professor, Associate Professor or Professor depending on qualifications and experience.

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Director Physician Recruitment
Charleston Area Medical Center
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Provost, Spring Hill Campus (Job #0347)
Spring Hill, FL

Required: Doctoral Degree from a regionally accredited institution; minimum of five (5) years upper-level administrative experience at the college level; understanding of the mission of the community and state college; excellent interpersonal skills with a variety of groups; must have excellent written and verbal communication skills; subject to a satisfactory criminal and consumer credit background check; must be able to work evening hours, split schedule, weekends. Preferred: Experience in a community or state college setting; experience in a variety of postsecondary administrative settings, e.g., academic services, student services, and/or facilities; and postsecondary teaching experience. Salary range is $94,758 - $99,495.90 annually. APPLY ONLINE no later than the January 31 application deadline at www.phcc.edu/jobs. ALL SUPPLEMENTAL / ADDITIONAL APPLICATION MATERIAL MUST BE UPLOADED VIA THE ONLINE APPLICATION SYSTEM. The supplemental / additional application materials required are: (1) cover letter, (2) current resume, (3) copy of transcripts, and must be uploaded and attached to the online application before midnight of the application deadline date. The application review process can be initiated with the copies of transcripts; however, official transcripts must be received before the interview. Have official transcripts sent to the Human Resources Office (address below).

Pasco-Hernando Community College
Attn: Human Resources Office (Job #0347)
10230 Ridge Road
New Port Richey, FL 34654

ALL APPLICANTS MUST SUBMIT AN ONLINE APPLICATION, COVER LETTER, RESUME AND TRANSCRIPTS NO LATER THAN JANUARY 31. No other submitted materials will qualify you to be considered for this position. For help with online applications, call 727-816-3169 or 727-816-3425. THE COLLEGE IS CLOSED DECEMBER 13, 2013 THROUGH JANUARY 1, 2014 FOR WINTER BREAK.

EOE/ADA Compliance - Website: www.phcc.edu/jobs

Image: Robert Analyst

30 January/February 2014
The U.S. Naval War College invites applications and nominations of qualified candidates for the position of Assistant/Associate Research Professor, AD-1701-03/05.

The Institutional Setting: The College is a Professional Military Education institution serving the U.S. Navy, the Department of Defense, and the Nation. The student body consists of members of all the Services, civilians from governmental agencies, and officers from many partner nations. The College is accredited by the New England Association of Schools and Colleges to award a Master of Arts Degree in National Security and Strategic Studies, and by the Chairman of the Joint Chiefs of Staff to award Joint Professional Military Education Phase I and Phase II. The College’s mission is four-fold: to educate and develop leaders, assist the Chief of Naval Operations in defining the future Navy, support combat readiness, and building maritime partnerships.

The Warfare Analysis and Research Department provides analysis to senior decision makers on strategic, operational, and programmatic matters. The incumbent of this position leads an advanced research team of graduate level students comprised of senior military officers and government civilians in the systematic examination of deterrence across all domains with an emphasis on nuclear strategy, non-proliferation and assurance issues with the potential to align research into other areas of particular concern for naval forces including future force structure, maritime and naval strategy and amphibious operations.

Essential qualifications include an advanced degree in national security affairs or a related field; proven expertise or PhD level research in security analysis with specific emphasis on US Navy roles and missions; knowledge of nuclear policy and security, and nonproliferation issues; demonstrated aptitude to master issues involving multiple disciplines; ability to take a multi-disciplinary approach; proven ability to produce high quality results under pressure of heavy workloads and short deadlines; demonstrated ability to work effectively with senior leaders in the military, academia, and the private sector; and demonstrated ability to produce senior executive reports and speak effectively in a variety of public symposia. Desirable qualifications include recent experience working closely with DON or DoD in strategic and high operational analysis; solid knowledge of operations research or game theory; participation in Navy or defense planning; and experience as a research team leader. Candidates will be required to teach or co-teach relevant elective courses at the Master’s Degree level.

The Research Professor will be expected to demonstrate a commitment to helping students learn to function in a joint, interagency and multinational environment and fostering a joint service perspective in operational, strategic and critical thinking as well as professional actions.

This position requires a Top Secret/SCI clearance, and the selected candidate must pass a drug screening test prior to appointment and randomly thereafter.

Appointment and Compensation: The appointment is governed by provisions of 10 USC 7478 as delegated by the Secretary of the Navy. For the successful candidate, the initial term of appointment is expected to be two to four years in length with provision for renewal dependent on level of performance. Salary is dependent on the level of experience and is governed by the Secretary of the Navy’s Naval Faculty Salary Schedule. A fringe benefit package is available.

Address Applications: The application should include a cover letter, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references. Candidates desiring to apply for this position should address their application package to VA-CNWS-02, Human Resources Office, at email address nwchr@susnwsc.edu, by the close of business on 31 January 2014. Questions regarding this position can be directed to nwchr@usnwsc.edu.

The Naval War College is an Equal Opportunity/Affirmative Action Employer.
PROFESSOR OF NATIONAL SECURITY AFFAIRS
for the College of Distance Education
Assistant/Associate Professor (AD-1701-03/05)

The United States Naval War College anticipates a full-time faculty opening in the College of Distance Education (CDE) for its programs in Newport, RI, and invites applications for the position of Professor of National Security Affairs with rank and salary commensurate with experience and credentials.

The Naval War College is a Professional Military Education institution serving the Nation, the Department of Defense and the U.S. Navy. The College is a graduate-level institution regionally accredited by the New England Association of Schools and Colleges, and offers a Master of Arts degree in National Security and Strategic Studies.

The CDE offers the Naval War College’s core curriculum of graduate-level courses in non-resident seminar and electronic formats. Incumbents conduct seminars; review and evaluate student written work; develop curriculum; travel to, and lecture at, CDE Additional Instructional Locations around the country; and perform educational administrative functions. Candidates must have an advanced degree in International Affairs/Relations, Management, or a related field. Graduates of U.S. military senior- or intermediate-level service colleges, and/or with U.S. military service college teaching experience are highly desirable. Candidates should ideally have both teaching and academic administrative experience. Familiarity with the national security and defense environment, including a working knowledge of Joint Professional Military Education is highly desired. Competence in educational-based software products and other advanced computer skills is also highly desired. Candidates must be capable of obtaining a Department of Defense security clearance at the SECRET level. Any current or prior military service should be indicated with highest rank attained and dates of service.

Submission of applications may be by paper copy or email (preferred), and should reference VA/CDE-01. In either case, the application should include a covering letter of introduction and a curriculum vitae that includes the contact information of three references, postmarked or electronically transmitted no later than 31 January 2014, to:

Mr. Tom Christensen
College of Distance Education
Hewitt Hall, Suite 232
U.S. Naval War College
686 Cushing Road
Newport, RI 02841-1207
or to: christet@usnwc.edu

The Naval War College is an Equal Opportunity/Affirmative Action Employer.

PROFESSOR OF JOINT MILITARY OPERATIONS
for the College of Distance Education
Assistant/Associate Professor (AD-1701-03/05)

The United States Naval War College anticipates a full-time faculty opening in the College of Distance Education (CDE) for its programs in Newport, RI, and invites applications for the position of Professor of Joint Military Operations with rank and salary commensurate with experience and credentials.

The Naval War College is a Professional Military Education institution serving the Nation, the Department of Defense and the U.S. Navy. The College is a graduate-level institution regionally accredited by the New England Association of Schools and Colleges, and offers a Master of Arts degree in National Security and Strategic Studies.

The CDE offers the Naval War College’s core curriculum of graduate-level courses in non-resident seminar and electronic formats. Incumbents conduct seminars; review and evaluate student written work; develop curriculum; travel to, and lecture at, CDE Additional Instructional Locations around the country; and perform educational administrative functions. The JMO curriculum includes military operations, planning, decision-making and joint warfare. Candidates must have an advanced degree in National Security and Strategic Studies, International Affairs/Relations, or a related field. Applicants who are recent practitioners or have recent expertise in joint or maritime operational planning and operations are preferred. Graduates of U.S. military senior- or intermediate-level service colleges, and/or with U.S. military service college teaching experience are highly desirable. Candidates should ideally have both teaching and academic administrative experience. Familiarity with the national security and the defense environment, including a working knowledge of Joint Professional Military Education is highly desired. Competence in educational-based software products and other advanced computer skills is also highly desired. Candidates must be capable of obtaining a Department of Defense security clearance at the SECRET level. Any current or prior military service should be indicated with highest rank attained and dates of service.

Submission of applications may be by paper copy or email (preferred), and should reference VA/CDE-02. In either case, the application should include a covering letter of introduction and a curriculum vitae that includes the contact information of three references, postmarked or electronically transmitted no later than 15 February 2014, to:

Mr. Tom Christensen
College of Distance Education
Hewitt Hall, Suite 232
U.S. Naval War College
686 Cushing Road
Newport, RI 02841-1207
or to: christet@usnwc.edu

The Naval War College is an Equal Opportunity/Affirmative Action Employer.

Carnegie Mellon

Qatar Teaching Position
Applications are invited for a teaching-track faculty position at Carnegie Mellon Qatar in Education City, Doha. This position emphasizes undergraduate teaching primarily, but also involves a combination of course development and/or research. All statistics areas welcome. See http://www.stat.cmu.edu (email: hiring@stat.cmu.edu). Apply on-line: https://webapps.cs.cmu.edu/FacultyApplication/Statistics.

Women and minorities encouraged to apply. AA/EOE. (If you previously applied by email or mail there is no need to register on-line.)

Carnegie Mellon

Tenure-track/Visiting Position
Possible tenure-track and visiting positions. Collegial environment emphasizing disciplinary and cross-disciplinary research and teaching. All statistics areas welcome. Joint appointments possible with other units in Pittsburgh area. See http://www.stat.cmu.edu (email: hiring@stat.cmu.edu). Apply on-line: https://webapps.cs.cmu.edu/FacultyApplication/Statistics. Application screening begins immediately, continues until positions closed. Women and minorities encouraged to apply. AA/EOE. (If you previously applied by email or mail there is no need to register on-line.)

View hundreds of additional career opportunities in our online Career Center at insightintodiversity.com
CAREER OPPORTUNITIES
Connecting Diverse Professionals to Diverse Careers

The Division of Emergency Medicine at the University of Utah Health Sciences Center is recruiting for a number of physicians to staff University-affiliated community hospital emergency departments in western Wyoming and Utah regions. These hospitals are located in rural community sites that will also be used for training medical students, residents, and fellows. Direct access to the main University hospital will be available by EMR, telemedicine, and air medical transport. Opportunities for part-time work, off-site CME, and blended academic practices are also available.

The University of Utah is the primary medical teaching and research institution in the state. Candidates must be board certified/prepared and have an interest in education of residents and medical students. A competitive salary with an excellent benefits package is offered. The University of Utah is an EEO/AA employer and encourages applications from women and minorities.

Interested parties must apply online: http://utah.peopleadmin.com/postings/28004

If you are interested in applying or need more information, please contact:

Erik D. Barton, MD, MS, MBA
Division Chief
Division of Emergency Medicine
University of Utah School of Medicine
30 North 1900 East, RM 1C26
Salt Lake City, Utah 84132
(801) 581-2730
Fax: (801) 585-6699
erik.barton@hsc.utah.edu

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

As a patient-focused organization, The University of Utah Health Sciences exists to enhance the health and well-being of people through patient care, research and education. Success in this mission requires a culture of collaboration, excellence, leadership, and respect. The Health Sciences Center seeks faculty and staff who are committed to the values of compassion, collaboration, innovation, responsibility, diversity, integrity, quality and trust that are integral to our mission.

Interested candidates should submit electronically to http://utah.peopleadmin.com/postings/28075 a curriculum vitae, a brief cover letter and the names and addresses of three references. Please contact allison.boyer@path.utah.edu with and questions. The University of Utah and VASLCHCS are an Equal Opportunity/Affirmative Action employer and educator. Minorities, women, and persons with disabilities are strongly encouraged to apply. Veterans preference. Reasonable accommodations provided. For additional information:http://www.regulations.utah.edu/humanResources/5-106.html.

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

A one year musculoskeletal radiology fellowship position is available in the Department of Radiology at the University of Nebraska Medical Center. Successful applicant will hold an appointment as Instructor during this one year fellowship beginning July 1, 2015 through June 30, 2016. The working environment is dynamic and in a growth mode with newly renovated facilities and state of the art equipment. The staff consists of four MSK radiologists and one fellow/instructor position. Applicant must have successfully completed a U.S. Radiology Residency Program, and be either an American citizen or have U.S. Permanent Residency Status. Applications are now being accepted online at http://jobs.unmc.edu/postings/17735. Individuals from diverse backgrounds are encouraged to apply.

California State Polytechnic University, Pomona (Cal Poly Pomona) is seeking to fill additional tenure-track faculty positions in a variety of disciplines across the University, including Agriculture – Apparel Merchandising & Mgmt (Product Development); Environmental Design – Architecture (Design Studio); Science – Biological Sciences (Plant Genetics), Chemistry & Biochemistry (Analytical Spectroscopy), Computer Science (Software Engineering); Engineering – Chemical & Materials Engineering (Materials Engineering); Education & Integrative Studies – Ethnic & Women’s Studies (African-American & Chicano Studies), Business – Technology & Operations Mgmt (Operations Information Systems and/or Technology and Business Analytics).

Specifics of these openings are available at: http://academic.csupomona.edu/faculty/positions.aspx

Cal Poly Pomona is one of two polytechnic universities in California and is a member of the 23-campus California State University system. Our ethnically diverse student population of approximately 22,000 enrolls in 60 baccalaureate, 26 master’s degree programs and a doctorate in Educational Leadership, presented by 1100 faculty. To learn more about our campus, please visit: http://www.csupomona.edu/
CAREER OPPORTUNITIES
Connecting Diverse Professionals to Diverse Careers™
January/February 2014

RAND Corporation Postdoctoral Fellowship in the Study of Aging

RAND is accepting applications for one or more postdoctoral fellowships in the Study of Aging. This program enables outstanding scholars to sharpen their analytic skills and advance their research agenda in the field of aging. Scholars come from various disciplines including economics, demography, sociology, and psychology.

Housed within RAND’s Labor and Population Program, the program blends formal and informal training and extensive collaboration with distinguished researchers without teaching obligations. One-year fellowships are renewable for a second year and provide a stipend and health insurance.

Fellows must be U.S. citizens or permanent residents, and must have completed a Ph.D. in a relevant discipline before they begin the program. The program is open to new scholars, as well as individuals who have some research experience or are on leave from an academic position.

Application review begins February 21, 2014.

Additional information and application materials are available at http://www.rand.org/labor/fellows/aging.html or by contacting: Lisa Turner, RAND Corporation, 1776 Main Street, Santa Monica, CA 90407-2138, phone:310-393-0411 x6311, email: lturner@rand.org

Carnegie Mellon

Teaching Professor Position
Applications are invited for the position of Teaching Professor, rank (Assistant, Associate or Full) to be determined. The Department of Statistics, Carnegie Mellon University is seeking a passionate, master teacher to contribute to our thriving, modern undergraduate and graduate programs. The successful candidate will be expected to have a strong and successful teaching record, demonstrate excellence in statistical pedagogy, and an active research agenda. This position emphasizes teaching, student advising, curriculum development, and supervising collaborative research projects. PhD in statistics, biostatistics or related area required. See http://www.stat.cmu.edu or email hiring@stat.cmu.edu for more details. Apply on-line at https://webapps.cs.cmu.edu/FacultyApplication/Statistics.

Application screening begins immediately, continues until positions closed. Women and minorities are encouraged to apply. AAVEOE. (If you previously applied by email, or by mail, there is no need to register on-line.)

The March 2014 edition of INSIGHT Into Diversity will be published on February 24. The deadline to advertise is February 10.

To advertise, email: ads@insightintodiversity.com
The 2014 HEED Award applications will be available in February.

Visit insightintodiversity.com for more information.
Diverse Perspectives Start Here

Since our earliest days, Union College has been an innovator in the movement to support and celebrate the rich spectrum of identities, perspectives and values on college campuses. The very name “Union” comes from our founders’ dedication to inclusion.

Today, that tradition continues. Our collective commitment to diversity ensures that a Union education provides the kind of global experiences and cultural opportunities that prepare students for the real world.

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