A Brotherhood of Bright Futures

Salem State University empowers male students of color to overcome adversity

ALSO IN THIS ISSUE:
Schools of education recruit and prepare future educators to be positive role models
’Let me be clear that I am fully committed to excellence and diversity as being mutually reinforcing, and we will look to new processes to advance both.”

President Gregory L. Fenves
IN THIS ISSUE | June 2017

Special Report: Schools of Education

46 Chicago Teacher Education Pipeline Recruits Future Educators to Teach in Their Home Communities
By Alice Pettway

48 Leveling the Playing Field: Transforming Students of Color into Inspiring Teachers
By Alexandra Vollman

42 Supply ≠ Demand: The Predicament of the Teaching Workforce

44 Schools of Education Have a Role to Play in Preparing Future Educators to Mitigate Bullying
By Kelley R. Taylor

43 Teachers Needed: Building the K-12 Teaching Workforce
By Alexandra Vollman

54 Developing Technology-Enabled Teachers
By Sheryl S. Jackson

ALSO:

12 The Implications of Neil Gorsuch’s Supreme Court Confirmation
By Shirley J. Wilcher, JD

22 Changing the Narrative for Men of Color in Higher Education
By Lisa McBride, PhD

24 Charting Progress: Ensuring Equity to Improve College Preparation at Charter Schools
By Alice Pettway

26 Diversity’s Third Leg: Higher Education’s Approach to Supplier Diversity
By Alexandra Vollman

30 Poverty’s Long-Lasting Effects on Students’ Education and Success
By Kelley R. Taylor and Alexandra Vollman

33 NADOHE Launches Certification Institute for Higher Education Diversity Professionals

34 Salem State University’s ‘Brotherhood’ Empowers Male Students of Color to Overcome Adversity
By Mariah Bohanon

38 Moving Beyond Stigma to Support Students with Invisible Disabilities
By Mariah Bohanon

ON THE COVER: Members of Salem State University’s Brotherhood
Most college campuses recruit students to help create a diverse community. At IUPUI, that community is waiting for them. Diversity is woven into the IUPUI culture—and had been since day one. Our student, staff and faculty population reflect not only the urban environment around us, but also the global community we live in.

diversity.iupui.edu

FULFILLING THE PROMISE
In Every Issue

In Brief

6  Diversity and Inclusion News Roundup

New Directions

8  Leaders on the Move

INSIGHT Partner Profile

9  WiHE Empowers Women to Address Gender Inequities on Campuses
   By Alexandra Vollman

CDO Corner

10 Striving to Be a More LGBTQIA-Inclusive Campus
   By Brooke Barnett, PhD, and Matthew Antonio

HEED Award Spotlight

14  Mentoring, Training, and Service-Learning Guide Colleges’ Commitment to Inclusion
   By Mariah Bohanon

This Month’s Celebration

17  LGBTQ Pride Month

Diversity Champion Spotlight

18 University of Cincinnati Uses Education and Dialogue to Advance Inclusion
   By Alexandra Vollman

Closing INSIGHT

58 Diversity Champion: Columbia University

The views expressed in the content of the articles and advertisements published in INSIGHT Into Diversity are those of the authors and are not to be considered the views expressed by Potomac Publishing, Inc.
More Time Dedicated to Service Work Hinders Female Professors’ Careers, Study Shows

A recent study published in the journal Research in Higher Education shows that female faculty engage in significantly more academic service work than their male colleagues, which means they may have less time for career-enhancing activities like research.

The report, titled Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?, was co-authored by Cassandra Guarino, PhD, a professor of education and public policy in the Graduate School of Education at the University of California, Riverside, and Victor M.H. Borden, PhD, a professor of educational leadership and policy studies at Indiana University Bloomington.

Using data from a 2012 faculty survey at a large Midwestern university and a 2014 national survey of more than 140 institutions, the researchers found that female faculty spend more hours on service per week and complete more service projects per year than men do. This dedication to service may “have an impact on productivity in areas of faculty effort such as research and teaching, and these latter activities can lead directly to salary differentials and overall success in academia,” the authors said.

Furthermore, female faculty members are also more likely to perform internal service — that which benefits the university, campus, or their department — as opposed to external service for the local, national, or international community. Internal service tends to be considered less valuable and often garners less recognition than external service. These circumstances, Guarino and Borden said, could mean that women who devote themselves to “taking care of the academic family” rather than enhancing their visibility outside of their departments or institutions may be hindering their careers.

—Mariah Bohanon

“I am a NADOHE member so that I can cultivate my network of support to promote inclusive excellence at my institution. The NADOHE Standards of Professional Practice for Chief Diversity Officers are an essential resource in my effort to do this.”

Clyde Wilson Pickett
Special Assistant to the President for Diversity and Inclusion Community College of Allegheny County, is leading higher education towards inclusive excellence.
THE D&I ICON

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- BELITTLED DUE TO A DISABILITY
- CRITICIZED FOR YOUR SPIRITUAL BELIEFS

As an eighteen-year experienced motivational speaker, certified life coach, and human behavior consultant, Christopher not only has the experience but also the knowledge to help your organization develop and enhance a fully functional D&I culture. His topics include, but are not limited to:

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Capitalizing On Diversity & Inclusion In The Workplace

CREATING AN UNCONFINED ENVIRONMENT
Accepting Professional, Societal and Personal Responsibility

DEVELOPING & BECOMING AN UNCONFINED LEADER
Training Leaders To Lead With A Diversity & Inclusion Mindset

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IN REVIEW:
Podcasts Explore Issues, Innovation, and Culture in Education

HIGHER ED LIVE
By mStoner Inc.

With nearly 300 episodes to date, Higher Ed Live provides insight into the most significant issues affecting higher education today. This live, weekly podcast by digital marketing agency mStoner Inc. includes interviews with higher education professionals, journalists, and other thought leaders who discuss topics across five areas: admissions, advancement, marketing, student affairs, and communications. Episodes have covered everything from social justice and developing emotionally intelligent leaders to post-election student engagement and supporting graduate students.

SCHOOL CULTURE BY DESIGN
By Phil Boyte

Informed by host Phil Boyte’s 30-plus years visiting and learning about the challenges faced by schools across the country, School Culture by Design examines what goes into building great campus cultures. Episodes include examples of outstanding schools, stories from education leaders, and ideas and practices that can be implemented on any campus — from K-12 schools to both large and small, public and private colleges and universities — to improve trust, build community, and create inclusive environments. Subjects have included effective leadership, relationships between faculty and administrators, autonomy in the classroom, celebrating achievements, and more.

EdSurge On Air
By EdSurge On Air

Alternating between K-12 and higher education topics and guests, EdSurge On Air focuses on the intersection of technology and education and the future of learning. The weekly podcast, co-hosted by Mary Jo Madda and Jeffrey R. Young, explores the merits of online education, advancements and innovations in the classroom, and the ways in which technology can aid in learning. Interviews with educators, entrepreneurs, administrators, policy experts, and students have covered topics including creating effective learning spaces, using technology to serve students with learning differences, humanizing online teaching, and confronting apprehension around using new technology tools in the classroom.

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Has your campus recently hired a new diversity administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
WiHE Empowers Women to Address Gender Inequities on Campuses

By Alexandra Vollman

With a goal to enlighten, encourage, empower, but also enrage women on college campuses, Women in Higher Education (WiHE) attempts to evoke a visceral response from its monthly newsletter readers to motivate them to take action.

“I think we can get angry over injustice, and that motivates us to act,” says WiHE Editor Kelly Baker, PhD. “We can use those kinds of emotions to get people interested and invested in initiatives in ways they might not have been otherwise.”

Rather than actively leading change efforts, the newsletter aims to inspire women to transform the higher education environment for themselves and other female students, faculty, staff, and administrators. “[In the newsletter,] they learn about structural sexism and that this isn’t about individuals, but about changing campus cultures,” says Baker.

Founded in 1992, WiHE publishes a mix of feature stories, profiles, opinion pieces, and advice regarding the struggles women face at all levels of higher education. Many of the issues that led to WiHE’s founding still persist today, Baker says, such as the gender pay and leadership gaps, sexual assault and harassment, and the lack of women in the STEM pipeline. But more than just pointing out the inequities that exist, WiHE reports on the ways in which women are working to overcome them and provides best practices to aid them in these efforts.

“We profile amazing women who are leading different initiatives … to show that women are surviving and thriving despite all of the problems we talk about,” says Baker. “I hope the women who read [the newsletter] realize they’re not alone in some of these struggles regarding sexism and gender inequality … and recognize that despite these [issues], women are doing well in higher education — that there are those who are remarkably successful and who are changing the cultures of their campuses.”

Since joining WiHE as editor in September 2016, Baker has been leading efforts to move beyond “lean-in” feminism, which emphasizes individual as opposed to collective improvements for women. Through their articles, Baker and her five staff writers — who all have a background in higher education — take an intersectional approach to feminism.

“We are looking at the intersections of identity, thinking about how race complicates how we talk about women in higher education and how sexuality complicates this. All these things matter,” she says. “I am really interested in how campuses are making places better for all [women].”

Baker hopes that through this new focus on intersectionality, WiHE will shift toward more of an advocacy and activism role for women in higher education. And in reporting on exemplary initiatives and best practices, one of her goals is to show how easily they can be replicated. “These are things you can adopt at your school; it’s not reinvent-the-wheel activism,” says Baker. “There are ways to navigate this that don’t require completely coming up with a program on your own. [There are] places doing good work — pay attention to and borrow from them.”

One the most significant factors driving Baker’s work is the belief that “we can always make higher education better,” she says. Yet some naysayers question whether it’s possible to truly transform the institutional culture at colleges and universities — a notion that Baker is attempting to quash.

“I think there’s power in saying that we can speak up about the inequalities that happen on our campuses,” she says. “We are not stuck in the system that we’re in — we can change it.”

Alexandra Vollman is the editor of INSIGHT Into Diversity. For more information, visit wihe.com.
Striving to Be a More LGBTQIA-Inclusive Campus

By Brooke Barnett, PhD, and Matthew Antonio

Whether you are just now learning what each of the letters in LGBTQIA (lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual) means, or you are leading a sexualities studies minor at your college, there are ways to focus your efforts to become a more LGBTQIA-inclusive campus. The key is to find out where you are currently and then create a plan to move to the next level. Here are some steps you can take as you begin to deepen the LGBTQIA focus on your campus.

Be aware of your assets and potential road maps. It is helpful to look at best practices from a source like the Campus Pride Index (campuspride.org). It provides a series of questions and categories, as well as a potential to-do list across campus. What are your library holdings around sexual orientation and gender identity? What courses do you offer? How are you supporting LGBTQIA students and colleagues? These and other questions will help you uncover your existing assets and areas where you may want to focus next. Once you create a to-do list, look for best practices being used by other institutions to consider implementing on your own campus.

Consider the campus and broader community context. While uncovering best practices nationally, be sure to consider your own campus and regional contexts. What is your school’s history around LGBTQIA inclusion? Do campus, local, or state policies protect sexual orientation and gender identity? Where can key LGBTQIA community members or welcoming messages of support be found and disseminated across your community? Answers to these questions will help you understand structural and cultural challenges that will inform the way you approach your to-do list.

In North Carolina, prior to the recent repeal of HB2, the rights of LGBTQIA communities and other groups were limited; in such situations, you need to be prepared for conversations about the state and local climate. If your university does not include gender identity and sexual orientation in its nondiscrimination statement, you will need to address that as well.

Build a core team of faculty, staff, and administrators. As you prepare to address your campus and regional climate and map your assets, you will want a core team to assist with these efforts. The importance of positive and engaged leadership cannot be overstated. We all know that it helps to have leadership from the top. However, many campuses have built effective coalitions across university silos and hierarchies without explicit presidential leadership. Conversely, having leadership only from the top will not suffice either. Having a team that is inclusive of all campus roles, positions, and functions will ensure broader appeal and success.

Celebrate small wins and publicize to build momentum. Positive leadership is a key to success. However, you must be real about the challenges you face and address them head on. Yet rarely do people want to follow or join a losing cause. To sustain motivation, we must share successes as they happen and publicize the importance of this work in
making a difference. Acknowledgements to those who are carrying the load are key, whether broadcast in staff meetings, social media posts, campus communications, or via campus awards. Make sure that people doing the work are thanked and given credit and know that what they do matters.

**Ensure visible iconography that connotes support.** Another way to build momentum is to create ambient and explicit visual cues of support and allyship. With any marginalized or numerically small group, allyship can create a groundswell. This does not mean that efforts are centered on the dominant group, but rather that visible symbols of support from majority groups can help.

For us, the Elon “bELONg” pin has become one such symbol. The word “b-el-on-g” nicely includes our university name, but you can find creative ways to brand support symbols on your own campus as well. We also offer an array of stickers, buttons, and flags across various identities, such as bi, pan, trans, and asexual. During our campus’s Pride Week, we provide rainbow-sprinkled doughnuts at our university-wide College Coffee gathering, and we routinely use an array of Pride flags at campus events. Students can also be seen wearing our Elon “accepted” T-shirts, which have a double meaning: LGBTQIA students are accepted to Elon (enrolled) and accepted at Elon (validated).

**Use campus student media.** Another way to create dialogue and awareness and promote your efforts is to pitch story ideas to student media. Our campus media have featured editorials about marriage equality, explication of state legislation and the effect on LGBTQIA communities, event coverage of our county’s Pride Festival, and a Valentine’s Day love story about two female student-athletes.

**Tap into your cultural and special program offerings.** Consider using existing vehicles for campus cultural programs and speakers. Suggest films for an academic department film series, musicians or plays that address gender and sexuality, or speakers who discuss emerging topics such as trans inclusion in athletics, the rise of anti-LGBTQIA legislation at the state level, or media representations of and issues facing LGBTQIA youth. Consider ways that student government funding can be used to develop collaborative gatherings across identity groups, including drag shows, ally workshops, student travel for diversity conferences, film screenings, or events featuring intersectional speakers like Willy Wilkinson, Geena Rocero, Eli Clare, or J Mase III.

For us, collaboration is key, as is witnessed through our Department of World Languages and Cultures’ international LGBTQIA film series, the Department of Performing Arts’ semester productions that explore gender and sexuality, and the Hillel Center’s hosting of Rainbow Shabbat each year.

Know that with any change efforts, you may end up feeling frustrated, and some might say that nothing is changing — that progress is too slow. You will be confronted with people who say they don’t feel like part of the community or are having a bad experience. Your job will be to learn from those situations, adjust when needed, and keep at it. As you begin or continue this work on your campus, know that there are many people on other campuses with the very same goals. Work together to share your challenges and successes as you strive to create more LGBTQIA-inclusive campuses.

Brooke Barnett, PhD, is the associate provost for inclusive community and a professor of communications at Elon University. She is also a member of the INSIGHT Into Diversity Editorial Board. Matthew Antonio is the director of the Gender and LGBTQIA Center at Elon University. Campus Pride is a partner of INSIGHT Into Diversity.
The Implications of Neil Gorsuch’s Supreme Court Confirmation

By Shirley J. Wilcher, JD

On April 7, 2017, the Senate confirmed Judge Neil M. Gorsuch of the 10th U.S. Circuit Court of Appeals as the 101st associate justice of the United States Supreme Court, replacing the late conservative Justice Antonin Scalia. The confirmation was based on a party-line vote of 54-45, and only three Democrats voted with the majority.

This vote was significant for several reasons, both procedural and substantive. The vote set a precedent that will have an impact on the way Supreme Court justices are confirmed for the foreseeable future. It may also have implications regarding issues of interest to the higher education and diverse communities.

Gorsuch was selected from a list of 21 jurists that President Donald Trump assembled as a testament to his conservative and judicial bona fides. A former law clerk of Justice Anthony Kennedy, the 49-year-old Gorsuch will theoretically sit on the court for many years. A native of Colorado, he earned his bachelor’s degree from Columbia University, a JD from Harvard Law School, and a doctorate in philosophy from Oxford University. After working as an associate and partner for the law firm of Kellogg, Huber, Hansen, Todd, Evans, & Figel, Gorsuch served as principal deputy to the associate attorney general and acting associate attorney general in the U.S. Department of Justice from 2005 to 2006. Thereafter, he was nominated by President George W. Bush and became a judge on the 10th U.S. Circuit Court of Appeals.

Gorsuch was confirmed to the Supreme Court after a year of controversy. When Justice Scalia passed away in February 2016, President Barack Obama nominated Judge Merrick Garland of the Court of Appeals for the D.C. Circuit. This nomination was ill-fated, however, as Senate leadership refused to grant Garland a hearing, arguing that the next president should fill the vacancy because it came in the middle of a presidential election season and so late in Obama's final term.

In addition to their decision not to act upon the former president’s nomination, Senate leadership decided to exercise the “nuclear option” — a procedure in which the Senate can override a rule or precedent by a simple majority of 51 votes — when they failed to obtain the necessary 60 votes to overcome a filibuster on Gorsuch’s confirmation.

Confirmed by a simple majority, Gorsuch was sworn in as an associate justice of the Supreme Court in April, filling a vacancy that had left the court with only eight votes for nearly a year.

So what are the implications of the confirmation of this ninth justice? Civil rights organizations were virtually unanimous in their condemnation of Gorsuch as a candidate to the Supreme Court. Additionally, the American Association for Access, Equity, and Diversity (AAAED) released a statement, saying, “In AAAED’s view, Judge Gorsuch’s record demonstrates that he leans heavily in favor of employers, for example, and tends to be dismissive of ‘discrete and insular
minorities' who present discrimination claims in the courtroom, and who are most in need of the court’s protection to secure core constitutional rights.”

In the case of *Hobby Lobby Stores, Inc. v. Sebelius*, Gorsuch joined the full court in ruling that Hobby Lobby, a closely held, for-profit secular corporation, did not have to comply with provisions of the 2010 Patient Protection and Affordable Care Act that require employers to provide contraceptive services to employees. Citing the 10th Circuit's ruling in *Endrew F. v. Douglas County School District*, finding that Gorsuch's standard was exceedingly low and "would barely provide an education at all to children with disabilities," according to Chief Justice John Roberts.

Other cases suggest that Gorsuch's record is more mixed and that, in some cases, he ruled in favor of the victims. For example, in a 2007 Title IX case, he reportedly voted to restore an action brought by students alleging sexual assault. While the lower court ruled in favor of the university, Gorsuch's panel overturned the decision, "blaming the assaults on poor campus supervision," according to the Associated Press. The case was settled out of court, and the institution reportedly paid $2.85 million to the complainants.

As for women's rights, the position taken by Gorsuch in *Hobby Lobby* portends a limited view of the rights of women regarding contraceptive coverage and possibly *Roe v. Wade* and abortion rights. The *Hobby Lobby* case forebodes a similar outcome for the LGBTQ community because of Gorsuch's support for religious liberty as a defense to claims of discrimination. If sincerely held religious beliefs are used as a justification for discrimination, LGBTQ employees are at serious risk.

Advocates of equal opportunity laws, diversity, and affirmative action have reason to be concerned, too. In the *National Review*, Gorsuch took a very limited view of civil rights impact litigation — lawsuits that have the potential to cause significant societal change. He has also questioned the amount of deference courts should give to federal agencies' interpretations of laws. Agencies such as the Equal Employment Opportunity Commission have historically issued guidance that courts often choose to follow, but Gorsuch may not be so inclined.

Moreover, it has been said that he will follow the Scalia school of judicial interpretation, and it is well known that Scalia had a dim view of affirmative action. Recently, groups representing Asian students have sued Harvard University and other elite institutions for discrimination, arguing that affirmative action was the cause. These and other cases may come before the Supreme Court in the coming years.

If Gorsuch's record tells us anything, it's that he leans heavily conservative and can be expected to align with this wing of the court. However, what will be more consequential is the selection and confirmation of the next Supreme Court justice. It is that person who could tip the balance of the court for a generation.

Shirley J. Wilcher, JD, CAAP, is the executive director of the American Association for Access, Equity, and Diversity. She served as director of the OFCCP from 1994 to 2001. Wilcher is also a member of the INSIGHT Into Diversity Editorial Board. The AAAED is partner of INSIGHT Into Diversity.
The best colleges and universities understand that creating an inclusive campus goes beyond ensuring diverse student and employee populations. A truly inclusive campus is one where active and continuous engagement is facilitated among all students, faculty, staff, and administrators — allowing members of the community to learn from one another and grow together.

**Southern Illinois University Edwardsville**

At Southern Illinois University Edwardsville (SIUE), students, faculty, and staff have access to diversity and inclusion training 24/7, says Venessa A. Brown, PhD, associate chancellor for institutional diversity and inclusion.

While the Office of Institutional Diversity and Inclusion (OIDI) — overseen by Brown — hosts frequent on-campus programs and trainings, it’s often difficult for all of those interested in attending to do so because of work and school obligations. “People always said that during the school and work day, they didn’t have access to our programs and trainings,” she says, “even though they [wanted] to attend.”

To better accommodate all members of the campus, the OIDI created the Diversity and Inclusion Online Learning Community, which allows all SIUE employees and students to complete online training — on topics such as identifying and reducing bias — as their schedules allow. The site provides information and resources on a wide variety of diversity-related topics, from campus services for student veterans to African American history. Users are also able to access and share articles and participate in discussion groups.

“We wanted to create a program where everyone could have access to diversity and inclusion resources and a safe space where they can ask questions or leave comments,” says Brown.

The website is just one of the many ways the OIDI has developed collaborative solutions to address the needs and challenges of SIUE’s dynamic community.

In 2013, after several students with disabilities expressed an interest in having faculty mentors, the OIDI and Disability Support Services developed the Faculty Mentoring Students with Disabilities Program (FMSDP). Participating students are assigned a mentor — typically an instructor within their major area of study — with whom they meet on a regular basis to discuss strategies for achieving academic success and future goals. Additionally, mentors inform students about events and organizations related to their discipline and encourage them to participate; such involvement helps them to better connect with the campus community and network with other faculty and their peers, according to an FMSDP brochure.

Many of the faculty and staff who volunteer to be mentors through the program do so because they have firsthand experience with disabilities or have close family members or friends who live with such impairments, according to Brown. In addition to participating in training hosted by the OIDI and Disability Support Services, this personal experience provides mentors with special insight into how to assist students who face accessibility issues and motivate them to be self-advocates.

“Our faculty and staff mentors really know how important it is to get involved in helping these students who are trying to earn their degrees,” she says. “There has been such enthusiasm.
that [FMSDP] has really blossomed.”

FMSDP was modeled after a similar endeavor by the OIDI — geared toward underrepresented populations — that provides mentorship and academic support for SIUE student-athletes, says Brown. The greatest benefit of such programs is that they provide individuals who may otherwise feel disconnected from the university community with an on-campus ally. Providing such personal support, Brown says, is necessary to help every student thrive at SIUE.

“We are a campus committed to diversity — not just through words, but through actions as well,” Brown says. “We try every day to be proactive in creating a place that is not only welcoming to all, but also supportive of all students’ ability to graduate and grow.”

University of Oklahoma
The University of Oklahoma (OU) takes a personal, in-depth approach when it comes to diversity education. The school’s Freshmen Diversity Experience is a three-hour training consisting of presentations and small-group discussions about bias, stereotypes, and awareness of differences. The University Community Office and the Southwest Center for Human Relations Studies partner to host the training, as well as to assess its impact by evaluating students’ attitudes before, during, and after the experience.

“Students might come in thinking ‘I can’t believe I have to be here for five hours,’ but they leave saying the experience changed their life,” says Jabar Shumate, the vice president of university community.

For example, a young woman who was raised to be biased against LGBTQ individuals told him that she changed her perspective during one of the program’s small-group discussions after having a conversation with a student who is gay. Such transformation is not uncommon during the Freshmen Diversity Experience, says Shumate, because it provides a unique opportunity for students to talk openly about their identities and beliefs, as well as learn about individuals from different backgrounds and hear their perspectives. Since the event first launched two years ago, approximately 8,000 OU freshmen have participated, and Shumate says it has had a positive effect both on individuals and the overall campus climate.

In addition to facilitating opportunities for engagement among students, OU is committed to building an increasingly diverse student body through extensive recruitment initiatives focused on first-generation and minority students. One such program, the George McLaurin Leadership Initiative, invites high-achieving, first-generation, male high school students from Oklahoma City, Tulsa, Houston, and Dallas to attend a three-day conference at the university each spring. Named after the first African American student to attend OU, the initiative is designed to introduce these students — who are commonly from underprivileged or minority backgrounds — to the college environment.

The conference includes presentations from a national speaker and OU alumni, as well as opportunities to learn about strategies for college success from OU professors, students, and community leaders. Individuals who attend the conference not only learn about college life, but are also motivated to apply to the university, as their attendance at the event makes them eligible for merit-based scholarships offered by OU. Recipients of these scholarships who enroll at OU participate in a college bridge program during their freshman and sophomore years that includes frequent study sessions and meetings with campus leaders. The initiative has been so successful — participants have a 91 percent first-year retention rate and
June 2017

an average GPA of 3.2, Shumate says — that the university created a similar program this year for first-generation female high school students this year. “We have seen amazing success for these young men and women,” he says.

These initiatives and more have resulted in the current freshman class being the most ethnically diverse in OU’s 127-year history, with 33 percent of students from minority backgrounds, says Shumate. Similarly, he says, OU has excelled at retaining these individuals — which he attributes to efforts by the entire campus community to support underrepresented students.

“My office is named University Community because we have a vision that diversity and inclusion is not just the responsibility of one office, but of every college, department, and person on campus,” Shumate says. “We see [diversity] as the cornerstone of the university.”

**University of Louisville**

At the University of Louisville (UofL) in Kentucky, each college and department is responsible for meeting institutional diversity goals, says Vice Provost for Diversity and International Affairs Mordean Taylor-Archer, PhD. One way UofL accomplishes this, she says, is by measuring and assessing its efforts — factors such as the enrollment and retention of minority students, as well as the recruitment and promotion of minority employees — within each school and division.

The Diversity and International Affairs Office also works closely with the head of each college and department to ensure that diversity is an integral component of each one’s mission. “We ask [the deans] what their vision statement is and how diversity is integrated into the development and advancement plans of their school,” says Taylor-Archer. “We use our accountability metrics to look at things like the composition of the student body, but we also [consider] what’s happening in terms of education, research, and scholarship.”

UofL places a strong emphasis on research and teaching around issues related to equity and social justice, which is demonstrated by the fact that every student is required to complete two three-credit courses on these subjects — one focused on diversity issues in the U.S. and the other on global diversity. “We consider diversity to be all-inclusive, which is why we want our students looking internally and externally at such issues,” Taylor-Archer says.

Similarly, UofL emphasizes the importance of international service-learning to help broaden their perspectives. The university has offered such programs in Belize, the Philippines, Ghana, Rwanda, and other countries. Led by faculty members, participating students have provided dental services, taught English to school children, and built huts for homeless families.

The Muhammad Ali Scholars program at UofL also provides a unique opportunity for students to complete service-learning projects while engaging in collaborative research on topics such as global poverty and racism, as well as similar issues. “Our Muhammad Ali Scholars do intensive work [toward] understanding social justice and peace-making, both in the U.S. and abroad,” Taylor-Archer says.

The program is facilitated by the Muhammad Ali Institute for Peace and Social Justice, one of several on-campus entities dedicated to supporting the work of diversity and inclusion at home and around the globe. This dual focus on addressing both domestic and international issues, Taylor Archer says, allows the university to expose students and faculty to a wide range of perspectives — a critical component of learning.

“We try to have programs that cover all aspects of inclusion [on campus] for our students, faculty, and staff,” she says. “We want our students to pay attention to the rest of the world and be true global citizens.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
Dr. Alfred Kinsey founded the Institute for Sex Research — now named the Kinsey Institute — at the University of Indiana in 1947. His research led to the creation of the Kinsey Scale, which measures an individual’s sexuality based on a continuum, popularizing the theory that sexual orientation can be fluid rather than binary.

In 1967, students at Columbia University formed the Columbia Queer Alliance — the first LGBTQ student organization in the U.S.

The Human Sexuality Office opened at the University of Michigan in 1971, making it the first campus in the world to have a space designated specifically for LGBTQ students. The university later renamed the office the Spectrum Center. Today, more than 150 U.S. colleges and universities have LGBTQ student centers.

City College of San Francisco became the first higher education institution in the U.S. to offer courses in LGBTQ studies in 1972. Later, in 1989, the college created a gay and lesbian studies department.

In 1985, Delta Phi Upsilon, the first fraternity for gay men of color, was founded at Florida State University. The following year, Delta Lambda Phi — a fraternity for gay, bisexual, and transgender men — was established in Washington, D.C.

Campus Pride, a nonprofit organization dedicated to promoting LGBTQ inclusion on college campuses, was founded in 2001.

The Women’s Research and Resource Center at Spelman College launched the Audre Lorde Project in 2006 to increase public awareness of issues faced by LGBTQ African Americans and promote LGBTQ inclusion at historically black colleges and universities.

Kye Allums, who was a guard on the George Washington University women’s basketball team, became the first openly transgender athlete in NCAA Division I history in 2010. He went on to become a national advocate for transgender rights.

In 2010, Rutgers University freshman Tyler Clementi committed suicide after being the target of online bullying. His death brought international attention to issues of bullying and LGBTQ discrimination, as well as the need for campus resources and support for LGTBQ students.

The University of Arizona launched its Transgender Studies Initiative in 2013; it includes increased funding and resources to conduct research in the field, as well as plans to launch the first graduate program in transgender studies in the next several years.

Raymond E. Crossman, PhD, president of Adler University and co-chair of LGBTQ Presidents in Higher Education, revealed in a March 2017 Salon.com article that he has been HIV positive for 30 years. He attributed his decision to go public to the current administration’s rhetoric toward marginalized groups.

For sources, visit insightintodiversity.com/infographics/lgbtq-timeline.
At the University of Cincinnati (UC) in Ohio, the belief that an inclusive campus is one where everyone — students, faculty, and staff — is able and willing to participate is shared by all. “We are about bringing out the best in our students, faculty, and staff and making sure that members of our community have the open mind, the curiosity, and the willingness to understand and learn about different cultures so that we can help each other thrive,” says Bleuzette Marshall, PhD, vice president for equity and inclusion. “If people don’t feel like they can participate in any given activity or experience, or even in a classroom, then they withdraw and don’t become as engaged as possible, not really give their best or do their best work.”

Recognizing the crucial link between an inclusive environment and an individual’s level of engagement, UC works to address barriers to inclusion — an effort in which every member of the campus community has a role to play. The administration expects all new employees to have an interest in and a willingness to contribute to advancing equity and inclusion. In fact, a policy implemented in July 2016 requires that all job candidates submit a diversity and inclusion statement with their employment application, the purpose of which, UC officials say, is to establish diversity and inclusion as campus-wide priorities.

Job candidates to UC — including those applying for student-worker and hourly positions — are asked to respond to the following statement, which is designed to gauge an individual’s experience with and commitment to diversity and inclusion: “As an equal-opportunity employer with a diverse staff and student population, we are interested in how your qualifications prepare you to work with faculty, staff, and students from cultures and backgrounds different from your own.”

“We want people to understand our values and commitment coming in the door, and what better way to do that than through the application process,” says Marshall. “We want to know what types of experiences
people have had working in a multicultural environment. From [their responses], we are able to garner where a person is and anticipate how he or she might contribute [to campus]." Although expertise in these areas is not a prerequisite for employment at UC, she says the new practice has already helped attract more faculty and staff who are eager to contribute and willing to learn.

**Inclusive Training and Education**

UC offers faculty members many learning and professional development opportunities focused on techniques for leading multicultural learning environments. One such activity is its annual Equity and Inclusion Conference — now in its ninth year — which brings faculty, staff, and students together for a full day of workshops and speakers.

“The purpose of the conference is to highlight pedagogy and best practices that really create an inclusive environment," Marshall says. “[We are] equipping faculty with the skills and knowledge to be able to make substantive changes in their areas.”

The 2017 Equity and Inclusion Conference, which took place March 29, centered on the theme “Moving Toward Solutions.” It featured sessions on LGBTQ advocacy and ally training, leadership development for underrepresented students, accessibility of online education, and cross-cultural learning and teaching, among other topics.

Recipients of UC’s Diversity and Inclusion Incentive Grant — designed to fund research around building a more vibrant, equitable, and inclusive community — are required to present their findings at the conference. Past grant projects have focused on how to enhance the recruitment and retention of underrepresented individuals, issues faced by foster-care students entering higher education, developing nonviolence training using methodology developed by Martin Luther King Jr., and more.

Grants range from $1,000 to $10,000, depending on the proposal, and project leaders or their college or unit are required to match the award. In 2016, UC funded 16 projects across the university.

Beyond the Equity and Inclusion Conference, UC provides other professional development avenues for faculty. Through the Center for the Enhancement of Teaching and Learning (CETL), lead by Director Bryan Smith, PhD, professors learn how to improve classroom environments and student outcomes. The center brings faculty members together for a common purpose: to learn how to build inclusive classrooms and develop culturally responsive instruction.

CETL workshops focus on everything from implicit biases and microaggressions to mindset and stereotype
threat, as well as ways to mitigate and manage situations in the classroom. The one element all the sessions have in common is a concentration on creating inclusive spaces. “We try to integrate some aspect of inclusion into all of our programming, whether or not it is the explicit focus. For example, when working with faculty on assessment, we might include a discussion on blind grading to mitigate implicit bias, or we might talk about accessibility in the context of teaching online,” says Smith. “We also have programming where inclusion is the explicit focus, such as an upcoming institute where we are working with faculty to think about how they might incorporate principles of Universal Design for Learning into their classrooms.”

According to Smith, ensuring that a classroom is inclusive requires consideration of a variety of factors, such as the syllabus, course content, comprehension, and sense of belonging. But perhaps more important, he says, is being able to lead difficult discussions among students, giving them the opportunity to engage across difference. To help professors better manage such conversations, CETL has sponsored a training at UC over the last year. While Smith says topics and the methods for covering them vary depending on the specific course in which they occur, he does recommend certain practices that can be used across disciplinary contexts; some of these include setting up participation norms and ground rules, as well as examining course content with an eye for what perspectives are represented.

Furthermore, Smith and his five-person, full-time staff conduct individualized classroom assessments in which they observe interactions and offer recommendations. “Part of this role can be to point out who seems to be engaged or which voices are being heard and which ones are not,” Smith says. “In some cases, especially when there is conflict in the classroom, we also use a process for getting feedback from students about their perceptions and help faculty formulate a productive set of actions to try to respond to students’ needs.”

One of the overall goals of CETL’s efforts is to ensure that all students are achieving learning outcomes, and Smith and his staff are currently working on developing a more formal training for all faculty to ensure further progress in this area.

“Affective things actually do matter in the classroom — it’s not just content delivery,” Smith says. “So a lot of [this work involves] things that I think before 10 years ago would have been pejoratively termed ‘soft skills.’”

Respectful Communication
The Racial Awareness Program (RAPP) — previously called the Racial Awareness Pilot Program — emphasizes the importance of similar “soft skills.” Founded in 1986 by former UC employee Linda Bates Parker in response to a racially insensitive party hosted by a UC fraternity, RAPP was originally designed to get black and white students to engage in dialogue about race. It has since expanded to include additional topics and several iterations.

The nine-month intensive program, referred to as RAPP, gives up to 35 students per year the opportunity “to challenge, debate, and educate each other on issues of social justice,” according to the program’s website. Beyond race, participants discuss issues related to gender, sexuality, socioeconomic status, and “everything in between,” says RAPP Program Coordinator Brice Mickey.

“[Students are] communicating across difference, learning that they can make change, and understanding that oppression is systemic, pervasive, embedded, and interlocking,” he says. “[We try to get at] the fact that
oppression is more than just saying a racial slur or getting fewer callbacks because your name looks different on your résumé. We really get into systems of oppression and why they exist.”

Throughout the curriculum, which centers on leadership outcomes, students meet 14 times for three hours, as well as participate in three overnight retreats.

RAPP’s Accelerating Racial Justice (ARJ) intensive, a five-day, off-site summer program, accepts up to 30 students each year and concentrates solely on race. Participants “build their awareness, knowledge, and skills related to racial justice and inclusive leadership,” according to the program’s website.

The first day of ARJ, Mickey says, is typically spent discussing racism and how it affects people. He explains that white students often don’t fully understand the extent of the impact race and racism have on their peers of color. “That is what I think is so powerful about our intensives — sitting students down with [others] who don’t look like them and hearing their stories,” he says. “It’s really hard to tell someone you don’t believe in racism when you have a person of color sitting right in front of you telling you how it has affected their entire life.”

Using a product called StarPower, students in both intensives engage in simulations — many participants call it a game, says Mickey — focused on the use and abuse of power, leadership, and diversity. Moving through the experiential learning cycle, they discuss what happened, how it affects them, and what they plan to change in their own life based on what they took away from the experience. Mickey says the activity provides an important demonstration of how people can process situations in completely different ways.

“We all [do] the same exercise, and yet we all [have] completely different takeaways from that same experience,” he says. “I think that’s so important for everyone in everyday life. You might go to the same rally, you might take the same class, but you get completely different outcomes from each person depending on who they are.”

Although both intensives are open to all students with at least a 2.0 GPA on a first-come, first-serve basis, Mickey says the cohorts are typically very diverse and include individuals of all races, ethnicities, gender identities, sexual orientations, and religions. Additionally, RAPP has an alumni program called RAPPORT, which allows students to continue conversations about identity and social justice once they’ve completed the program, and workshops and trainings that are open to all members of the campus community. Mickey says thousands of people have participated in RAPP’s initiatives since it began 31 years ago.

While he hopes that participants leave the program with a slew of new friends and a passion and ability to enact change in the world, perhaps the most important objective of RAPP is to prepare students to interact and communicate with people of different identities.

“These are skills that are transferrable, that you need regardless of the profession you are in,” says Mickey. “You are going to work with people who are different from you, who have different political ideologies, sexual orientations, races, and gender identities and expressions, and you need to be able to talk to them. You should be able to do it respectfully, and you should be used to having your ideas challenged and challenging the ideas of others.”

Alexandra Vollman is the editor of INSIGHT Into Diversity. The University of Cincinnati is a 2012-2016 INSIGHT Into Diversity HEED Award recipient.
Changing the Narrative for Men of Color in Higher Education

By Lisa McBride, PhD

Completing college is more of a struggle for African American and Latino men than for any other racial or ethnic group. The troubled status of these groups in higher education has garnered tremendous attention over the past 20 years at national conferences, in the media, and in published scholarship. As researchers increasingly highlight the complexities of the problem, educators, administrators, and policymakers alike have grappled with the question of what must be done to improve the success of black and Latino male students.

A 2015 report titled *Building a Grad Nation*, released by America’s Promise Alliance, indicates that the U.S. is on track to graduate a record number of high school students by 2020. However, as the nation’s overall graduation rate has continued to rise, the gap between black men and their white peers has widened, according to a new study released by the Schott Foundation for Public Education. In fact, the report shows that in 2011-2012, the national graduation rate for black men was 59 percent, for Latinos 65 percent, and for whites 80 percent. Particularly striking were figures for Detroit, where only 23 percent of African American male students graduated from high school on time.

The often-quoted statement, “There are more black men in prison than in our colleges and universities,” has been used in many ways. According to Elwood Robinson, PhD, the chancellor of Winston-Salem State University, “For nearly a decade, this has been a popular statement with those attempting to dramatize the plight of African American males. Although today it is factually inaccurate, there are far too many of these individuals in prison and not enough in college.”

As a consequence of these high rates, “the ‘school-to-prison’ pipeline is often invoked as a metaphor to capture the seemingly inexorable progression of African American boys,” explained Oscar Barbarin, PhD, chair and professor in the African American Studies Department at the University of Maryland, College Park, in his book *Beyond Stereotypes in Black and White: How Everyday Leaders Can Build Healthier Opportunities for African American Boys and Men.*

“African American men figure so prominently in the correctional system that the number of African American 4-year-old males can be used to model the number of people who will be incarcerated 15 to 20 years in the future,” Barbarin wrote.

Based on an analysis of data, he has projected that by 2029, prisons will house almost 20 percent of the African American 4-year-olds now living in America. To counter this issue, the Obama administration set a goal to reduce the incarcerated population and end the use of private prisons. Under the Trump administration, however, these efforts have been reversed and a dozen private prison contracts have been restored.

Prominent abolitionist, author, and orator Frederick Douglass said it best when he wrote, “It is easier to build strong children than to repair broken men.”

Today, more than 60 years after *Brown v. Board of Education*, a strong argument can be made that school systems in the United States are separate and unequal. It is widely acknowledged that boys and men of color are significantly overrepresented in school disciplinary and juvenile justice systems compared with their representation in the overall population. Researchers have concluded that as a result of these and other barriers, “male students of color have the lowest school attendance rates and, perhaps most important, the lowest levels of personal stability and support, relative to other groups,” according to the 2016 report *Boosting College Success Among Men of Color*, published by MDRC — a nonprofit, nonpartisan education and social policy research organization.

MDRC’s report shows that although many young men of color have similar college and career aspirations as their white peers, “they face significant barriers to attaining their academic and personal goals,” according to the authors of the report. Such barriers exist in part...
due to the chronically low-performing schools that young African American and Latino male students attend, where a majority of students qualify as poor or low income. This situation serves as a barrier to improving the quality of education and the school achievement of boys and young men of color.

Even if these individuals are able to overcome the many obstacles they face in order to graduate from high school and enroll in college, they don’t always go on to earn degrees. In fact, African Americans enrolled in bachelor’s degree programs at four-year institutions graduate at the lowest rates of all other racial and ethnic groups, according to data from the U.S. Department of Education. Specifically, they lag 12.6 percent behind Hispanics and 22.3 percent behind whites; Asians have the highest graduation rate at 71.2 percent. The study looked at the six-year graduation rates of students in four cohorts. Across each group of undergraduates, the six-year graduation rate for black male students attending public colleges and universities was 35 percent, compared with 46 percent for Latino and 59 percent for white male students.

The achievement gap for men of color is the crisis of our time. According to scholar Gwendolyn Perry-Burney, PhD — a professor of social work at California University of Pennsylvania whose research focuses on at-risk youth — federal, state, and district policies need to be examined to address these disparities in ways that will make a difference in the lives of black and Latino men.

Understanding what contributes to a college experience that motivates students to achieve academic and personal goals is important, especially for African American and Latino men — whose graduation rates are also lower than those of female students. Although some colleges and universities have enacted programs to address the needs of these male students, if we are going to make a difference in their ability to complete school and earn a college degree, we must continue to respond to their unique needs.

Successful work to support young men of color has involved the following strategies to increase their engagement, persistence, and college graduation rates:

- Academic enrichment and mentoring to enhance the broad range of academic skills necessary for them to be successful in college; skill development such as customized sessions on time management, textbook comprehension, note taking, studying, and test taking; mentoring that includes both peer-to-peer and adult-to-peer relationships that ensure support and provide advice and guidance

- Leadership training, with opportunities for students to learn specifically about Stephen Covey’s Seven Habits of Highly Effective People or participate in Dale Carnegie’s Leadership Training, as well as community leadership projects with the National Urban League and 100 Black Men mentoring organizations

- Activities that promote dignity, respect, love, and trust, such as talking circles, expression through art and culture, community projects, exercise, nutrition classes, and opportunities for male bonding in a familiar, safe place

- Special events or workshops featuring guest speakers, special presentations, conferences, and meetings on topics related to identity and student success, as well as prominent men of color in a community forum to improve social and cultural awareness

- An automated contact system (i.e., email, Twitter, Facebook, or other social media outlets) to reach students and let them know the institution is monitoring their progress

- Civil engagement, such as volunteerism that includes character building and paying it forward

- Public speaking opportunities and interpersonal communication seminars to build communication skills

We must not forget that for many men of color, college life can be fraught with traumatic or stressful experiences. Perry-Burney reminds us that many of these individuals see themselves as the person who can change his family’s life cycle, who moves his family out of poverty, and who is respected by white people.

Yet many colleges and universities aren’t accommodating men of color. They lack African American and Latino male professors and mentors, mentorship programs, and specialized financial aid advisers and those concerned with the whole person. The moment men of color are admitted to a college or university, their experience should look different from that of the majority of students, as we know they are resilient, remarkable, and capable of excelling when given the tools to do so.

The moment men of color are admitted to a college or university, their experience should look different from that of the majority of students, as we know they are resilient, remarkable, and capable of excelling when given the tools to do so.

Lisa McBride, PhD, is the vice president for diversity and inclusion at Salem State University. She is also a member of the INSIGHT Into Diversity Editorial Board.
It’s difficult to say whether charter schools are doing a good job of preparing underrepresented students for college, says Dan Losen, JD, MEd, director of the Center for Civil Rights Remedies at the University of California, Los Angeles, because no two charter schools are alike. The center is dedicated to improving educational opportunities and outcomes for children who are frequently subjected to exclusionary practices.

The effectiveness and equity of charter schools has been a hot topic for years in education circles. With Betsy DeVos — a champion of charter schools — now at the helm of the U.S. Department of Education, dialogue regarding the credibility of these schools has increased even more.

Conflicting and sometimes sparse research makes the task of determining if charter schools are good for all students a difficult one. A number of studies show that those who attend these institutions, on average, academically outperform students at traditional public schools. Recent research conducted in Boston and published by the Boston Foundation and NewSchools Venture Fund suggests that charter schools also improve college attendance and choice. A study published by the Center for Economic and Social Research at the University of Southern California examining data from Chicago and Florida found that these schools have positive effects on college admission and persistence, as well as later earning potential.

However, other analyses, such as one published by Princeton University in 2016, have found the exact opposite: that charter schools have little to no effect on these long-term indicators of success.

Even if it were a given that charter schools consistently increase their students’ chances of leading successful academic and professional lives, there is still the question of equity. Are the majority of charter schools welcoming and effectively preparing a diverse group of students to succeed in higher education? According to Losen, they are not. And that’s a problem.

Losen blames a misguided approach to discipline for some charter schools’ failure to create both diverse and inclusive environments. Those that take a zero-tolerance approach — often referred to as “no-excuses charter schools” — create an environment that both explicitly and implicitly tells certain students they’re not welcome.

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Unfortunately, this exclusion doesn’t end with written policies, Losen says. Subtle messaging also serves to keep away students who might require more support than others. “There are many charter schools that don’t provide information about their institution in Spanish, for example, or in other languages,” he says, adding that often they also don’t provide a full spectrum of special education services.

These issues also concern Maureen Costello, director of Teaching Tolerance, a project of the Southern Poverty Law Center that focuses on diversity, equity, and justice in education. She believes that any system of choice tends to skew away from children with special needs.

Additionally, as charter schools siphon off students who require fewer resources, the most vulnerable students are left in traditional public schools. “Students with disabilities, those affected by large opportunity gaps, and those in deep poverty — perhaps living in a shelter or foster environment — are now more isolated than ever in schools where they are a majority,” says Costello.

It’s a sort of creaming effect that works to both drive up charter schools’ test scores and depress those of other schools, says Losen — a phenomenon that also robs traditional public schools of financial resources. As charter schools take in students who don’t require much additional support,
public schools in the same area are left with a higher concentration of those who do require more resources, he says — and more resources means greater expenses.

“Kids who come to school with more behavioral issues and more needs — English language learners, kids with disabilities — ... they require more supports and services to succeed, and they deserve that,” Losen says.

In the end, traditional public schools are left with both higher bills and lower test scores compared with charter schools in the same area. “It’s a deal with the devil,” says Costello. “We’re getting gains for some students by willfully allowing others to continue to fall behind.”

It’s not all bad, though, says Losen. “Just because some of the leading charter proponents have embraced the no-excuses approach,” he says, doesn’t mean all of these schools have to. “Charter schools could be a tool for diversity. [They could] adopt a much more creative, problem-solving kind of curriculum — and I think there are probably some like that.”

In fact, the National Coalition of Diverse Charter Schools has grown from 14 member schools when it was founded in 2014 to more than 100 today as it pursues its mission “to support the creation and expansion of high-quality, racially and economically diverse public charter schools.”

The key is to create schools that are integrated and are successful at “preparing their students both academically and socially for later challenges and opportunities,” says Grover J. Whitehurst, PhD, author of the report Segregation, Race, and Charter Schools: What Do We Know?

“There are not many schools that do any of these things well, much less all of them,” he says. Despite their flaws, no-excuses charter schools may have some strategies to share regarding academic success, but they — and all other schools — need to do a better job of preparing students for the “broader culture they will encounter after they finish high school,” Whitehurst says.

Perhaps the takeaway is that charter schools are as diverse as the children they seek to serve — and as difficult to make generalizations about. Losen and Costello believe there are some baselines that these institutions must meet, though, if charter school is to be a viable K-12 option: They must welcome a diverse group of students, and they must do a good job preparing all students for college and life.

“I think aligning with universities to be laboratories of innovation in the truest sense of the word,” says Losen, “with the goal of not replacing but improving traditional schools, would be a great next step.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.

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### NAACP Investigates

**Effects, Transparency of U.S. Charter Schools**

The National Association for the Advancement of Colored People (NAACP) has called for a moratorium on the expansion of charter school funding nationwide in protest over the lack of transparency by these institutions regarding how they are operated.

After ratifying the moratorium last October, the NAACP assembled the Task Force on Quality Education to hold hearings on the effects charter schools have on public education in seven cities across the country. Members of the task force heard from education experts, school officials, teachers, students, parents, and community members at hearings held in Memphis, Orlando, Detroit, New Orleans, Los Angeles, New York City, and New Haven, Conn.

Testimonies centered on the lack of public information regarding the management of charter schools and included accusations of fraud and the mismanagement of millions of dollars in public funding. The task force was also attempting to determine if charter schools result in the segregation of students along race and income lines — an accusation that is bolstered by enrollment data in cities like New Orleans, where 89 percent of white students attend tier 1 charter schools, compared to 23.5 percent of African American students. Widespread claims of charter schools failing to provide adequate resources for individuals with disabilities were also discussed.

The task force’s final hearing was held April 27 in New York City. Following the proceedings, the NAACP announced that it would review the findings to determine if it will continue its moratorium.
Diversity’s Third Leg:
Higher Education’s Approach to Supplier Diversity

By Alexandra Vollman

As the U.S. population has become increasingly diverse, so has the business community, with more women, minorities, veterans, and people with disabilities launching companies than ever before. Collectively, these organizations contribute trillions of dollars in revenue to the U.S. economy, employ millions, and represent a huge opportunity for companies seeking diverse vendors.

Historically, corporate America has made supplier diversity a high priority, heavily investing in efforts to increase opportunities for diverse businesses. But what about higher education — specifically public institutions? When it comes to diversity and inclusion, colleges and universities have largely focused on the diversification of students and faculty, but how much of an emphasis do they place on the inclusion of minority-, women-, veteran-, LGBTQ-, and disability-owned businesses?

“Universities have diversity of faculty, staff, and students, and that’s where they focus most of their attention, but the third leg is supplier diversity,” says Doreen Murner, CEO of the National Association of Educational Procurement (NAEP). “I think the three legs of the stool are starting to come together.”

With more than 1,000 members representing colleges and universities across the U.S., NAEP works to facilitate ethical procurement policies and practices within higher education through networking, advocacy, and continuing education. Although the organization hosts a bi-annual Supplier Diversity Institute — where procurement professionals in higher education learn how to develop, grow, and sustain supplier diversity programs — NAEP is largely a newcomer to the conversation about supplier diversity. However, Murner and her colleagues are working to build their knowledge in this area and call others’ attention to it as well.

“Ours right now is an awareness program. We’re trying to get people to be aware that there is this other place where diversity [is important], and it’s in their supplier base,” says Murner. “Universities should be aware of this because it affects the communities where [they are] located.”

Murner says that while some colleges and universities’ supplier diversity efforts are better than others, most understand the importance of establishing relationships and doing business with diverse companies. The goal, however, is “to get supplier diversity embedded in the university community to where it’s no longer even a discussion, it’s just done,” she says.

“If your student and faculty populations are diverse because of initiatives to increase opportunities on campus, it only makes sense that the vendors that supply goods and services to the university would be a fair representation of that same effort,” says Murner.

Over the next few years, she says the NAEP will be working to strengthen its focus on supplier diversity in higher education by analyzing research and gathering input and best practices from its members, some of whom — like Purdue University and the University of
Illinois (U of I) System — already have well-established programs.

**Overcoming Barriers for Small Businesses**

At Purdue, Jesse Moore has found that the best way to attract diverse suppliers is to take a race- and gender-neutral approach to outreach. With no numerical goals in place, Moore, who serves as director of supplier diversity, focuses on ensuring that diverse businesses are aware of the opportunities available to them at Purdue and on identifying and assisting small businesses with overcoming barriers.

“What we try to do is mitigate or eliminate, where possible, the obstacles in processes, procedures, and policies that [keep] small businesses — not just minority-owned businesses — from being successful at Purdue,” he says. “If we remove the obstacles that keep [all] small businesses from being successful, then we automatically increase the probability that diverse businesses will also be successful.”

Because of Purdue’s rural location, Moore travels to communities across Indiana, participating in activities to connect with minority-, women-, veteran-, LGBTQ-, and disability-owned businesses and provide them information about opportunities at the university. From there, the Office of Supplier Diversity works to ensure their success. One way it does so is by allowing them to submit pre-construction bids.

“Before pre-bid conferences are held with potential construction managers, we have a meeting where we only invite women- and minority-owned businesses,” says Moore. “We go over the aspects of the project and prepare those businesses for the pre-bid with the larger firms so they have a good deal of information and can speak appropriately to the job.”

Beyond directly signing contracts with diverse small businesses, Purdue now requires larger suppliers to make a “good-faith effort” to use such companies as well. Stopping short
of setting specific goals, Moore’s office charges winning bidders with developing their own benchmarks. “That plan is then incorporated into the contract and becomes a contractual obligation,” Moore says. “On top of that, they are required to report on a monthly basis what their actual spend with [those] businesses is.”

To help connect small businesses with decision-makers on campus, as well as with larger businesses, Purdue hosts its Relationships to Partnerships Sessions every November. “Not only do they … meet with decision-makers from Purdue,” Moore says, “they also state each year listing all the businesses it awarded contracts to. According to Moore, last year’s report showed that the university had done over 12 percent of its business with minority-, women-, and veteran-owned organizations, which he thinks is impressive considering its use of gender- and race-neutral criteria.

For its work, Purdue’s Supplier Diversity Program has been recognized with several awards over the years — as has Moore for his success leading the program. He believes that supplier diversity is more important now than ever due to the increasing diversity established on a contract-per-contract basis, says Sharla Roberts, director of procurement diversity. “We review every solicitation to ensure that a diversity goal is established based upon the availability of [businesses owned by] minorities, women, persons with disabilities, and veterans,” she says. “[It’s] based on who’s available and … on the demographics of the surrounding community.”

In addition, individual campus’s goals may vary based on their location. The Chicago campus, for instance, has a 30 percent aspirational goal for construction spending, while the other, more rural campuses aim for 20 percent. Other policies and procedures are in place to govern purchasing at all campuses.

“For small purchases, we encourage departments to get a quote from minority- and women-owned firms,” Roberts says. “We also do a lot of outreach to our internal departments to create awareness. We have an annual outreach event where we invite our units to meet women- and minority-owned firms to build relationships.”

Roberts believes that using diverse businesses and educating the campus community on the importance and benefits of doing so is imperative. These organizations, she says, offer unique advantages.

“They bring a diverse mindset and can provide cost savings,” says Roberts. “Because they’re smaller, they provide quality customer service, are attentive, and tend to be more flexible to meet their customers’ needs.”

As a service to these companies, U of I coaches business owners to make sure they have all the tools they need to be successful, teaching them how to submit a proper bid, develop accurate capability statements, and complete the certification process. Roberts’ office then nominates many of these businesses to participate in the Chicago Anchors for a Strong Economy (CASE) initiative to connect them with other higher education institutions seeking goods and services. Created by the nonprofit organization World Business Chicago, CASE
fosters partnerships between anchor institutions like the University of Illinois at Chicago and local small businesses to improve the region’s economy.

**For the Good of the Community**

According to Moore, the success of a supplier diversity program is dependent on two factors: a commitment from leadership and the allocation of resources. He also believes there should be a full-time person who reports directly to the university president, dedicated to this work.

“It has to start with a visible commitment from the top. If you don’t have that, all you have is a lot of words and a program that was put in place just to check a box and not really have impact,” says Moore. “[Purdue President Mitch Daniels] is the former governor of the state of Indiana, so he understands supplier diversity.”

Like former Purdue President Martin Jischke, who appointed him, Moore believes that universities’ “moral imperative” to prepare students for a multicultural society is accompanied by a need for schools to practice what they preach. “Young people need to see that [faculty, staff, and administrators] are fully functioning in a multicultural environment, too,” he says. Moore also believes there may be a relationship between supplier diversity and other diversity programs and the amount of money diverse graduates give back to their alma maters.

For Murner at the NAEP, a successful supplier diversity program is one that is adapted to its institution and surrounding community.

“For Murner at the NAEP, a successful supplier diversity program is one that is adapted to its institution and surrounding community. Every university is different, so where Purdue has [done] 12 percent [of its business with diverse companies] and that might be phenomenal, for another university, that might not even be worth discussing, and it has a lot more work to do,” Murner says. “Every single institution has different policies and responsibilities, and [public colleges] must report back to their state legislatures.”

She believes colleges and universities are aware of the impact well-executed supplier diversity programs can have and are investing in them to promote the success and vitality of the communities of which they are a part more than to help themselves.

“They want to graduate students who will go back into the community and create businesses, who become active alumni, who will have children who come back to the university,” she says. “There is a significant investment and desire to be very closely tied to what’s going on in the region.”

Alexandra Vollman is the editor of *INSIGHT Into Diversity.*
Poverty’s Long-Lasting Effects on Students’ Education and Success

By Kelley R. Taylor and Alexandra Vollman

In 2015, approximately 20 percent of children in the United States lived in poverty, according to the U.S. Census Bureau. That is to say, nearly one in five children were part of a family — composed of two adults and two children — that had a household income of less than $24,339 a year. Other data, pertaining to the federal government’s free and reduced lunch program, suggest that a staggering 51 percent of pre-K through 12th grade students reside in low-income households. In both instances, the notion that public school classrooms across the U.S. are replete with economically disadvantaged students poses important questions and challenges.

Early and Lasting Effects

“The impact of poverty on a child’s academic achievement is significant and starts early,” says Jonah Edelman, PhD, co-founder and chief executive officer of Stand for Children, a nonprofit education advocacy organization. “Young children growing up in poverty face challenges with cognitive and literary ability and [often] begin school both academically and socioeconomically behind their peers from higher-income backgrounds.”

In its 2016 report, The Condition of Education, the National Center for Education Statistics attributed living in poverty during early childhood, in part, to lower levels of academic performance “beginning in kindergarten and extending through elementary and high school.”

Beyond education-related deficiencies, low-income children can experience inadequacies with physical and cognitive development and disparities regarding access to healthcare and to key resources that help ensure success. Furthermore, data show that low-income students are five times more likely to drop out of high school than those who are high-income and 13 times less likely to graduate from high school on time.

For many of these young people, both their families’ financial situation and their experience in under-resourced K-12 schools have long-term effects on their ability to enter and succeed in postsecondary education, according to Watson Scott Swail, EdD, president and CEO of the Education Policy Institute (EPI). EPI is an international organization dedicated to expanding educational opportunities for low-income and other historically underrepresented students through research and analysis.

“[These students] do not possess a good foundation of education ability,
and college, for the most part, isn’t on their agenda,” Swail says. “For those who do manage to go to college, they are, on average, ill-prepared for the journey. Their poor academic preparation handicaps them the entire way, as do poor time-management and study skills.”

“One cannot dismiss the financial pressures facing these students as well,” he adds. “Even for those who receive full Pell Grants and some institutional aid, that rarely provides enough to cover their needs, and their families typically do not have the wherewithal to help.”

The ability to earn a college degree matters because, in the United States, education is linked to future earnings. The Pioneer Institute reports that two-thirds of those without a high school diploma have an annual income of less than $25,000. And at a time when the demand by employers for a college education is greater than ever before, according to The Century Foundation, even low-income students who graduate from high school have low college enrollment and completion rates.

“There is more to prepping for college than completing high school,” says Swail, adding that many students from under-resourced school districts get left behind.

“The roads of higher education are littered with the corpses of low-income and other students who are ill-prepared for the rigors of higher education, even when [those have] diminished over time. It’s a sad situation.”

Yet some school districts and organizations are working to improve the system to ensure better outcomes for underserved and low-income students.

“To deal with the myriad issues that can accompany poverty, we must invest in high-quality early education and the necessary supports in the public K-12 system,” says Edelman, who is working toward this end through Stand for Children. Working in 21 states, Stand for Children’s efforts focus on promoting high-quality universal pre-kindergarten for all children and ensuring that those in kindergarten through third grade can read well. The organization couples these early interventions with dropout prevention efforts, career pathways, and academic acceleration programs to make sure students make it through high school.

**Unequal Equations**

Kati Haycock, president and CEO of The Education Trust, a national nonprofit education advocacy organization, agrees that “unconscionably high rates of child poverty in the U.S. pose significant challenges for educators.”

However, she believes that the current education system exacerbates many of those issues. “We take the very children who enter school with less and give them less in school too,” explains Haycock. “We spend less on their education. We expect less of them. [Sometimes], we assign them our least effective and least experienced teachers.”

The U.S. Department of Education reported in 2011 that more than 40 percent of low-income schools do not get a fair share of state and local funds. At the time, former Secretary of Education Arne Duncan acknowledged that “in far too many places, policies for assigning extra support, resources, and teachers to low-income students in need perpetuated the problem rather than solving it.”

Charles Best agrees; he is the founder and CEO of DonorsChoose.org, a crowdfunding website that connects teachers in high-need communities with donors to provide vital classroom resources. As a nation, we do not fund our schools fully and equitably, and in some districts, those shortfalls are compounded by “inefficient budgeting and procurement,” he says, adding that too many classrooms still lack critical foundational materials such as books, paper, pencils, and basic technology.

“This is the equivalent of showing up for an office job and not having a computer, phone, and copy paper.”

A 2016 paper from the National Bureau of Economic Research (NBER) provides a rationale for investing more money in low-income districts. NBER found that increased spending for these schools led to significant improvements in student outcomes in reading and math, as well as to higher levels of education and income for those individuals.

Best, who began his career as a public high school teacher in the Bronx, founded DonorsChoose in 2000 with the mission of providing students in every community with the tools and experiences that make for a good education. Through the DonorsChoose.org platform, over 2.5 million supporters have donated more than $518 million to provide classroom supplies and resources to approximately 22 million public school students.

Best believes that well-resourced classrooms send a message that students — especially those from low-income and underserved communities — need to hear every day: “You matter. We have high expectations for you. You can do it,” he says.

**Beyond Just Money**

For Haycock, having a positive effect on poverty and education comes down to more than funding. “We must attack issues like course rigor and teacher quality and accountability that are present in all schools,” she says. “Low-income children need our most expert teachers. And, unless our schools are held accountable for the achievement of all groups of children, too many will continue to sweep poor outcomes under the rug.”

The Education Trust mines data, supports educators to improve outcomes, and offers policy recommendations at the federal and state levels to advance opportunities for students. It focuses on closing gaps in opportunity and achievement from kindergarten through college.

This long-term focus is fundamental in terms of education and poverty. Research indicates that early integration
of rigorous coursework and a focus on college readiness in secondary school curricula in part increases the likelihood that low-income students will graduate from high school and college. Furthermore, the Education Department underscores the connection between higher education attainment and future economic prospects. According to the department, by the year 2020, nearly two-thirds of job openings in the U.S. will require postsecondary education or training.

Unfortunately, in the last decade, the percentage of students from low-income families who attend college immediately after high school dropped to less than 50 percent, according to the U.S. Census Bureau. Poverty and other low-income-related issues, including a lack of college preparedness, are among various reasons for that decline.

While Swail believes that states should be held more accountable for these students’ ability to pursue higher education, he also acknowledges the need to hold both students and their families accountable for learning outcomes. But, Swail says, it’s “very difficult to break the cycle of the poor, impoverished, non-college-going mentality.”

Furthermore, he advocates for structural change at the K-12 level to better engage students. “Our schools are not set up necessarily to excel,” says Swail. “They aren’t fun. They aren’t that exciting — and learning needs to be.”

For Edelman, there is no single quick fix for such a complex issue involving poverty and education. But, he says, there are factors that can help. “We do know that having great talent leading the school and great teaching in the classroom, [along with] a prioritization of quality and real accountability for learning for all students, are key levers,” he explains. However, he says that the task at hand is not an either-or decision between dealing with the effects of poverty and making sure that U.S. public schools are high quality. “It is always about doing both now,” says Edelman.

Although Haycock expresses serious concerns about the unfortunate effects of poverty on students’ ability to succeed in college and beyond, she also sees the potential for transformative change in this area. “It does not have to be this way [for low-income students]. Across the country, there are schools that teach us every day that these children absolutely can achieve at the same high levels as anybody else,” she says, adding that to change the status quo, however, everyone involved “has to organize around that mission.”

Kelley R. Taylor is a contributing writer for INSIGHT Into Diversity. Alexandra Vollman is the editor of INSIGHT Into Diversity.
The National Association of Diversity Officers in Higher Education (NADOHE) will host its inaugural Standards of Professional Practice Institute (SPPI) June 14-17, 2017, at the State University of New York (SUNY) Global Center, in midtown Manhattan. Designed to inform the current and future work of higher education diversity professionals, SPPI will educate attendees about NADOHE’s Standards of Professional Practice for Chief Diversity Officers, as the organization strives to bring consistency to the critical role chief diversity officers (CDOs) play on college campuses nationwide.

More than 30 diversity professionals from across the U.S., representing the spectrum of higher education — from community colleges, to small liberal arts institutions, to comprehensive Research I universities — are scheduled to participate. Because of such high demand for professional certification, registration for the first cohort is already filled. However, co-directors of the SPPI Juan Sanchez Muñoz, PhD, president of the University of Houston-Downtown, and Debbie M. Seeberger, PhD, assistant vice president for diversity and inclusion in the Office of the Provost at Towson University, plan to expand the institute in future years to accommodate this increasing demand.

Modeled after other highly successful professional development programs in higher education, SPPI is designed to prepare the next generation of diversity higher education leaders to become proficient in NADOHE’s standards. As a multi-day program, each day is structured to focus on one or more of the standards and will be led by a primary and secondary faculty member.

“This institute will be the gold standard in the certification of professional practice for all senior-level diversity professionals,” says NADOHE President Archie W. Ervin, PhD. “The faculty for the institute will include nationally renowned researchers and practitioners who will engage and challenge participants to refine their personal and professional competencies in higher education diversity and inclusion leadership.”

Published in 2014, NADOHE’s standards provide comprehensive guidelines to help current and aspiring CDOs navigate and provide effective institutional leadership.

“The standards are a tool to facilitate the advancement of significant and effective change on college and university campuses by emphasizing the CDO role as an organizational change agent for equity, diversity, and inclusion,” says Seeberger, who, along with Muñoz, serves as co-chair of the NADOHE Professional Development Committee. Together, they are working on the development of the institute.

“As diversity and inclusion professionals, we are uniquely positioned by our collective expertise and knowledge of best and effective practices to offer guidance and solutions that will move our college campuses — and society — toward truly becoming more equitable and inclusive communities,” says Ervin.

NADOHE is a partner of INSIGHT Into Diversity. To learn more about the SPPI, contact Debra Nolan at dnolan@nadohe.org. For more information about NADOHE, visit nadohe.org.
College completion rates for African American men are the lowest of both sexes and all racial and ethnic groups, and two-thirds of Latino men in America have no college education at all. While numerous studies detail the systemic causes of these educational disparities for young men of color — which include the school-to-prison pipeline and a lack of positive role models — the data indicate that colleges and universities can be doing more to support these students on campus.
In an effort to do just that, Salem State University (SSU) in Massachusetts started a black male initiative in 2012. This program — which came to be known as The Brotherhood — is geared toward African American, Caribbean, and Latino male students, many of whom are first-generation, low-income, and from underserved backgrounds, says Lisa McBride, PhD, vice president for diversity and inclusion. The Brotherhood follows a multi-tiered model of best practices for helping young men of color succeed. This includes academic support via advisement, tutoring, and study skills training; opportunities for leadership and community engagement; and career preparation. Perhaps most important, says McBride, the program provides the Brothers, as they are called, with a close-knit, highly dedicated network of faculty and peer allies.

“The Brotherhood is a family,” says Armando Martinez, a SSU sophomore who joined at the beginning of his freshman year. Martinez, a double major in psychology and sociology, likens the way The Brotherhood prepares its members for life after graduation to the way a family unit equips children for adulthood. “It has the love and comfort aspects of a real family and serves the function of a family by preparing you for the real world.”

For D-Shawn Caraballo, a junior psychology major who joined The Brotherhood during his second year at SSU, having the support of his fellow Brothers has made a huge difference in his life and academic aspirations. “Initially, going to college was not something I was comfortable with, especially leaving home where all my friends looked like me and it was easy to blend in,” says Caraballo. “[At SSU,] I initially felt like I not only stood out, but I was also isolated.”

Between working full time and attending classes, Caraballo felt as if he had no real support system on campus until he joined The Brotherhood. Being a member, he says, has not only empowered him to take control of his education, but also take advantage of opportunities he wouldn’t have otherwise had.

One such opportunity was the Black, Brown, and College Bound (BBCB) Summit, which Caraballo, Martinez, and nine other Brothers attended this past February in Tampa, Fla. Hosted annually by Hillsborough Community College, the BBCB brings together thousands of administrators, faculty, community leaders, and male students of color from colleges and universities across the country for a three-day conference focused on one goal: ending educational disparities for black and Latino men in America.

McBride, who has been actively involved with BBCB since it began in 2006, encouraged the Brothers to attend, despite the fact that the group initially lacked the funds to do so. “I knew that in order for [them] to go to the next level, [the Brothers] had to see … that there are men of color who have the same goals and aspirations,” she says. “Those types of interactions would really give them a sense of pride, self-esteem, and identity.”

Because of the cost of travel and lodging to attend the summit, the Brothers were incredulous that any of them would be able to go, says Martinez. “Nobody believed it was actually going to happen,” he says — a belief compounded by the fact that some of the Brothers had never traveled outside of the state or been on an airplane. McBride, however, refused to let the obstacle of funding stand in their way. Under her guidance, the SSU Office of Diversity and Inclusion launched a campaign so that a minimum of 11 Brothers, along with McBride and other staff members, could make the trip. In order to attend, each member had to fill out an application, participate in an interview, and agree to conduct an oral presentation about their experience to campus groups and the SSU Board of Trustees.
When Co-publishers of INSIGHT Into Diversity Lenore Pearlstein and Holly Mendelson learned of this campaign — after which Pearlstein met many of the Brothers during a visit to SSU in early January — they decided to personally contribute the $10,000 needed for all of the young men to be able to attend BBCB. The money also allowed McBride and her staff to plan special outings, such as a boat ride, so that the Brothers could enjoy new experiences while in Tampa. “Some of our Brothers had never seen a beach or sand or been on a boat before,” says McBride. “We wanted to expose them to these things, to take them out to restaurants and teach them about etiquette, and to just open up a whole new world to them.”

The BBCB summit included special events for the students to socialize and network with peers, university presidents, employees of Fortune 500 companies, and professional athletes from similar backgrounds.

“The summit was phenomenal, but what had the greatest impact on me was meeting Johnny Johnson,” says Denzell Huggins, a junior at SSU. Johnson, a former professional football player, introduced himself to the Brothers and talked to them about what it takes for a young man of color to succeed in school and in business, says Huggins. “You could tell that he really cared about us,” he says, adding that Johnson gave them his phone number and they still keep in touch. “Just having someone stick their hand out to let you know we’re all in this together is what really affected me the most.”

The importance of encouraging others was a common theme throughout the summit, including the presentation and musical performance given by the keynote speaker, R&B artist John Legend. Legend, a Grammy award-winning alumnus of the University of Pennsylvania, spoke about the difficulties of growing up as an African American man from a broken home and described the impact that one teacher had on his life by encouraging him to write poetry and songs. “It just shows how one person can change a young man’s life,” McBride says. “Our hope is that the men who are now in The Brotherhood [will] one day be the influence on another young man’s life to do better and defy stereotypes.”

Upon their return, the Brothers gave their presentations to the SSU Board of Trustees and talked about the life-changing effects the summit and The Brotherhood have had on their lives. One young man from Boston told the board that he had considered not returning to SSU for the spring semester after losing four friends at home to gun violence; however, he changed his mind after learning that he would get to attend BBCB. “The conference taught him that he wanted to live and see all the opportunities in front of him rather than look behind at the past,” says McBride.

“Our hope is that the men who are now in The Brotherhood [will] one day be the influence on another young man’s life to do better and defy stereotypes.”

Lisa McBride

Other Brothers reported that getting to go to the summit demonstrated that other people, including Pearlstein and Mendelson, have faith in them. “They talked about the experience of never having anyone believe in them and wanting to plant a seed of hope in their future,” says McBride, adding that the Brothers all expressed the desire to pass that hope on to other young men of color.

After learning about the tremendous impact BBCB had on the Brothers, Pearlstein decided to create an endowment so that members of The Brotherhood could attend the summit annually. “I was able to meet with the boys before and after the summit, and when they told me about the effect it had on them, I thought, ‘I need to do this every year going forward,’” she says. “So I worked with Dr. McBride and the development
office to create an endowed fund so that myself and others can contribute, and many more young men would have the same opportunity to have this life-changing experience."

The endowment — the Rubin Sztajer Holocaust Survivor Fund — is named for Pearlstein’s father, who grew up in Nazi-occupied Poland and, at age 16, was taken from his family and sent to a concentration camp until he was liberated in 1945. He later immigrated to the United States with a fifth-grade education, no money, and no knowledge of the English language.

Sztajer and Pearlstein recently traveled to SSU, where Sztajer spoke of his experience as a Holocaust survivor. He ended with a heartfelt message to the audience — which included many of the Brothers who attended BBCB, along with politicians, students, faculty, staff, and members of the local community — that if he could survive and make a wonderful life for himself, so could they. His story and encouragement, many of the Brothers said, touched them and gave them more confidence to continue their education and work even harder.

Before Sztajer’s presentation, McBride hosted a luncheon for him and The Brotherhood, where he and the Brothers talked about the similarities of their struggles as young men from disadvantaged backgrounds — including facing discrimination, losing family members, and enduring poverty. “To be able to come to America with nothing in his pockets and never give up fighting — from a concentration camp to a successful man — spoke volumes to me,” says Huggins. “It shows that no matter what, if I keep working toward my goals, it will pay off.”

Caraballo agreed, adding that being able to speak with Sztajer was a life-changing experience for all of the Brothers. “Having him come here and talk with us just made it feel like our struggle is not going unheard and we can overcome our obstacles no matter what we’re going through,” says Caraballo. The endowment, he says, means that the hard work the Brothers have put into growing SSU’s black male initiative and spreading the word about BBCB will benefit future members of The Brotherhood.

“Having the scholarship shows that we have allies who are willing to use their resources to push us in the direction of success and our goals,” says Martinez. “At the end of the day, we want people to see that success can be found from all walks of life, from all corners, and from all neighborhoods.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity. Lisa McBride is a member of the INSIGHT Into Diversity Editorial Board.
Moving Beyond Stigma to Support Students with Invisible Disabilities

By Mariah Bohanon

Millions of Americans live with physical and mental challenges that significantly affect their ability to complete daily activities but have no visible characteristics. Commonly referred to as invisible disabilities, these include, but are not limited to, autism spectrum disorder, mental illness, learning disabilities, physical conditions like asthma and diabetes, and chronic illnesses such as Crohn's disease and lupus.

While the exact number of people living with invisible disabilities in the U.S. is difficult to pinpoint — estimates range from 3 to 26 million — it is believed that, among college students, the most common form of disabilities are those with few or no visible characteristics, according to Invisible Disabilities in the University, a report published by The Ohio State University. Although many of these conditions are legally documented, their invisible nature, along with the stigma sometimes associated with having any disability, keeps many students from requesting the accommodations they need, according to the Invisible Disabilities Association (IDA).

Some colleges and universities, however, have developed innovative programs to ensure that these students feel comfortable seeking accommodations and have access to the support they need to succeed.

University of Arizona

The Strategic Alternative Learning Techniques (SALT) Center at the University of Arizona (UA) specializes in assisting with learning disabilities, attention disorders, or other conditions that directly affect a student’s ability to learn. While UA, like most schools, has a Disability Resource Center (DRC) that provides necessary accommodations for students with any form of legally documented disability, the SALT Center offers “comprehensive academic support above and beyond what the law requires,” says Laurel Grigg Mason, interim director of the center.

All students who register with the center are assigned a learning specialist, with whom they work on challenges related to their particular disability. Students typically meet with their specialist at least once a week and attend weekly tutoring sessions. While the SALT Center offers the same services to each student, Mason acknowledges that there is no “one size fits all” formula that will work for every person and every disability. “We try to work with each student to figure out what his or her needs are and what support we can provide,” she says. “The type of services they engage with are the same, but students might use each one of them differently.”

For instance, she says, students with traumatic brain injuries may have no trouble learning in the classroom, but they often experience difficulty with memory and recalling information later on. They may need to attend tutoring several times a week to review class material, as well as work with a learning specialist on memorization techniques. Conversely, Mason says students with autism spectrum disorder don’t often experience challenges with memorization, but do have difficulty learning...
abstract concepts and communicating. At UA, those with this disorder are able to work with tutors to better understand such concepts and with learning specialists to overcome communication challenges in the classroom.

According to Mason, speaking with instructors can be a difficult task for any student with an invisible disability, even those who don’t struggle with communication skills. In K-12, she explains, learning specialists and teachers work together on individualized education plans for students with disabilities. In college, however, once students have registered with their university’s disability resource center and have been approved for certain accommodations, they are usually responsible for informing instructors of the disability and the accommodations required.

However, the idea of telling strangers — especially new professors — that one has a disability and requires special accommodations can be a daunting task for many students, particularly incoming freshmen, says Emily Pendleton, an alumna of UA who was diagnosed with auditory processing challenges as a child. “It’s scary being a young adult and suddenly having to navigate this process on your own,” says Pendleton, who now serves as the assistant director of regional retail operations at UA and advocates for students with learning disabilities.

As a freshman, Pendleton sought assistance from the SALT Center, where her learning disability specialist helped guide her through the process of informing her professors of her challenges and the accommodations she needed, such as permission to record classroom lectures. Having the support of a learning specialist, Pendleton says, also helped her build confidence and enabled her to be more open with others about her disability. “The SALT Center provided me with a great sense of advocacy,” she says. “In part, that’s why I’ve been so open about my challenges — because there shouldn’t be a stigma.”

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**Common Invisible Disabilities and Accommodations**

**Learning Disabilities and Attention Deficit Disorders**

Dyslexia, dysgraphia or dyspraxia (both of which affect fine-motor skills and the ability to complete learning tasks), and auditory and visual-processing disorders are the most common learning disabilities. Attention deficit disorders, while not technically classified as learning disabilities, often present similar academic challenges. Accommodations often include the following:

- Student volunteers who serve as note takers and/or readers
- Lecture-capture technology, such as closed-captioning or video recording
- Extra time to complete exams or in-class assignments
- A private room in which to take exams
- Learning specialists and tutors

**Chronic Diseases**

Defined as illnesses that last longer than three months and cannot be cured by medication or treatment, chronic diseases include asthma, diabetes, fibromyalgia, gastrointestinal illnesses, and autoimmune disorders, among others. Students with such conditions may be frequently absent or need to leave class suddenly due to illness or pain. They may require special assistance in the form of:

- Scheduling flexibility
- Physical accommodations, such as special seating in the classroom
- Ability to type answers to an exam rather than having to write them by hand

**Psychological Disorders**

Mental illness can affect a student’s ability to attend classes and complete assignments. Anxiety and depression are the most common forms experienced by college students. Other common psychological illnesses include bipolar and obsessive-compulsive disorders, as well as eating disorders. Accommodations for these conditions vary but can include the following:

- Learning specialists and counselors who assist students with developing strategies for coping and learning, such as breathing exercises or organization methods
- Private, distraction-free rooms in which to study and take exams
- Alternative methods for completing assignments
Teaching students with disabilities to be self-advocates is the most important role of any DRC, says Mary Barrows, ME, the senior director of learning strategies and student success at Northeastern University. Being a self-advocate means knowing how and when to disclose one’s disability to an instructor or a peer, as well as knowing how to ask for help and necessary resources, she says.

Northeastern provides accommodations for a variety of invisible disabilities, including arthritis, chronic migraines, and seizure disorders. No matter what the condition is, says Barrows, the university’s DRC strives to understand all students’ unique challenges by working directly with them to determine which accommodations will be most effective based on their particular strengths and limitations, as well as consulting with physicians and mental health professionals when necessary.

“We don’t accommodate to a student, and we don’t accommodate to a diagnosis,” says Max Sederer, a disability specialist and employment manager at Northeastern. “We accommodate the challenges that a diagnosis creates.”

For example, he says the DRC may work with someone who has been diagnosed with obsessive-compulsive disorder (OCD) and is having trouble concentrating on final exams. In collaboration with the student’s clinician, the center may decide to allow him or her to take exams in one of its private testing rooms but not give any more time than they would have in the classroom. “We accommodate accordingly,” says Sederer. “So it might be that we give a student with OCD a private room because it allows them to think without distraction, but it doesn’t give them extra time to ruminate on the questions.”

Northeastern’s DRC also provides training for faculty members on understanding the challenges faced by students with invisible disabilities; this includes recognizing that individuals with diabetes or Crohn’s disease may need to leave class suddenly if they start experiencing symptoms or that someone who suffers from chronic migraines or an autoimmune disease may be frequently absent, says Barrows. Similarly, students are taught how to work with faculty members to devise solutions that enable them to participate in class and complete assignments despite the challenges posed by their disability.

“If a student has a major anxiety disorder, they may have a real fear of speaking in class,” says Barrows. “So if participation is 10 percent of the course grade, we’ll help them work out an alternative way to earn that part of the grade with the professor, or we’ll work on ways to increase their confidence in participating.”

Providing accommodations, however, does not mean that Northeastern allows students with disabilities to skip assignments or be held to different academic standards than their classmates, says Sederer. “One thing our office can’t do is change an inherent component of a course,” he says. “For example, if a student is taking public speaking in the communications department and they disclose to us that they have anxiety and PTSD that prevents them from speaking in front of people, we can’t waive that requirement for them.” Instead, he says, the DRC will work on arranging an alternative way to complete the course, such as allowing students to videotape speeches rather than deliver them in front of the class.

Barrows says PTSD is a common disability encountered by Northeastern’s DRC because the university has a large veteran population. Her office works closely with the veteran student organization to assist individuals who suffer from PTSD or have traumatic brain injuries and physical disabilities acquired in combat. “Usually, for our veterans, having a disability is something new to them,” she says. “So we try to work collectively on helping them learn and adjust to that.”

Additionally, the DRC works closely with Northeastern’s cooperative education program — which enables students to work full time in their future profession while still attending school — to help students with invisible disabilities learn how to transition into the workplace. Playing a major role in this transition is knowledge of how, when, and why to disclose a disability to an employer, says Barrows, as well as how to ask for accommodations when needed.

After graduation, students who have grown accustomed to receiving support from a campus disability resource center often find it difficult to disclose their conditions and advocate for themselves once they become part of the workforce, says disability and inclusion expert Deb Dagit. “In general, people are much more willing to ask for an accommodation in a college setting than they are at work,” she says. “So in school, we need to help students with finding the self-confidence to speak up and the right words [to ask for accommodations].”

Colleges, she says, can help students by providing education around and promoting awareness of all disabilities — visible and invisible — including conditions that many people don’t necessarily understand to be disabilities, such as drug addiction, mental illness, and being HIV positive. In this way, the higher education community can be proactive in reducing the stigma associated with invisible disabilities that affect so many students and employees but are rarely discussed, says Dagit.

“We need to have people talk about disability as a normative part of the human experience, and not as an outlier,” she says. “What is needed to overcome any stigma or stereotype is to bring it into the mainstream conversation, and that can start in the classroom and on campuses.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
Kansas State University:  
Level playing field, springboard for career success

The responsibility to create effective, diverse communities lies with everyone. At Kansas State University, everyone bears this weight equally, from students to faculty to leadership.

The K-State family takes every possible step to foster an inclusive, inspiring environment that is conducive for success. No matter your field or expertise or professional goals, Kansas State University offers an unbeatable combination of opportunity and support. Our recent national accomplishments include:

- No. 15 best-run college  
  (Princeton Review, 2016)
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There were 3,141,487 public school teachers in 2014-2015, with the average number of students per teacher at 15.8.

Of all undergraduates in 2011-2012, only 8% of white, 5% of African American, and 6% of Hispanic students were majoring in education.

In 2012-2013, 82% of public school teachers and 51% of public school students were white.

Between 2009 and 2014, teacher education enrollments dropped 35%, resulting in 240,000 fewer teachers entering the profession in 2014 than in 2009.

In 2012-2013, HBCUs granted 1% of all education degrees nationwide and 4% of those earned by students of color.

Schools receiving minority-serving institution grants conferred 6% of all education degrees and 12% of those earned by students of color.

49% of Hispanic, 42% of African American undergraduate education majors completed their bachelor’s degree in six years, compared with 73% of white education majors.

In 2012-2013, 82% of white teachers were working at the same schools from the previous academic year, while only 78% of African American and 79% of Hispanic teachers were at the same schools.

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Teachers at high-poverty area schools in 2012 were 63% white, 16% African American, and 17% Hispanic. Teachers at low-poverty area schools were 92% white, 3% African American, and 3% Hispanic.

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On average, high-minority K-12 schools had 4 TIMES AS MANY uncertified teachers as low-minority schools in 2013-2014.

Students of color are projected to make up 56% of public school enrollment by 2024: Hispanics 29%, African Americans 15%, Asian and Pacific Islanders 6%, American Indians and Alaska Natives 1%, and individuals of two or more races 4%.

Despite the many obstacles on the path to growing the K-12 teaching workforce, much work is being done in this area. As the demand for qualified educators has increased, states, organizations, school districts, and colleges and universities have been working to improve not only access to the profession, but also school working conditions in order to better recruit and retain K-12 teachers.

The Learning Policy Institute, a nonprofit organization dedicated to improving education policy and practice, advocates for continued work in this area. Some of its specific recommendations include:

- Creating competitive, equitable compensation packages that allow teachers to make a reasonable living across all communities, such as offering competitive salaries in districts with high-need students and creating incentives such as housing and childcare supports
- Enhancing the supply of qualified teachers for high-need fields and locations through targeted training subsidies and high-retention pathways by offering forgivable loans and service scholarships, creating career pathways and “grow your own” programs, and establishing teacher residency models for hard-to-staff districts
- Improving teacher retention, especially in hard-to-staff schools, through improved mentoring, working conditions, and career development by establishing strong and universally available induction programs, creating productive school environments by ensuring administrative support and professional development, and strengthening principal training programs
- Developing a national teacher supply market that can facilitate getting and keeping teachers in the places they are needed over the course of their careers by supporting teacher mobility and removing interstate barriers to connect states with surpluses to those with shortages

“College campuses are becoming more diverse. Our nation is becoming more diverse. I think students need to have those experiences within the context of the classroom and within the context of the institution. We use a social justice model where we push our students to think outside the box and to experience people who are different from them.”

—Kandace Hinton
Schools of Education Have a Role to Play in Preparing Future Educators to Mitigate Bullying

By Kelley R. Taylor

Nearly 2.1 million bullies are present in K-12 schools in the United States, according to data from the National School Safety Center. Additionally, the U.S. Department of Justice reports that every day, 160,000 kids do not attend school for fear of being bullied. Other data indicate that nearly 71 percent of young people say that bullying is a problem at their school. And since the 2016 presidential election, the victimization in K-12 schools of children from underrepresented groups has only increased.

In a study conducted by Teaching Tolerance, a project of the Southern Poverty Law Center, approximately 90 percent of teachers said their school’s climate suffered following the election. Authors of the report cite President Donald Trump’s comments about immigrants and minorities during the campaign as a cause for this spike in bullying incidents.

While these and other bullying statistics vary slightly, many students clearly face harassment and intimidation in some form or another in the K-12 school environment. Because students have a fundamental right and a need to feel safe and able to learn at school, the institutions that educate future teachers and school leaders are looking for ways to help mitigate this pervasive problem.

Bullying Behavior

Although there is no universal definition of “bullying,” Stopbullying.gov, a website of the U.S. Department of Health and Human Services (HHS), defines it as “unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance.” Bullying behavior — which the Centers for Disease Control and Prevention says can be physical, verbal, or social — is often repeated or “has the potential to be repeated over time,” according to HHS.

StopBullying.gov also defines cyberbullying as a prevalent form of bullying “that takes place using electronic technology” and that reportedly affects 30 to 48 percent of young people. This type of persecution can reach a child remotely at any hour of the day or night; it can be anonymous, distributed quickly, and difficult to trace and delete.

No matter how it is specifically defined or what form it takes, bullying can have devastating effects. According to HHS, these might include depression and anxiety, eating disorders, decreased academic achievement, drug abuse, and in some cases and for varied underlying reasons, increased risk of suicide.

Comprehensive Training

Dorothy Espelage, PhD, a professor of psychology at the University of Florida, researches bullying, specifically focusing on translating empirical findings into prevention and intervention programming.

“We have found that simply working with children — and not the adults in schools — has led to only minimum reductions in bullying,” Espelage says. “Previously, we focused bullying prevention on changing kids’ attitudes and behaviors because most of the social-emotional learning approaches were directed toward children. Over time, however, research showed that [constructive] teacher intervention in response to bullying in the classroom or school environment made a positive difference in [preventing] the behaviors.”

In response to findings like these, some higher education institutions offer bullying-prevention training and certificate programs designed to help aspiring educators deal effectively with bullying in school and classroom environments. In addition, some legislatures have enacted laws requiring this type of training for teachers.

In New York, for example, the Dignity for All Students Act — often referred to as the Dignity Act — requires aspiring educators to have six hours of bullying-prevention training from approved providers before they can become certified as a teacher. Passed in 2010, the goal of the Dignity Act is to help ensure that New York’s public schools are safe, supportive environments free from victimization, persecution, discrimination, and the like. Several New York colleges and universities are approved providers of the training, which focuses on the social patterns of harassment, bullying, cyberbullying, and discrimination in schools and includes online and face-to-face components.

“It is important for those who will be working in schools to know about bullying, ways to recognize it, how to best prevent it, and how to intervene effectively,” explains Amanda Nickerson, PhD, a professor of counseling, school, and educational psychology in the University of Buffalo’s Graduate School of Education. Nickerson also serves as director of the University’s Alberti Center for Bullying Abuse Prevention, which, among other programming, provides Dignity Act training.

“[Future educators need] to have opportunities to work through case
scenarios and role play responses, and to get specific feedback about their [bullying prevention] skills,” Nickerson adds.

In South Carolina, Clemson University’s Institute for Family and Neighborhood Life is a provider of the Olweus Bullying Prevention Program (OBPP). The OBPP is a renowned, comprehensive, evidence-based bullying prevention initiative founded by Dan Olweus, PhD, an expert whose focus on bullying prevention dates back to the 1970s. Designed for use in K-12 schools, the OBPP is derived from research on reducing aggressive behavior and involves all school staff, students, parents, and the community in prevention efforts.

“Successful bullying prevention requires continuous attention and should be woven into the school environment,” says Jan Urbanski, EdD, OBPP program director and director of Safe and Humane Schools at Clemson. “The OBPP — through its focus on multiple components, the inclusion of the entire school community, and available training and resources to effectively address bullying — provides the framework for schools [and educators] to do this.”

Urbanski believes that as the North, Central, and South American home of the OBPP, Clemson University’s College of Education is in a unique position to teach aspiring educators and professionals how to prevent bullying in schools.

Nickerson agrees that colleges and universities — and schools of education — can play an important role in preparing educators to deal effectively with bullying in the school environment. “[Schools can] include both information and specific skills training in the curriculum about managing problem behavior and understanding, preventing, and intervening with bullying, intimidation, and harassment,” she says.

Toward that end, some institutions — such as the University of San Diego and Hamline University — have begun offering bullying-prevention certificate programs for future educators. The University of San Diego offers a four-course program through its Professional and Continuing Education Department, and Hamline offers a 10-credit program via its school of education.

Making a Difference
These and related efforts notwithstanding, studies remain mixed on whether bullying prevention programs reduce actual rates of bullying.

“Overall, it appears that bullying prevention programs … are more likely to change teachers’ awareness, knowledge, and reports of increased ability to intervene than actual rates of bullying and victimization,” explains Nickerson. However, she points out that some research indicates that these programs do reduce victimization rates by as much as 17 to 28 percent and that rates of bullying are reportedly lower in states that have consistently applied anti-bullying laws and policies.

Christopher Ferguson, PhD, professor and department chair of psychology at Stetson University, offers another perspective. “Programs that … understand the motives behind bullying [and] focus on reinforcing positive behavior among students while also training staff to address all aggression … may have the best promise for success,” he wrote in Time magazine.

Urbanski echoes a similar sentiment. “An effective way for schools to decrease problems associated with bullying behavior is to implement an evidence-based program to develop a positive climate that reduces the likelihood of all types of bullying,” Urbanski says. However, she also believes that in addition to bullying prevention programs and training, schools of education should help future educators focus on the basic foundations of children’s well-being and the role schools play in educating the whole child.

“The environment in a school impacts how students learn and teachers teach,” says Urbanski. “Children cannot learn if they are afraid, and so it cannot be an either-or proposition. Academics and safety are both essential components of education, and both should be included in [schools of educations’ approach to teaching] aspiring educators.”

Kelley R. Taylor is a contributing writer for INSIGHT Into Diversity.
Brittany Wiggins first heard about the Chicago Teacher Education Pipeline (CTEP) when she was attending North Lawndale College Prep High School in Chicago. Now — as a third-year teacher at her former elementary school — she’s living proof that the Illinois State University (ISU) program is accomplishing its mission to recruit teacher candidates from hard-to-staff urban schools and return those trained teachers back to their home communities.

Executive Director of CTEP Robert Lee, EdD, says the program was first imagined during a period when ISU was training large numbers of educators but few were choosing to teach in Chicago. Attrition rates were daunting in Chicago Public Schools (CPS); according to a report released by the University of Chicago Consortium on School Research, only 49 percent of CPS elementary school teachers and 46 percent of CPS high school teachers were in their fourth consecutive year at the same school in 2002-2003.

Lee says research had revealed that graduates from ISU’s College of Education typically ended up teaching within a 50-mile radius of their hometowns or the ISU campus. Thus it seemed that the key to staffing urban schools might be to recruit teachers directly from the communities that were having trouble finding educators.

CTEP’s initial goal was inherently a long-term one, says Lee, as it takes at least eight years for a recruited high school student to graduate from college and begin teaching. When Lee came on board with CTEP in 2004, he says he wanted to make sure that while the program pursued its long-term goal, steps were also being taken to alleviate CPS’s staffing issues in the short-term, which meant figuring out how to effectively train all teacher candidates to teach in urban communities. “We knew that we needed to reconnect context, the community itself, … to the practice of what good teaching looks like,” says Lee.

Traditionally, universities have gone into urban neighborhoods with a savior mentality, Lee says, showing little respect for the culture and traditions of the communities they’re seeking to serve. To break down that attitude, CTEP has taken a number of different approaches over the years. From faculty training to help professors restructure courses, to
better preparing students to work in urban communities, to intensive summer programs that place teacher candidates with host families in urban communities, CTEP has made immersion a priority.

“If we really want to be successful in developing and reshaping a teacher’s identity and having that identity then be linked to the context in which we ultimately want them to teach, we have to immerse them early on and work with them over and over in those same types of settings,” says Lee.

Today, 14 years after its founding, CTEP is starting to see the payoff of both its short- and long-term planning. Three years after graduation, 95 percent of CTEP alumni are still teaching in the same urban school district in which they began their careers. Additionally, graduates who were recruited as high school students — like Wiggins — are returning to their childhood communities to teach.

Wiggins, who is now a teacher at Herzl Elementary School in North Lawndale, believes that any educator can be culturally responsive to a community’s needs, but she also feels strongly that it’s important to give back to the place where you were raised. “Every day I look around my community and see young adults who feel that they are nothing more than the [neighborhood] they live in,” says Wiggins. “Being a living witness of making something of myself despite what my community tried to make me think was important, I feel that it is my job to come back and teach the younger generations that only they can determine their future.”

That sense of the importance of community is something CTEP works hard to instill in teacher candidates who plan to work in neighborhoods other than their own. Christine Cuartero, a CTEP graduate who has been teaching at North River Elementary in Albany Park for five years, says that the most important knowledge she took away from her time with CTEP was to “not just be a teacher, but be a community teacher.”

“This extends to living in the community that you work in and being an active member of that community,” says Cuartero. “[Educators’] goal will always be to facilitate progress for our students within any and all domains, but that is most powerful when you are not only their teacher, but also their neighbor, and you are invested in [growing] together as community partners.”

In recent years, CTEP has replicated its model beyond the Chicago area, partnering successfully with urban communities and districts in other parts of Illinois. According to Lee, ISU just launched a National Center for Urban Education based on the CTEP model that he hopes will help educators collaborate around the complex task of bringing together university scholars, school practitioners, and community partners to produce well-prepared, culturally responsive teachers who will stay in urban communities.

“There’s no need to constantly reinvent the wheel,” Lee says. “The more we can share this model and get it out to other folks so they see that this work is possible — and that it’s possible in their communities and at their universities — I think that the better we would be as a community of urban teacher educators.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
There are many factors that contribute to the U.S. teacher shortage and specifically the dearth of teachers of color: views of the profession, lack of positive role models, salary, college affordability, and rigor of teacher preparation programs, to name a few. But to attribute the current K-12 teacher crisis to one or even all of these circumstances would be to underplay the historical inequities that helped precipitate the current situation for communities of color.

“Anything that is a problem in the majority community is exacerbated within the minority community,” says Mikkaka Overstreet, PhD, a professor in the College of Education and Human Development at the University of Louisville (UofL). “We’re having trouble retaining teachers period, but it’s an open wound when you’re [talking] about minority teachers.”

Blake West, a senior policy analyst in the National Education Association’s (NEA) Center for Great Public Schools, traces the origins of this dilemma to our country’s segregated past.

“Even though Brown v. Board of Education was an important landmark case recognizing the inherent inequality of segregated schools, the response of school districts across the country was to integrate student populations but fire all of their black teachers,” explains West. “For immigrant families from Mexico and Central America, systemic racism made routes to higher education a challenge regardless of how young people came to the U.S., and the years it takes to obtain citizenship means many potentially gifted Hispanic teachers [have been] shut out.”

As society began “closing routes” to the teaching profession for people of color, West says generations of students lost access to role models — a trend that he believes has, for the most part, continued. “While the percentage of minority teachers joining the profession has remained relatively flat or [is only] slightly increasing, the diversity of our schools — and nation — has continued to grow,” he points out.

This rise in diversity, West says, makes increasing the number of teachers of color a national imperative. “Without teachers from underrepresented populations in all schools, we face a generation of Caucasian students who do not understand the professional equality of all races, nor do they come to appreciate the value of diverse cultures,” West says. “Our ability to compete internationally is increasingly challenged by a lack of understanding developed by students through interaction with diverse peers and teachers.”

But the benefits of having teachers of all races and ethnicities in the classroom extend beyond increased cultural competence. A recent study published by Johns Hopkins University shows that low-income African American students who had at least one black teacher in third through fifth grades were 39 percent more likely to complete high school and 29 percent more likely to consider going to college. Additionally, other studies have shown that teachers of color have higher expectations for underrepresented students.

While some claim that African Americans and Hispanics, for example, aren’t interested in becoming teachers, others argue that this view is only a perpetuation of many Americans’ perspective of the profession. “A lot of people who aren’t teachers or educators have no idea what goes into preparing [for the profession], so [we need to] create a more professionalized view of
teachers,” says Tiffany Cain, a senior policy analyst in NEA’s Teacher Quality division. “They’re certified just like a doctor is certified; not just anybody can be a teacher, [just like] not anybody can be a doctor.”

At UofL, Overstreet says many of her students indicate that people have often tried to dissuade them from teaching, saying things like “it doesn’t pay enough or that people won’t respect them.”

“I think too often teaching is not presented as a career path to students of color,” says Overstreet. “And until someone, particularly someone who

Cooperative (OVEC). The cornerstone of the program, of which Overstreet is the director, is the Minority Teacher Scholarship, made possible through a grant from the Kentucky Department of Education. The award is available to full-time minority students — undergraduate or graduate — who are residents of Kentucky and are pursuing initial teacher certification at UofL. Students apply to MTRP once admitted to the university, and those eligible receive $2,500 per semester, for a max total of $20,000. While Overstreet says that everyone who has applied and qualified for the award has received it thus far — typically 50 to 60 people each year — students can still be part of the program even if they don’t qualify for the scholarship. Also, students can join MTRP at any point during their time at UofL.

Overstreet believes the funds serve a critical role in making teaching a more accessible career for people of color. “When you’re in a marginalized or disenfranchised community, you haven’t necessarily had the same opportunities and the same access, and there are barriers in your way that are not there for other people,” she says. “We want to remove as many of those as possible, and financial barriers are sometimes the most difficult to get past no matter your

determination, grit, or resilience.”

MTRP participants are also provided additional resources and support: one-on-one advising from Overstreet so that she can check on their progress, as well as mentorship from members of UofL’s Black Graduate Student Association. While mentors are currently available only by request, Overstreet and her graduate assistant are working to expand this part of the program by bringing MTRP alumni who are currently teaching back to serve in mentoring roles.

Furthermore, students take part

looks like them and is a teacher — like myself — says to them, ‘Have you thought about this? This is an option,’ [they don’t] consider it.”

Some colleges and universities, however, are working to address this and other barriers to the teaching profession for students of color.

Avenues to the Profession
Established in 1985 in response to the need for more teachers of color in Kentucky, the Minority Teacher Recruitment Project (MTRP) is a partnership among UofL’s College of Education and Human Development, Jefferson County Public Schools (JCPS), and the schools that make up the Ohio Valley Educational

networking events throughout the semester, including workshops focused on building résumés and preparing for Praxis, the teaching certification test.

According to Cain, passing Praxis is one of the looming hurdles minorities face to becoming teachers, not to mention covering the cost of the test. At UofL, MTRP provides its students with the resources they need to get certified. “We offer workshops, as well as materials that [students] can check out, like the [best] Praxis prep books, so they can be more prepared for the test,” Overstreet says. “We’re also working on and will soon be offering Praxis scholarships to help pay for those tests,
Chapman University’s College of Educational Studies mission is: through teaching excellence, engaged scholarship, and transformative educational practices, to collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world.

CES celebrates diversity in all its richness. We run the Centro Comunitario de Educación in Santa Ana which partners with the community to support early literacy, language, parenting, and teen mentoring.

Recently, our second Education & Ethnic Studies Summit entitled, Activist Women of Color, drew participants to campus to hear 5 keynote speakers. Students, teachers, researchers and community members participated in 56 break-out sessions over 2 days.
the typical four-year college route is not always accessible to everyone, so particularly if we’re thinking about disenfranchised populations, then that may not have been the path that worked for them. We need to go where they are.”

MTRP, however, is limited to recruiting in Kentucky, and students who receive financial assistance through the program must teach in K-12 schools in the state, which Overstreet says usually isn’t a problem as JCPS “does a good job of snagging up as many” MTRP graduates as possible.

“They have to teach for the same amount of time that they get the money,” Overstreet says, adding that for teachers serving in critical needs areas, this requirement is less. “If there’s a desperate need for high school math teachers, and you teach high school math, then your requirement is cut in half. So, if you received the scholarship for four years, you’d only be required to teach [in the state] for two.”

Dispositional Development
Nationwide, black male teachers make up just 2 percent of the K-12 teaching workforce. In the state of South Carolina, however, their numbers have been known to be even lower; in the early 2000s, only 1 percent of teachers in the state were African American include 21 colleges and universities, including two-year colleges, in South Carolina. Institutions in a few other states have also adopted the program over the years.

Participating institutions in South Carolina recruit in cohorts of three to five “MiSTERS” every year, with 15 to 17 enrolled at each college at any given time. The application process includes several essay questions and an interview; however, the only requirements are that students were born in South Carolina and have been admitted to a participating college. Other than these criteria, Executive Director of Call Me MiSTER Roy Jones, PhD, says they follow no specific formula for selecting students.

“What we found is that there’s no perfect profile,” he says. “No two MiSTERS are the same, but we have to find what the quality, the virtue, and the attributes are in MiSTERS that we can bring out. … That’s what we look for — we look for potential — because you can be an effective college student, but I may not want to see you in a classroom.”

Once in the program, students take all the same classes together and reside together in living-learning communities, providing one another much-needed peer support; they also receive some tuition assistance to help cover the cost of books and additional fees. However, the core of Call Me MiSTER is the co-curricular experience, which the men participate in on top of their major requirements. Once each week, they meet individually with program coordinators — MiSTERS at Clemson meet with coordinator Winston Holton — to gauge their progress and collectively to engage in group discussion on topics “focused on the dispositional development of the cohort and each individual,” says Jones.

This aspect of the program, he says, helps students develop...
Alumni, along with other working teachers, come to Clemson in the summer to supervise students in the program’s seven-week summer experience. Through this opportunity, MiSTERs complete paid internships in which they work with students in kindergarten through high school at several local sites, including community centers and faith-based institutions, among others. “They’re learning to hone their skills, develop lesson plans, engage in enrichment activities, and provide instruction,” says Jones, adding that the MiSTERs serve nearly 800 students each summer.

Also during the summer experience, the MiSTERs participate in seminars, workshops, and a four-day Summer Leadership Institute. In addition, Call Me MiSTER hosts an annual summit, which rotates among the 21 participating institutions and attracts approximately 200 MiSTERs and program staff each year.

Because Call Me MiSTER was founded to specifically address the lack of black male teachers working in South Carolina, one requirement of the program is that graduates must teach at public K-12 schools in the state. “The condition of receiving support from us is they have to give back a year for every year they received support from Call Me MiSTER,” says Jones. “What’s beautiful about that is that since 2004, 95 percent [of them] are still in the classroom and still in the state.”

Call Me MiSTER’s success graduating and channeling highly qualified black male teachers into public K-12 schools — the program also boasts 203 fully certified graduates and a 100 percent employment rate — has resulted in more and more students clamoring to enter the program. “We’ve gotten to the point where we can’t even accept all the students who are interested and qualified … because we just don’t have the resources,” says Jones. “In South Carolina, it’s cool to be a MiSTER.”

Additionally, for years, Jones has been helping other colleges across the country establish similar programs. “It
was a concept and a mission that caught fire in South Carolina because everyone recognized the problem," he says. “… We were just trying to address the shortage of black male educators in South Carolina. We didn’t know it was going to wind up serving as a model for the nation.”

**A Work in Progress**

While initiatives like MTRP and Call Me MiSTER do well to address many of the factors that keep people of color from entering teaching — college affordability, mentoring, personal issues, and support networks — there is still much work to do to attract individuals from these communities across the country to the profession, not to mention retain them.

“I think, for the most part, teachers express leaving the profession because of pay, not having a voice, and working conditions,” says Cain at the NEA. “It’s hard to tell promising students to become teachers — that they’d be excellent teachers — but that they’re not going to make a lot of money.”

The NEA is working to address this issue by advocating and lobbying for increased salaries and improved working conditions for all teachers, as well as preparing future educators for Praxis and awarding grants to states to aid in these efforts. In addition to ensuring college affordability and academic support, West recommends that states implement loan-forgiveness programs and that colleges expand their use of residencies and even offer free degree programs in teacher preparation.

Removing roadblocks to teaching for all people will go a long way to improving access to the profession for many individuals of color who, because of their life circumstances, are often stymied by lower expectations, Overstreet says.

“One of the mistakes that people sometimes make is thinking that [by] trying to level the playing field and be more inclusive, we are lowering our standards, and that’s certainly not the case,” she says. “Just because someone has to take a different path or needs different supports doesn’t mean we are lowering our expectations [in terms of] the quality of teachers we want in the field. … Some of the best teachers are in communities that are not privy to the same [advantages] as other communities, and we’re not holding that against them. We’re giving them what they need to get through. We just have to get them in the door.”

Alexandra Vollman is the editor of *INSIGHT Into Diversity.*
As more K-12 schools add technology capabilities to their classrooms — access to the internet, wireless devices for student use, education-focused applications, and more — barriers to the effective use of technology still linger. However, the key to overcoming these may be the preparation future teachers receive at the university level, according to the National Education Technology Plan (NETP).

Produced by the U.S. Department of Education’s Office of Educational Technology, the NETP was published in 2015 and updated in 2017. Although the 2017 iteration notes increased conversation about the need to update curricula for pre-service teachers, the implementation of changes is not widespread. A few schools of education, however, have done well in addressing technology training — preparing our nation’s future educators to better serve and engage students of all backgrounds and abilities.

University of Michigan
About seven years ago, the results of a post-graduation survey identified the stand-alone technology class offered by the University of Michigan’s School of Education as both “too much and not enough,” says Liz Kolb, PhD, a clinical assistant professor of education technology. “Graduates liked the course but said we tried to cover too much information and … [that the] technology was not carried throughout other classes.”

Today, the curriculum still includes the technology course, but it is no longer a single semester, says Kolb; it is now integrated throughout the entire two-year curriculum. This new focus consists of a combination of traditional class time, during which students learn about the research and foundation of using technology to support and enable learning objectives, and an embedded course that provides real-life experience using technology in the classroom.

“We spend four weeks at a Title I middle school, with 40 student interns working with about 200 sixth and seventh graders,” says Kolb, adding that the interns work with two English language arts teachers to prepare a variety of lessons that incorporate technology. “We emphasize the use of a research-based framework to use technology that is effective for the situation versus the … latest technology trend.”

St. Leo University
Professors Candace Roberts, PhD, and Holly Atkins, PhD, serve as the lead faculty members on technology instruction for pre-service teachers at St. Leo University in Florida, and both agree with Kolb that future educators must be taught to use technology in a way that makes pedagogical sense.

“Technology is a tool for teachers, and just like other teaching tools, it should be [used] if it enhances learning,” says Roberts. Although St. Leo offers a course to provide a foundational
knowledge of technology as a tool, the real learning takes place in classrooms, where faculty members use it to enhance their lessons and students are expected to use it in their projects, she adds. “We don’t teach specific tools; instead, we give students enough knowledge about technology that is available so they can make decisions about the tools they will use,” says Roberts. For example, St. Leo students were asked to develop a presentation using technology that included a public service announcement about bullying. “Students used a variety of tools such as Prezi, Padlet, and Nearpod for their presentations, but one group produced a video public service announcement that they embedded in their Prezi presentation,” she says.

Because pre-service teachers are “digital natives” — meaning they grew up using this technology and thus are more familiar with it — they are more likely to try new technologies or to use existing ones in new ways if allowed, Roberts adds.

“Our college of education faculty meet monthly to share what we’ve learned — on our own or through our students — to expand our own knowledge,” says Atkins. “Our faculty members have also learned that it is OK to fail in the use of technology, because our students will have times when their plans don’t work. This is one more way we model how to handle situations they will encounter in their own classrooms.”

### Addressing Gaps in Curricula

There are a number of reasons that college of education curricula may be slow to adapt, says Christie Terry, associate director of the University of Missouri College of Education’s Enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) National Center. A lack of incentives for faculty to take time away from teaching, research, publishing, or other work that is routinely recognized by the university means that learning how to integrate technology into curricula falls to the bottom of the to-do list, she says.

Fear of change and a lack of funding also present challenges, but another large issue is the fact that universities often adopt different technology tools than K-12 schools possess, says Terry. “Tools selected by universities may work well for the majority of other departments, but they don’t often translate to pre-service teachers’ experience once they graduate.”

While the primary focus of the eMINTS program is to work with K-12 teachers to help them effectively integrate technology into their classrooms, a $12.3 million Investing in Innovation grant from the Education Department led to the study of college curricula and the application of the eMINTS model at the university level. “No two university programs are alike, so integration of technology in the curriculum will differ,” says Terry. For example, at Park University in Parkville, Mo., technology is integrated throughout the two-year program, and an eMINTS-certified teacher assesses student-teachers’ use of technology. Similarly, William Woods University in Fulton, Mo., integrates technology throughout the curriculum but also offers an additional concentration in education technology, which includes an eMINTS certification. “Every student with the certification is placed
after graduation,” she says, adding that the program’s placement rate confirms the value of enhancing pre-service teachers’ technology education.

Building Aptitude
Teresa Foulger, EdD, an associate professor at the Mary Lou Fulton Teachers College at Arizona State University, has been leading a working group of educational technology faculty-researchers in the development of the competencies called for by the NETP. Using crowd-sourced literature as a base and the Delphi methodology, which relies on a panel of experts for input — in this case, a wide range of teacher-educators and content experts — they created a final list of competencies, which is currently in review for publication.

“So many people have been exposed to the competencies during review that I’m hearing from people who are already adopting them,” says Foulger. Once published, a link will appear on the Teacher Education Competencies project’s website at teacheredtechcompetencies.weebly.com.

Although technology competencies are not part of an accreditation requirement, Foulger hopes that the identified need for them, along with the inclusion of representatives from the American Association of Colleges for Teacher Education and the Council for American Private Education in their development, will eventually lead to their inclusion in accreditation standards. Although both organizations have not formally endorsed the competencies, Foulger says they are aligned with their needs and their own existing aptitudes.

One of the competencies specifically addresses diversity of learning styles in the classroom. In fact, some technological tools provide teachers additional methods for collaboration, assessment, and engagement to better serve students of different learning styles and abilities. For instance, Google Docs promotes students working together on group projects, Backchannel Chat enables shy students to submit questions or observations during a lesson, and digital exit tickets completed via a smartphone or tablet solicit feedback at the end of class to inform the next day’s lesson.

Supporting students with different learning abilities is the greatest benefit of technology, says Kolb. “We know that learning is social, but students who are non-verbal, hearing-impaired, or vision-impaired face greater challenges socializing in the classroom,” she explains. While Google Translate makes it possible for ESL (English as a second language) students to read assignments, participate in group work, and learn, myriad other communication tools exist for educators.

“Applications such as iCommunicate enable non-verbal students to work in a group, and the TapTap app alerts hearing-impaired students when someone is speaking so he or she can … read lips — both of which increase students’ ability to socialize with others.”

To get the most out of technology, Kolb recommends preparing future educators to adapt to the school at which they are hired. “This means finding resources when schools have little technology and students [don’t have] access to technology outside the classroom,” says Kolb.

“We teach our students how to be creative — ask for the library to stay open later for students to use computers, work with local community groups to acquire tablets, or inform students and their families of local areas that offer free internet and computers,” Kolb adds. “Because we don’t focus on specific tools, our students are adaptable, and they successfully use technology in teaching — even in high needs schools.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
Tenure-Track Faculty Positions

The Department of Biochemistry and Molecular Biology in the Medical College of Georgia at Augusta University, Augusta, Ga., U.S.A. seeks qualified applicants for available full-time, tenure-track faculty positions at the rank of Assistant Professor, Associate Professor or Professor. Candidates must have a PhD or MD/PhD with appropriate postdoctoral or academic experience. Successful applicants will have excellent communication skills and research interests that complement those of existing research faculty in the department (e.g., benign and malignant disease processes, molecular signaling, stem cell biology, gene/epigenetic regulation, biomarker discovery, chemoprevention, targeted therapy and immunology/inflammation) or in novel areas with exceptional translational research appeal. Faculty will be expected to contribute to the department’s education mission and graduate and post-graduate training programs. The salary will be commensurate with qualifications and experience of candidate. Highly competitive salaries and excellent start-up packages are available. Candidates with established extramural research programs are desirable, with extramural funding being a must for faculty applying at the Associate Professor or Professor level. Applicants should submit a cover letter, curriculum vitae, research and academic perspective (1-2 pages), and the names/addresses of 3 professional references through www.augusta.edu/jobs/faculty, Job ID 12555. The positions will remain open until filled. Augusta University is an Equal Opportunity and Equal Access Institution.
Diversity Champion: Columbia University

INSIGHT Into Diversity co-publisher Holly Mendelson presented the Diversity Champion certificate to Dennis Mitchell, DDS, vice provost for faculty diversity and inclusion at Columbia University in the City of New York, at Columbia’s Cheers to the Year event on May 2. Diversity Champion institutions rank in the top tier of Higher Education Excellence in Diversity (HEED) Award recipients and demonstrate an unyielding commitment to diversity and inclusion across their campuses.

Hosted annually by Mitchell’s office, Cheers to the Year provides an opportunity for students, faculty, staff, and administrators to reflect on and celebrate the efforts of the university community over the past year in creating an inclusive campus.
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