Highly Selective Schools

Some elite U.S. institutions have improved support for underserved students, but much work remains to ensure access and opportunity for all.

Canada’s Universities

An increased focus on diversity and inclusion drives Canadian universities’ efforts.

ALSO IN THIS ISSUE:

Colleges offer support for student-parents

A celebration of LGBTQ Pride Month
Texas Tech University takes pride in providing an LGBTQIA inclusive experience for all members of the university community.

From here, it’s possible!

For more information on the Division of Diversity, Equity & Inclusion visit www.depts.ttu.edu/diversity.

For more information on the Office of LGBTQIA and Student Affairs: Center for Campus Life visit www.lgbtqia.ttu.edu.

“a Premiere Institution on the Campus Pride Index.”
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ON THE COVER AND ABOVE: Ryerson University’s campus in Toronto, Ontario, Canada
Making the difference

The JMU College of Business places highly in many popular rankings for return on investment. Students and employers say that the teacher-scholar model employed by the college gives students access to excellent faculty, which turns out graduates especially adept at working on diverse teams. That’s the kind of commitment you would expect from a Diversity Champion.

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

— LENORE PEARLSTEIN, publisher of INSIGHT Into Diversity

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INSIGHT Into Diversity | Diversity Champions

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The views expressed in the content of the articles and advertisements published in INSIGHT Into Diversity are those of the authors and are not to be considered the views expressed by Potomac Publishing, Inc.
Columbia University Medical School Replaces All Student Loans with Scholarships

On April 11, 2018, Columbia University Vagelos College of Physicians and Surgeons announced that it would provide scholarships to all students who qualify for financial aid, in lieu of student loans — making it the first medical school in the country to do so.

The scholarships are made possible by an endowment established by alumnus P. Roy Vagelos, MD, and his wife Diana Vagelos — after whom the medical school was renamed last December. The couple has donated a total of more than $300 million to Columbia; $150 million will go toward the scholarship fund, resulting in approximately 20 percent of all Columbia medical students receiving full-tuition awards.

When the couple first announced the creation of the fund in December, university officials believed it would take several years to secure the additional monies necessary to begin distributing awards; however, the generosity of alumni and faculty have made it possible for the medical school to launch the program this July.

These awards will help ensure that the most talented students have the opportunity to attend medical school regardless of their socioeconomic status. Furthermore, by effectively eliminating student debt, school officials hope that medical students will select a specialty based on their passion rather than for its future earnings potential.

Covering the cost of students’ medical school tuition is no small gift; according to the Association of American Medical Colleges, the median cost to attend a private U.S. medical school, including tuition and fees, is almost $60,000 annually. “[Roy and Diana Vagelos] understand that ensuring a Columbia education is affordable and accessible to the widest diversity of students, regardless of their family’s income, is essential to our mission,” Columbia President Lee C. Bollinger said in a press release.

— Ginger O’Donnell

Union College in New York Receives 2017 HEED Award

On May 3, INSIGHT Into Diversity co-publisher Lenore Pearlstein presented the 2017 Higher Education Excellence in Diversity (HEED) Award to Stephen Ainlay, PhD, president of Union College in Schenectady, N.Y., during the college’s Presidential Forum on Diversity, a speaker series that featured acclaimed poet and activist Nikki Giovanni.

A staunch supporter of diversity and inclusion on campus, Ainlay is scheduled to retire in June following a 12-year career at the college. He was nominated for and received the 2016 INSIGHT Into Diversity Leadership Support and Giving Back Award for college presidents who go above and beyond to support their campus communities. Additionally, during his time as president, Union received the INSIGHT Into Diversity HEED Award five years in a row, from 2013 to 2017.

— Alexandra Vollman

POLLING FREE SPEECH

53% of college students chose diversity and inclusion over supporting free speech when asked which was more important to a democracy. Women, African Americans, and Democrats were more likely than their peers to select inclusion over free speech.

70% of college students support a campus environment that allows all types of speech versus one that puts limits on offensive speech. Women, African Americans, and Democrats are less supportive of an open environment than they were in 2016.

Source: Gallup, Knight Foundation
Polls Show Progress and Setbacks for African Americans in the U.S. in 2017

**Education levels are on the rise.**
High school and college completion rates for African Americans are at an all-time high, and the graduation gap between black and white students is narrowing. Nine out of 10 African Americans over the age of 25 have completed high school, and nearly one in four have a bachelor’s degree.

**Immigrants make up 10 percent of the black population in the U.S.**
The black immigrant population has increased by 70 percent over the last 20 years. This growth has included a significant rise in those from Nigeria, Ethiopia, and other African countries. Most black immigrants in the U.S., however, come from the Caribbean nations of Jamaica and Haiti.

**Middle-class African Americans are falling behind financially.**
The median net worth of white middle-class households is now four times that of black middle-class households — a number that has spiked in the last decade. While the income gap for low-income African Americans has shrunk, the median net worth of black households is just $17,000. White households in the U.S. have a median net worth 10 times that figure.

**Racism is a growing concern — depending on whom you ask.**
The percentage of black and white Americans who say racism is a major problem in the U.S. has nearly doubled since 2009. This viewpoint is split along racial and political lines, however, with 80 percent of African Americans citing racism as a major concern compared with 50 percent of whites. Roughly three out four Democrats shared this concern, compared with 37 percent of Republicans.

**White privilege is a point of contention.**
Nearly 70 percent of African Americans say they believe white people benefit a great deal from advantages denied to them because of their race, while 92 percent think that whites benefit at least somewhat from these advantages. Far fewer white Americans hold this view, with just under half saying they benefit a fair amount from white privilege and only one in six saying they benefit a great deal.

Source: Pew Research Center

—Mariah Bohanon

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INSIGHT Into Diversity
CALIFORNIA
Lynnette Zelezny, PhD, has been appointed president of California State University, Bakersfield. She previously served as provost and vice president for academic affairs at Fresno State University in California.

FLORIDA
A. Zachary Faison Jr., JD, has been named president of Edward Waters College in Jacksonville. He was most recently general counsel at Tuskegee University in Alabama.

KENTUCKY
Neeli Bendapudi, PhD, has been appointed president of the University of Louisville. She previously served as provost and executive vice chancellor of the University of Kansas in Lawrence.

MASSACHUSETTS
Sudha Setty, JD, has been named dean of Western New England University School of Law in Springfield. She was most recently a professor at the school.

MINNESOTA
Carrie Brimhall, PhD, has been named president of Minnesota State Community and Technical College in Fergus Falls. She was most recently chief academic officer and vice president of academic affairs for the college.

MISSOURI
Jerald Jones Woolfolk, PhD, has been named president of Lincoln University in Jefferson City. She was most recently vice president for student affairs and enrollment at SUNY Oswego.

NEW JERSEY
Renita Miller, PhD, has been named associate dean for access, diversity, and inclusion at Princeton University’s Graduate School. She was most recently dean of Berkeley College at Yale University in Connecticut.

NEW YORK
Junius J. Gonzales, MD, has been appointed provost and vice president for academic affairs at New York Institute of Technology in Old Westbury. He previously served as senior vice president for academic affairs for the University of North Carolina System.

OKLAHOMA
Martha Burger has been named the first female president of Oklahoma City University. She was most recently senior vice president of human and corporate resources at Chesapeake Energy Corp.

PENNSYLVANIA
Mary Ellen Caro, EdD, has been appointed the first female president of Peirce College in Philadelphia. She was previously vice president of enrollment management and learner services at Thomas Edison State University in Trenton, N.J.

Farnam Jahanian, PhD, has been named president of Carnegie Mellon University in Pittsburgh. He was most recently interim president of the university.

Rodmon King, PhD, has been named chief diversity and inclusion officer for SUNY Oswego. He was most recently associate vice president for academic affairs and diversity initiatives at Centre College in Danville, Ky.

Nsombi B. Ricketts has been appointed vice president for diversity, equity, and inclusion at the Pratt Institute in Brooklyn. She previously served as assistant provost for diversity and inclusion at Northwestern University and the inaugural assistant dean of diversity and inclusion at The Graduate School at Northwestern in Evanston, Ill.

NORTH CAROLINA
Johnson O. Akinleye, PhD, has been named chancellor of North Carolina Central University in Durham. He was most recently interim chancellor of the university.

Anthony Graham, PhD, has been appointed provost and vice chancellor for academic affairs at Winston-Salem State University. He previously served as dean of the College of Education and professor of educator preparation at North Carolina Agricultural and Technical State University in Greensboro.

WASHINGTON
Amit Singh, PhD, has been named president of Edmonds Community College in Lynnwood. He was most recently provost and senior vice president of academic affairs at Clark State Community College in Springfield, Ohio.

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DEANS OF ADMISSIONS

In each issue, INSIGHT Into Diversity features diverse professionals in higher education. To be featured in this section, email your bio and photo to editor@insightintodiversity.com.

Janet Lavin Rapelye is dean of admission at Princeton University in New Jersey. Rapelye has also served as dean of admission at Wellesley College and associate director of admissions at Bowdoin College and has worked in the admissions offices at Stanford University and Williams College. Additionally, Rapelye has served on the New England Regional Council of the College Board and the Board of Trustees of the College Board.

Ellen Kim is dean of undergraduate admissions at Johns Hopkins University in Baltimore, Md. She oversees the recruitment and admission of first-year and transfer students to the Krieger School of Arts and Sciences and the Whiting School of Engineering. In addition, Kim manages the visitor center, admissions counseling, and communications for the Homewood Student Affairs division at the university. She previously served as vice dean of strategic planning for the Undergraduate Admissions Office at the University of Pennsylvania and managed admissions for the Kellogg School of Management at Northwestern University.

Karen Richardson, EdM, is dean of admissions and enrollment management at Tufts University in Medford, Mass., where she sets the undergraduate recruitment goals for the School of Arts and Sciences, the School of Engineering, and the School of the Museum of Fine Arts. She has also served in other positions at the university, including as director of graduate admissions and director of diversity recruitment. Richardson was previously assistant dean in Princeton University’s undergraduate admissions office.

Logan Powell is dean of admissions at Brown University in Princeton, N.J. In this role, he is responsible for the recruitment and selection of all undergraduate applicants to the university. Powell’s two decades of college admissions experience have included serving as director of admission at Princeton University, senior associate dean of admissions at Bowdoin College, and senior admissions officer at Harvard University. While at Princeton, he placed an emphasis on developing strategies to enhance access and opportunity for low-income and first-generation students.

Satyajit Dattagupta is vice president for enrollment management and dean of undergraduate admission at Tulane University in New Orleans, La. He was previously vice president of enrollment management at Washington College, in Chestertown, Md., where he was responsible for a significant increase in applications, enrollment, and retention. Dattagupta also served as executive director of the Office of Enrollment at the University of Rochester and associate director of admissions at DePauw University and has held positions at the Minnesota State Colleges and Universities system and Southwest Minnesota State University.

Costas Solomou, EdD, is dean of undergraduate admissions at George Washington University in Washington, D.C. Prior to this role, he was dean of admission and a member of the President’s Cabinet at Queens University of Charlotte in North Carolina, where he led a successful reorganization of the institution’s admissions structure. Most of Solomou’s 16-year career in higher education was spent working in enrollment management and admissions at the University of Rochester, where he helped achieve significant growth in both the diversity and quality of students.
We congratulate The Bridge to the Ph.D. Program on ten years of aiming to enhance the participation of students from underrepresented groups in Ph.D. programs in the natural sciences. The Bridge Program provides an intensive research, coursework, and mentoring experience to post-baccalaureates seeking to strengthen their graduate school applications and to prepare for the transition into graduate school.

For more information, please visit: http://facultydiversity.columbia.edu/bridge-phd-program-natural-sciences
Beyond the Academy: Making the Transition from Higher Education CDO

By James A. Felton III

Two years ago, my friend and colleague Deborah Richardson-Phillips informed me that she was leaving her role as the assistant director of diversity and inclusion at Cuyahoga Community College. She wasn’t leaving for another institution — she was leaving the academy altogether.

Today, Richardson-Phillips serves as the diversity and inclusion lead at FirstEnergy Corporation, where she is responsible for developing and tracking diversity initiatives for the company. Her experience as a former higher education chief diversity officer (CDO) represents a growing trend of professionals who are advancing the work of diversity and inclusion beyond the “Ivory Tower.”

I used to think that there were only two types of CDOs: those who worked in the corporate sector and those who worked in higher education. Over the years, I have interacted with a number of peers and colleagues who have taken on senior-level diversity officer roles outside of what I deemed the norm. In addition to corporate America, you can now find CDOs who work for nonprofits, national endowments and trusts, law firms and large associations, hospitals, and major health organizations. The growing presence and variety of CDOs marks an important milestone in the evolution of this senior leadership position.

The following are some of the various roles and individuals who have made successful transitions into CDO positions outside of higher education.

Secondary Schools
The role of secondary school CDOs is similar to that of their higher education counterparts.

These individuals are responsible for advancing diversity, equity, and inclusion efforts across their institution, and they work with a wide constituency, including students, administrators, parents, and local school and community officials.

A notable secondary school CDO is national thought leader, author, and consultant Eddie Moore Jr., founder of America & Moore, LLC. Moore was one of the early pioneers in the secondary school arena. He worked at a number of colleges and universities before serving as the director of diversity at the Bush School in Seattle, Wash., and the Brooklyn Friends School in New York City.

Another notable secondary school CDO is Tchet Dereic Dorman, director of diversity, equity, and inclusion at Germantown Friends School in Philadelphia, Pa. Prior to this role, Dorman served in a variety of diversity positions at numerous colleges and universities across the country, including working as the director of diversity and social justice at Millersville University.

Public Sector
Public sector CDOs include positions at a number of local, state, and federal agencies — both in the U.S. and abroad. These roles vary by institution but often focus on compliance and affirmative action, supplier diversity, training, and professional development.

Increasingly, a growing number of cities and state governments have established CDO roles as part of their senior cabinet or administration. There are also several CDOs who serve at accredited postsecondary military schools and academies.

A notable public sector CDO is Aram deKoven, chief diversity officer for the United States Coast Guard Academy. Prior to his current role, deKoven served as an associate professor in education studies at the University of Wisconsin–Eau Claire and taught several courses on multiculturalism as a former member of the faculty at the State University of New York (SUNY) College at Cortland.

Arts and Sciences
CDOs in this arena are responsible for leading institutional culture and strategy as well as talent acquisition and development throughout their organization. They are primarily concerned with increasing the diversity of artists, exhibitions, and administrators who work at museums.

Makeba Clay made history not once but twice — most recently, in her appointment as the first chief diversity officer for the Phillips Collection in Washington, D.C. Previously, Clay served as the inaugural chief diversity officer for the Smithsonian Institute’s National Museum of African Art under the leadership of former museum director and international diversity thought leader Johnnetta Cole. Prior to her work in national museums, Clay held several prominent diversity positions, including serving as the associate vice president of institutional equity and diversity at the College of Southern Maryland and director of the Carl A. Fields Center for Equality + Cultural Understanding at Princeton University.

Considerations for Becoming a CDO Outside of the Academy
If you are thinking about making the transition to a CDO role outside of higher education, you should do the following:
• Determine your short- and long-term career trajectory.

• Explore the similarities and differences between your current higher education environment and your new area of interest.

• Identify a CDO or other mentor in your area of interest.

• Familiarize yourself with the qualifications for this specific field or area of interest.

• Develop a set of transferable skills.

• Establish a realistic and appropriate timeline.

There are many reasons why CDOs would be interested in working outside of academia. For some, these positions offer more pay and flexible work schedules. This is particularly true for secondary school CDOs, who enjoy full or partial breaks in the summer. For others, it is simply an opportunity to gain a breadth and depth of professional experience. For example, CDOs who work in the arts and sciences can gain valuable grant-writing and foundation experience while interacting with diverse groups and populations around the world. Furthermore, these roles can position individuals to assume advanced administrative and leadership roles — both now and in the future.

The decision to work as a CDO outside of the academy is dependent on a number of personal and professional factors. Fortunately, the growth and expansion of these positions has led to increased opportunities for current and aspiring diversity professionals to advance the work of diversity, equity, inclusion, and culture to help institutions create more inclusive campuses.

James A. Felton III is the chief diversity officer at SUNY Cortland. He is also a member of the INSIGHT Into Diversity Editorial Board.

Understanding your campus’s climate is an important first step toward ensuring a positive, enriching experience for all students and employees.

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To purchase or learn more about Viewfinder™ Campus Climate Surveys, visit viewfindersurveys.com or email lpearlstein@viewfindersurveys.com.

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SCHOOLS OF LAW, HUMANITIES, AND EDUCATION

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The advertising deadline is June 18.
For information, please call 314-200-9955 or email ads@insightintodiversity.com.
Incidents of hate, bullying, and additional forms of racial and other bias have proliferated on college campuses in recent years. Charlottesville, Va. — once associated with a bucolic college town — has become a code word for hate-filled violence fomented by white supremacist groups who marched with torches across the campus of the University of Virginia. Bananas etched with the words “AKA Free” (AKA stands for Alpha Kappa Alpha, the first black sorority founded in the U.S.) hanging from nooses and cotton branches attached to Confederate flags invaded American University’s campus in Washington, D.C., after an African American was elected student government president. And an African American ROTC college student waiting for a bus near the University of Maryland, College Park was killed in what has been deemed a hate crime.

These events and others have forced colleges and universities nationwide to develop strategies to prevent, address, and resolve the growing issues of incivility, hate, and bias on their campuses.

The Statistics
According to the Anti-Defamation League’s (ADL) Center on Extremism, there have been 346 incidents — including the distribution of fliers, stickers, banners, and posters — of white-supremacist hate and bias propaganda on campuses since Sept. 1, 2016. Two hundred and sixteen colleges and universities have been affected in 44 states and the District of Columbia. Some of the most active supposed hate groups include Evropa (allegedly responsible for 158 of the 346 reported incidents of white supremacist propaganda), the Patriot Front, Atomwaffen Division, and Vanguard America. The hardest-hit states were Texas (61 cases) and California (43 cases). Between Sept. 1 and Dec. 31, 2017, there were 147 incidents of white-supremacist hate and bias propaganda appearing on college campuses, representing a substantial increase over the 41 incidents during the 2016 fall semester. According to ADL CEO Jonathan Greenblatt, “White supremacists are targeting college campuses like never before.”

The LEAD Fund Project on Civility, Hate, and Bias
The Fund for Leadership, Equity, Access, and Diversity (LEAD Fund) — a nonprofit affiliate of the American Association for Access, Equity, and Diversity (AAAED) — has launched the Project on Civility, Hate, and Bias on Campus. With support from the Lawyers’ Committee for Civil Rights Under Law, the LEAD Fund conducted listening sessions in the Midwest in February 2018, as well as webinars, to learn how institutions of higher education are coping with the increasing incidents of hate and bias. The organization is also conducting a survey of college and university equal opportunity professionals regarding hate and bias incidents on campuses.

The Resolution:
Addressing Incidents
At the AAAED, we have learned from the Southern Poverty Law Center as well as our own members — including former president of the American Association for Affirmative Action Beth Wilson, JD, and diversity and inclusion expert Ken Coopwood Sr., PhD — that institutions of higher education should engage in a three-part initiative to avoid or resolve hate and bias on campus: prevention, crisis management, and post-crisis assessment and healing.

Prevention
Before an incident occurs, campuses should:
• Establish protocols and policies regarding hate and bias incidents on campus
• Address conflicts that don’t violate policy (i.e., hate speech and hate speakers)
• Make training opportunities available to the campus community
• Conduct a preliminary investigation upon notice of potential or actual problems
• Take interim actions upon notice of potential or actual problems before they become a crisis
• Create a crisis management committee
• Establish a bias incident reporting system

Crisis Management
During the incident or event, campuses should:
• Put safety first
• Denounce the act as soon as possible

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• Establish a bias incident reporting system

Crisis Management
During the incident or event, campuses should:
• Put safety first
• Denounce the act as soon as possible
• Work with the media to provide accurate information and dispel misinformation

• Support targeted students and employees with counseling and other services to make them feel safe and valued

• Coordinate with campus police and other institutional departments as needed and as appropriate

• Adjudicate where there is wrongdoing by students or personnel that is covered by campus conduct policies

Assessment and Healing
After the incident, campuses should:

• Review efforts to address and resolve the problem

• Follow up with remedial actions and training

• Debrief with relevant staff regarding future actions and prevention

• Seek justice and avoid blame

• Promote healing within the campus community

• Where necessary, promote cultural change, including diversity and inclusion policies and campus climate surveys

The Challenge: Hate Speech and Climate Surveys
Where hate speech is concerned, public colleges and universities must be mindful of their responsibilities under the First and Fourteenth Amendments and, possibly, state constitutions. Any policy restricting speech — especially hate speech — should balance and articulate students’ interests, objectives, and rights with the school’s interests and objectives. Just as the First Amendment does not immunize physical attacks on persons or property, it does not immunize discriminatory conduct illegal under the Fourteenth Amendment’s Equal Protection Clause, civil rights acts, or labor laws.

Finally, colleges and universities may impose “time, place, and manner” restrictions on speech, but these restrictions must be content-neutral — meaning they are universally imposed without regard to the viewpoints or messages being conveyed or expressed. While they do not have to adhere to the same standards when it comes to the First Amendment, private institutions actively embrace the principles of free speech and academic freedom. There may also be state laws that mandate these principles and that cover both public and private colleges and universities.

Campus climate surveys are essential if an institution wants to measure and gauge the extent to which its faculty, staff, and especially students feel safe and valued and are thriving and productive. Climate surveys are not new to the academy; however, according to our discussions with members of the listening sessions, they are not uniformly used throughout higher education.

Looking Ahead: The Importance of Diversity, Equity, and Inclusion
The increasing incidents of incivility, hate, and bias on campuses since 2016 demand that colleges and universities pay greater attention to prevention, crisis management, and post-crisis assessment, including cultural change with an emphasis on diversity and inclusion. In polling the attendees of the LEAD Fund listening sessions, however, we learned that the institutions represented were in varying stages of development of a concerted and organized policy to address these challenges. Our work indicates that, in many instances, there remains much to be done to promote and sustain a culture of diversity, equity, and inclusion on campuses.

Shirley J. Wilcher, JD, CAAP, is the executive director of the American Association for Access, Equity, and Diversity. Wilcher is also a member of the INSIGHT Into Diversity Editorial Board. The AAAED is a partner of INSIGHT Into Diversity.
early one in five individuals residing in the U.S. is of Latino descent. Yet, despite being the second largest ethnic group in the country, they fall significantly behind other populations in higher education. As of 2014, only 15 percent of Latinos between the ages of 25 and 29 had a four-year degree, compared with 41 percent of Caucasians, 63 percent of Asian Americans, and 22 percent of African Americans.

To ensure educational access and opportunities for Latinos, some colleges and universities have developed targeted recruitment efforts and unique support systems designed to affirm their cultural identity and guide them on the path to degree completion.

**Metropolitan State University**

Metropolitan State University (Metro State) in St. Paul, Minn., is distinguished for its dedication to ensuring access to higher education for all. Founded on the mission to help working adults complete a postsecondary degree, Metro State is unique in its ability to serve these nontraditional students because of several factors, including affordability (at just under $8,000, it offers the lowest tuition of any four-year institution in the state), open-access admissions structure, and numerous night and weekend class offerings.

Additionally, because 40 percent of Metro State’s nontraditional students are also from underrepresented groups, the university prioritizes support for its diverse community, including the Latino population.

Karina Moreno D’Silva serves as the university’s assistant director and Hispanic/Latino liaison, a position in which she focuses on recruiting these students and facilitating services and events for them on campus. As many transfer to Metro State from two-year institutions, D’Silva spends much of her time recruiting at these schools, particularly those that have large numbers of Hispanic and Latino students. “We focus on recruiting from community colleges, not high schools like most institutions,” she says. “We are trying to make Metro State more welcoming to Latino students and to have conversations about things that are important to them.”

On campus, D’Silva works closely with the university’s Hispanic student organization, Pueblo, to reinvigorate the school’s outreach to the broader Latino community. “So far, our Latino student population is around 3.5 percent, so we are hoping to increase that by having different types of events and partnerships and [by] working within the community,” says D’Silva. “Pueblo is a very active part of that because [its members] help us make sure that these students get the support and services they need.”

In the past year, Metro State partnered with Pueblo to host Latino Family Night. Open to the public, the event presented information on the college application process, financial aid, and the challenges of being a working adult while attending college. In addition, Pueblo and several other...
opportunity for those who teach and work with students to better understand their experiences, says D’Silva, adding that the university plans to host similar dialogues in the future.

Metro State’s extensive outreach to the Latino community and its unique ability to serve these students has garnered the university international recognition. For the past three years, it has been one of fewer than 20 recipients of the Institute for Mexicans Abroad Scholarship (IME-Becas) grant — awarded by the Mexican government to U.S. institutions that help Hispanic students with few economic resources achieve their dream of earning a college degree.

Metro State matches the funds provided by the IME-Becas grant to award approximately 12 annual scholarships. Current or incoming Mexican students can apply by submitting an essay that details how they have overcome hardships to pursue a college degree in the U.S. and how reaching this goal will help them give back to their community.

Metro State hosts a ceremony for scholarship recipients where they can share these stories with the university — providing students, faculty, and staff with further insight into the importance of higher education for this population, says D’Silva.

**Millersville University**

At Millersville University (MU) in Pennsylvania, Latino students are equipped with the tools to help them achieve academic success and a strong social support system before ever setting foot on campus.

Recognizing that despite the growing number of Latino students enrolling at MU, many weren’t persisting past their first year, Kimberly Mahaffy, PhD, professor and director of Latino studies and coordinator for the office of diversity and social justice, created a three-day summer program called the Latino Student Leadership Institute.

“We wanted a way to provide [them] not only information about campus support services, but also a way to meet other Latino students and to hear from faculty, staff, and alumni about their college experiences,” says Mahaffy. The institute takes place shortly before the start of the fall semester each
year, with all incoming Latino freshmen and transfer students welcome to join. It is held at a retreat center near campus, where participants, five peer leaders, Mahaffy, and other staff members stay for three days of bonding, self-reflection, and college-prep activities. The peer leaders are junior or senior Latino students who introduce participants to the many resources available on MU’s campus and help them understand what it’s like to attend a college where you are in the minority, says Mahaffy.

“Each peer leader is responsible for a brief presentation on topics like cultural capital, embracing differences, and campus resources such as counseling and tutoring,” she says, adding that each one is assigned to supervise three to five students; they are responsible for everything from making sure their students are attending meal times to guiding small-group discussions. “The students become very attached to these peer leaders and know that they are people they can rely on to be there for them when the school year starts,” Mahaffy adds.

Faculty, staff, and alumni also join the institute as guest speakers for an afternoon of small-group discussion and networking. They talk about their own college experiences, including challenges they faced and how they were able to succeed despite them. Mahaffy pairs each guest speaker with a small group of students who share their academic and career interests. “The speakers help students better understand what the college process is like and what they can expect at [MU], as well as provide them with a connection to someone who is actually working in their potential career field,” explains Mahaffy.

Incoming freshmen are allowed time for self-reflection regarding their personal goals as well as what it means to be a young Latino adult in today’s society. Peer leaders then guide their small groups through writing and dialogue activities to help students identify their personal strengths, goals, and support systems as they head into their first year at MU.

Additionally, students gather in the evenings to watch films about the Latino experience in America, after which they engage in campfire discussions. “We talk about why Latino studies programs are important to the community, what it’s like to be an undocumented student, and stereotypes that people have of Latinos,” says Mahaffy, adding that participants tend to share their personal experiences with such issues. “It ends up being a really emotional, moving experience, and by the end of the institute, the students are very bonded with one another. It’s a great way for them to feel like they have people on campus … who really care about them.”

The institute also seems to have a positive effect on students’ academic success. According to Mahaffy, institute participants have higher GPAs, earn more credits per semester, and have higher retention rates than Latino students who do not participate. “This experience definitely increases our retention and graduation rates for Latino students,” says Mahaffy, “but I think it also demonstrates to them that they absolutely can be successful and can become leaders at a predominantly white institution.”

University of North Carolina Wilmington

At the University of North Carolina Wilmington (UNCW), Latino students benefit from a wide variety of academic and professional development services, cultural and social activities, and community outreach opportunities through the university’s Centro Hispano. Having a center and resource office specifically designated for Latino students has enabled UNCW to develop and fine-tune its recruitment and inclusion efforts for this growing
population, says Kent Guion, MD, chief diversity officer.

The center’s Mentors Initiating Community Action, Support, and Advocacy (MI CASA) program pairs Hispanic UNCW students with local high school sophomores who are also of Hispanic or Latino descent. The UNCW mentors assist their mentees with the program’s many college-prep services, such as SAT training, as well as attend the MI CASA annual picnic and other social activities together. In addition, Centro Hispano staff host informational sessions for parents on how to help their child prepare for college; these sessions focus on assisting with the application process and securing financial aid. Because the program’s ultimate goal is to show the broader Hispanic community that UNCW is a welcoming and supportive environment, many of MI CASA’s activities and events are presented in both Spanish and English, says Guion.

“There are a lot of unique elements to this program … just to help build the sense that our campus is a place to be welcomed and supported,” he says. “That’s why we have students stay together with their mentors for the remainder of their high school career, with the hopes that they will attend UNCW. But we’ve had students [go to colleges] across the map, including some pretty selective Ivy League schools.”

Joining MI CASA gives UNCW students the opportunity to engage with and give back to the local community — a focus that is reflected in much of Centro Hispano’s activities. The center’s close working relationship with the campus security and police force, for example, provides Hispanic students and law enforcement the rare opportunity to connect across cultures and learn from one another, Guion says. Together, the campus police department and Centro Hispano have facilitated opportunities for students to connect with officers via ride-alongs, self-defense classes for female students, social activities such as paintball, and more.

The center also engages with the department to work to overcome bias and cultural misunderstandings between American law enforcement and the Latino community. Centro Hispano staff host bias training for the department and, this past year, helped facilitate an immersion trip to Mexico through the Go Global North Carolina program, which connects the state’s educators and community leaders with international communities. Three campus officers and Centro Hispano’s director participated in the trip, along with members of other North Carolina police departments and state agencies.

They learned about the relationship between Hispanic communities and police officers and how to apply this cultural knowledge in order to develop best practices for engaging with this population in the U.S. This year, UNCW hosted a conference for the departments and agencies to share what they learned and how to develop best practices for working with the Latino community.

“[This provides a] great opportunity to learn some of the cultural differences and understand the role of policing that I think [ensures] an element of safety and understanding that you just don’t find in many places,” says Guion.

Mariah Bohanon is the associate editor for INSIGHT Into Diversity.

Metropolitan State University is a 2017 HEED Award recipient. Millersville University is a 2012-2017 HEED Award recipient. The University of North Carolina Wilmington is a 2017 HEED Award recipient.
All of us have visible and invisible dimensions of diversity. I am mindful of this in my duties and responsibilities as a chief diversity officer. As an indigenous scholar, I also defer to my cultural knowledge base about diversity, as I was taught that everyone exists for a reason. This is the basis of my understanding that diversity is more than the commonly accepted two-dimensional construct wedded to race, ethnicity, and biological sex.

Invisible dimensions of diversity emanate from our intersectionalities, which can include race, ethnicity, sex, gender identity or expression, sexual orientation, age, religion, ability, socioeconomic status, veteran status, and national origin. For the invisible dimensions of sex, gender, and sexual orientation, we need to be keenly aware that biological sex and gender are not synonymous. Furthermore, we need to continue to inform our college campuses — and society — that sexual orientation is not the same as gender identity or expression.

These were some of the topics covered at the annual meeting of the National Association of Diversity Officers in Higher Education (NADOHE). Inspired by this experience, I reached out to several of my colleagues in diversity leadership roles at various institutions and organizations about moving diversity dialogues beyond a binary perspective to include the LGBTQ community. In my conversations and correspondence with them, I was pleased to learn that they agree that our field requires understanding that diversity is multidimensional and that institutional transformation involving diversity and inclusion requires scholarship and praxis.

I asked my colleagues several questions, but I chose to only highlight their responses to the ones below, as they are the most salient.

**How do you educate your campus beyond the commonly accepted two-dimensional construct of diversity?**

- Introduce and explain intersectionality in diversity conversations and discussions.
- Emphasize the importance of acknowledging and respecting the other (i.e., those of different races, ethnicities, sexes, genders, abilities, religions, socioeconomic statuses, sexual orientations, and so on).
- Engage in cross collaboration between student and academic affairs around intersectionality programming.
- Expand these conversations to include faculty, staff, and other campus educators so that they are informed about invisible dimensions of diversity.

**Which offices do you collaborate with to educate your campus about sexual orientation and gender identity and expression issues?**

- All offices need to be educated on these issues, since all offices interface with students — specifically, enrollment management, the health center, the counseling center, and housing. (Campus Pride is an excellent resource for providing effective ways to inform all campus offices.)
- Collaborating with your LGBTQ office or center is crucial to increasing the level of awareness of the LGBTQ community. Such collaborative efforts underscore the level of commitment from campus leadership.
- If no office or center exists for students, then tap Student Affairs to ascertain what types of services are available for students, and promote them.
- Be mindful not to put the onus on students to become the educators of administrators, faculty, and staff.
- For employees, it is worthwhile to explore what types of employee resource groups (ERGs) exist and whether there is one for LGBTQ faculty and staff. If one does not exist, take the lead in establishing such an ERG.
- Strengthening town-and-gown relationships is always important for students, faculty, and staff, so exploring possible partnerships with external LGBTQ resources will bode well for your institution and your community members.
- Seek the expertise of national organizations such as the Consortium of Higher Education LGBT...
Resource Professionals and Campus Pride. The consortium allows for institutional memberships, giving administrators access to a repository of resources for educational efforts to increase LGBTQ visibility and awareness of the complexities of sexual orientation as well as gender identity and expression. The Campus Pride Index is a necessary tool for improving the quality of LGBTQ campus life; it provides an effective, ongoing measurement to enhance LGBTQ policies, programs, and practices on campus.

If you are a member of the LGBTQ community, how does that influence your work as a diversity officer?

• One does not have to be a member of the LGBTQ community to be an advocate and ally.

• A diversity officer can provide a voice to the voiceless and visibility to those who are invisible.

• Diversity officers who are out must consistently illustrate that they are cognizant of all underserved and underrepresented groups.

• If you are a person of color and gay, you are able to identify with the challenges of almost all groups, which can lead to the development of effective and trusting working relationships.

With such valuable insights and guidance from diversity officers, higher education communities can begin to further understand that for the LGBTQ community, correct terminology is expected and appreciated (i.e., lesbian, gay, bisexual, transgender, queer, questioning, and others), especially in assessment and curriculum programming. Furthermore, in order to achieve diversity goals, we have to be able to track demographic information that goes beyond race, ethnicity, and biological sex — using surveys and questionnaires that require the inclusion of LGBTQ identities for students, faculty, and staff.

While this is a relatively small sample, it adds to the importance of expanding this conversation nationally to emphasize that our field requires an understanding that diversity is multidimensional and that institutional transformation requires scholarship and praxis.

Many quotes and anecdotes were provided in my discussions with my colleagues, but the one that stands out the most came from Arcadia University professor Graciela Slesaransky-Poe, who is the parent of a gender-nonconforming child: “This is a call for gender and sexual justice to include, understand, uplift, affirm, and support the diversity within the LGBTQIA community and to recognize, name, and eliminate the interpersonal and institutional oppression, discrimination, harassment, and victimization that hetero- and cisgender-normative policies, procedures, and practices colleges and universities willingly or unwillingly promote.”

We cannot, and should not, exclude or diminish the LGBTQ community — students, faculty, staff, and other campus educators — from our diversity plans and programming, for in doing so, we send a message that they are less important than other underrepresented groups.

Lee Bitsóí, EdD, is the chief diversity officer at Stony Brook University. He is also a member of the INSIGHT Into Diversity Editorial Board. He thanks his colleagues for their contributions; in particular, he expresses his gratitude to Graciela Slesaransky-Poe, Sue Rankin, and Maren Greathouse for their insights. For more information on Campus Pride, visit campuspride.org. For more information on the Consortium of Higher Education LGBT Resource Professionals, visit lgbtcampus.org.
As a public research university with seven regional campuses in Northeast Ohio and a student enrollment of more than 40,000, Kent State University has a vast footprint. Yet even as the university manages this sizable network, it remains focused on the details. This means ensuring support services tailored to the unique needs of its diverse student population.

“When [people] are empowered and feel like they can be their best selves in an environment, they’re going to be more likely … to [be retained], to persist, and to graduate,” says Dana Lawless-Andric, MEd, associate vice president for diversity, equity, and inclusion at Kent State. “It’s also the right thing to do.”

Managed by the Division of Diversity, Equity, and Inclusion (DDEI) — led by Vice President for DDEI Alfreda Brown, EdD — student support services encompass everything from the LGBTQ Student Center to the Office of Sexual and Relationship Violence Support Services. These and other entities provide resources, programming, and education to help all students feel welcome and succeed at Kent State.

**Multicultural Center**

With a mission to cultivate a sense of belonging and cultural affirmation for students — particularly those who are African American, Native American, Hispanic, Latinx, or multiracial — the Student Multicultural Center (SMC) at Kent State offers a variety of programming and events to discuss, celebrate, and increase awareness of different racial and ethnic groups.

One such event, Soup and Substance 2.0 is an educational series held twice a semester where participants enjoy soup together and engage in dialogue meant to foster greater understanding of and appreciation for diversity. This year included a “Power of …” series: Power of Words: What’s up my N*gga, which discussed who can use the word, reasons for using it, and taking power away from the word; Power of Images: Chief Wahoo and the Native American Culture, featuring an elder from the community who led a conversation about native experiences and images such as offensive mascots; and Power of Images: Colorism in the Latinx Community, which discussed differences among Hispanic communities.

“For the Latinx community, black and white is a very different conversation based on what country you are from,” explains Talea Drummer-Ferrell, PhD, director of the center.

Another SMC initiative, Academic S.T.A.R.S. (Students Achieving and Reaching Success) is a six-week transition program for select first-year incoming students of color. It aims to set these individuals up for success at Kent State and provide opportunities for cultural exploration and enrichment. For the first five weeks of this summer program, students take two college-credit classes — College Writing I and Black Experience I — and participate in other academic activities. During week six, participants engage in a Cultural Rites of Passage designed to connect them to “their culture and ancestors in a way that a book never could,” says Drummer-Ferrell.
“This program really creates a family among the students who participate, and it not only helps them get connected to campus, academic expectations, and resources, but it also allows them to connect to their cultural heritage,” she says. “When they have had this experience and they see the path that their ancestors have walked to get them to where they are right now, they almost feel this accountability to see things through, to do better, to succeed.”

**Women’s Center**

A focus on women’s health, well-being, and advancement drives the Women’s Center’s efforts to advocate for and educate not only female students at Kent State, but also faculty and staff. Established 20 years ago, the center ensures access to information and services on a multitude of topics and issues, including mental health, feminism, leadership, gender equity, work-life balance, pregnancy and motherhood.

“Our key goals are to empower female-identifying students to pursue and achieve their potential in the higher education setting, foster community and collaboration among those with diverse experiences and aspirations, and facilitate dialogue and impact change that actively resists racism, sexism, and homophobia,” explains Cassie Pegg-Kirby, director of the center.

The Women’s Center achieves these goals via four focus areas: Care, Connect, Challenge, and Celebrate.

“With Care, we meet each individual where they are and help them find the resources and support to be successful,” says Pegg-Kirby. “Some of the specific things we offer include a pantry, a career closet [where women can receive gently used professional clothing for free], and family-friendly study hours for single parents.” Staff also connect women with resources and opportunities, such as counseling and mentorship; work to challenge the status quo by raising awareness, as well as challenge women to be their best selves; and celebrate their successes overcoming obstacles and inequities.

Additionally, the Women’s Center Mentorship Program prepares female students to achieve both their academic and career goals. Through this yearlong initiative, students are paired with a faculty or staff member of their choice who provides encouragement and insight into careers. Mentors meet individually with their mentees at least once a month as well as attend group meetings with them.

“The students receive support in creating and meeting goals and solving problems that interfere with their success at school or work,” says Pegg-Kirby.

While the program is open to all female and female-identifying students, it targets those from underrepresented groups.

The center emphasizes the importance of women’s intersecting identities in other ways as well, such as through a series it hosted this spring called “Where Do Black Women Go?” with sessions focused on mental health; general health, well-being, stereotypes, and stigma; and code-switching (the practice of alternating between two or more languages or varieties of language in conversation) and authenticity.

**LGBTQ Center**

Created with a similar purpose in mind, the LGBTQ Student Center offers support services for gender and sexual minority communities at Kent State. However, it also facilitates educational opportunities for the entire campus community to increase awareness of and respect for these populations.

“We do a lot of training and education; we offer a safe space training curriculum, and we have Trans 101. We also do a lot of class presentations, working a lot with Greek life, large and small groups,” says Ken Ditlevson, director of the center. “[We let] people know how to show respect to the LGBTQ community, what definitions are related to the different identities, and what pronouns mean — a lot of different components.”

Ditlevson and his staff also provide emotional support and crisis intervention — for example, if an LGBTQ student is experiencing issues with a roommate or is being harassed. “If someone [has] problems on campus, we can advocate on their behalf by reaching out to resident services for a roommate change or reaching out directly to the faculty or staff member who might be involved,” Ditlevson says.

An emergency fund made possible through donations from faculty, staff, alumni, and community members allows
the center to also provide financial assistance to students in need who may no longer be accepted by their family. “It’s like the Kent State family wrapping its arms around the student who may have been cut off from their family — so this is their new family,” says Ditlevson.

Furthermore, the center’s Quest (Queers United to Encourage and Support Transition) Mentorship Program connects LGBTQ students at Kent State with professionals — most of whom are also LGBTQ — who support the mentees through their career-exploration process. The center pairs individuals through “speed-matching,” a three-minute experience during which students meet every mentor and identify their top three choices based on whom they felt they most connected with. Once paired, mentors are required to communicate at least once a month with their mentees. Additionally, the LGBTQ Student Center hosts monthly career-sharing sessions led by the mentors.

“If students go to the monthly meeting, they hear from three mentors what their career path and trajectory have been like and receive feedback on [supportive and non-supportive careers and companies]. They also talk about workplace attire and how to present things in their résumé that might be related to the LGBTQ community, whether [they] disclose it or not,” Ditlevson says. “Students really benefit from having this person in their corner for a full year.”

**Sexual and Relationship Violence**

The Office of Sexual and Relationship Violence Support Services (SRVSS) ensures an additional layer of support for Kent State students. Through a variety of services and educational programming, it strives to help individuals who have been the victim of sexual violence and increase campus awareness around issues such as consent, healthy relationships, bystander intervention, and more.

The office provides “a safe place for anyone impacted by sexual and relationship violence to come and get support, understand their rights and options, and connect with resources that help them heal and be successful as a student at Kent State,” says Jennifer O’Connell, director of SRVSS. “We help to normalize the reaction [they] may be experiencing so that they can begin to heal from the harm that was committed against them as well as take back control of their life.”

SRVSS hosts workshops and other activities for members of the campus community to get involved in — as O’Connell describes it — “changing the culture at Kent State.” An example of this is Green Dot Bystander Intervention.

Launched at Kent State in 2014, Green Dot is a national program focused on increasing bystander action to prevent power-based personal violence. “There are interactive workshops for people to learn bystander skills and understand the impact they have on creating a safe community. We have over 20 educators across campus who help provide education,” O’Connell says. “Additionally, Green Dot provides messaging across the campus that Kent State does not tolerate violence and that we all play a role in keeping our university community safe.”

While each office under the DDEI Student Support Services umbrella separately addresses the needs of its unique constituents, Lawless-Andric says that having all of these entities under one roof enables them to collectively address areas of overlap. “It has allowed us to not only cross collaborate, but also problem solve together and support each other in working through things that are at times very challenging,” she explains, “[as well as] come up with much more creative ways to engage diversity across those areas while not diluting the importance of each of those communities.” For example, in April, SRVSS and the LGBTQ Student Center hosted a roundtable discussion focused on the experiences of queer populations that have been the victims of sexual violence.

In addition to helping Kent State leverage existing resources, this coming together has helped DDEI create a seamless experience for students in need. “There is so much more value and impact that comes when we are very intentional and collaborative in this way,” says Lawless-Andric, “and I think it’s what can make diversity work far more powerful on campuses.”

Alexandra Vollman is the editor in chief of *INSIGHT Into Diversity*. Kent State University is a 2013-2017 *INSIGHT Into Diversity* HEED Award recipient and a two-time *INSIGHT Into Diversity* Diversity Champion.
A self-described “black lesbian mother warrior poet,” Audre Lorde was born in New York City in 1934. In the 1960s, she participated in the vibrant gay culture of Greenwich Village while earning a degree in library science at Columbia University and working as a librarian. She eventually began to publish her own poetry, expounding on topics ranging from civil rights to sexuality to her personal battle with breast cancer. From 1991 until her death in 1992, she was the New York State Poet Laureate. Through her poetry, essays, and lectures, Lorde challenged people to think deeply about the intersection of class, race, gender, and sexuality.

Karl Heinrich Ulrichs was working as a legal adviser for the district court of Hildesheim, Germany, when he was forced to resign in 1857 for being gay. He went on to become one of the first LGBTQ activists, publishing 12 books about sexuality. Ulrichs was a pioneer in asserting that homosexuality is something a person is born with rather than something he or she learns. (Image via Wikipedia)

An acclaimed Scottish-American actor of both the stage and screen, Alan Cumming, who identifies as bisexual, is also a passionate equal rights activist and has received numerous awards for his advocacy on behalf of the LGBTQ community. His efforts include emceeing fundraisers for the Gay and Lesbian Alliance Against Defamation and taking part in a video campaign to promote same-sex marriage in Scotland. His new TV show, Instinct, features the first openly gay lead character in a major network drama. (Photo by Gordon Correll via Flickr)

Sylvia Rivera, a self-identified drag queen, is a veteran of the 1969 Stonewall Riots, during which members of the LGBTQ community clashed with police who attempted to raid the popular gay bar the Stonewall Inn in Greenwich Village — an event that helped launch the modern LGBTQ rights movement. Rivera is best known for her advocacy for low-income queer and transgender individuals during the latter part of the 20th century. She also fought successfully to ensure the inclusion of transgender people in New York’s Sexual Orientation Non-Discrimination Act. (Photo via Manuscripts and Archives Division, The New York Public Library)

Ruby Corado, a transgender queer activist born in El Salvador, immigrated to the U.S. at age 16 to escape civil war. As an adult, she founded Casa Ruby, a bilingual, multicultural LGBTQ organization in Washington, D.C., that seeks to empower transgender, gender-queer, and gender-nonconforming gay, lesbian, and bisexual people. The center — to which Corado donated $25,000 of her own money — offers wide-ranging resources and programs, including language classes, résumé-writing workshops, and STI testing. More information is available at casaruby.org. (Photo by Ted Eytan via Flickr)
Colleges Offer Tailored Services to Help Students Juggle Parenthood and Coursework

By Alice Pettway

Gone are the days when the most looming decision college students faced was which party to attend on the weekend. Today, according to data from the Institute for Women’s Policy Research (IWPR), more than a quarter of postsecondary students are juggling parenthood with study time, and colleges are rushing to figure out how to best support their needs.
According to a report by IWPR, nearly half of all student-parents attend two-year public colleges, while 23 percent are enrolled at four-year institutions — including both public and private colleges. They come from every demographic, but women are far more likely than men to be raising children while attending college. Findings from the IWPR report also reveal that almost a third of female undergraduates are mothers, and 60 percent of those are single mothers. Additionally, a disproportionate number of women of color are student-parents: 47 percent of African American female students are mothers, compared with 29.1 percent of white women.

Pursuing a college degree is not an easy task in itself, nor is parenthood, and students who are doing both simultaneously face a unique set of challenges. According to a report by the University of Michigan’s Center for the Education of Women (CEW), 69 percent of student-parents are living with incomes that are less than 200 percent of the poverty line, limiting their ability to afford necessities such as housing and child care. Students who are parents are also more likely than those without children to work full time, leaving them less time to develop the social and academic networks that are essential to educational success.

Despite the rapidly growing number of college students who are caring for children and the unique hurdles they face, federal funding for this group has remained fairly stagnant for two decades. However, this year marked a significant increase in funding for the Child Care Access Means Parents in Schools (CCAMPIS) program — from $15 million to $50 million. Last year, CCAMPIS grants were distributed to 86 colleges and universities. With the additional monies, that number is expected to grow dramatically, and universities will be looking for guidance on how to best implement these new funds.

CEW helps point colleges and universities in the right direction with its guide Helping Students with Children Graduate: Taking Your College Services to the Next Level. In it, authors identify five key components of successful student-parent support programs: academic and social supports, child care, financial support, housing, and health services. Many of these areas of assistance come into play after a student-parent has enrolled at an institution, but for some, even applying to universities can seem an unattainable goal.

That is why, for the last 30 years, the University of Wisconsin–La Crosse (UWL) Self Sufficiency Program (SSP) has focused its efforts on parents who are interested in pursuing higher education but need some assistance navigating the process and locating resources. The program consists of a free one-semester course that meets once or twice a week in the evenings and provides complimentary child care.

Students learn about college application procedures and financial resources, practice college-level academic skills, and create a customized education plan. Andrea Hansen, SSP’s director and a professor in the Women’s, Gender, and Sexuality Department at UWL, says that the realities of single parenthood are infused into every part of the program. Financial discussions, for example, aren’t just about, “Is there money for college?” but also, “Can I be a student without harming my family’s well-being? Will my children suffer?” says Hansen.

As UWL students form their education plans, issues like child care and work requirements for government aid are taken into consideration. And Hansen says the program isn’t just a feeder into the University of Wisconsin system. She stresses that much of SSP’s success is due to its community focus. The program maintains a community advisory board with representatives from three higher education institutions, women’s organizations, and professional employer organizations as well as additional members of the community.

Other programs, like the Texas Woman’s University (TWU) Campus Alliance for Resource Education (CARE), concentrate on currently enrolled student-parents. CARE provides direct support for these individuals and also curates lists of community resources that address most of the key issues noted in the
CEW guide — from on-campus family housing to subsidized after-school and full-time summer care.

An area that Amy O’Keefe, CARE’s executive director, cites as both a strength and a weakness is financial assistance. She says that even after financial aid, many of TWU’s student-parents still have to work to make ends meet. One way CARE is addressing this burden is through a holiday gift program, which O’Keefe says is one of CARE’s most popular initiatives. Through it, student-parents receive urgent-need items, such as coats and shoes, as well as toys. “Parents report feeling genuine caring and support from their university,” she says. “An unanticipated benefit has been the gratification and meaningfulness reported by the staff and faculty sponsors.”

Community-building programs are also popular with CARE’s students. A family graduation celebration welcomes children and other family members, and O’Keefe says that simply knowing the CARE office is dedicated specifically to meeting their needs means a lot to the student-parents she works with.

This focus on community and emotional support is a common thread among many student-parent programs. The Ohio State University’s (OSU) ACCESS Collaborative — another program serving student-parents, with special attention given to single-parent students from diverse and underrepresented groups — purposefully schedules all of its programming for Tuesdays so that student-parents have a special day for their ACCESS community. These include group sessions for both students and their children, where complimentary dinner and babysitting are provided.

Additionally, many ACCESS participants and their children are able to live within a few miles of the campus in housing specifically designated for OSU and other area student-parents — made available through a unique partnership between OSU, Community Properties of Ohio, and Columbus State Community College. Seasonal events like a holiday feast and movie nights help build relationships among students as well.

With the goal of “breaking the cycle of poverty in single-parent families one degree at a time” — according to the program’s website — ACCESS provides participants a variety of support, including life-skills workshops, leadership and professional development training, priority registration, tuition-and book-assistance opportunities, free child care, tutoring, and career services. The program also helps those graduating transition to the workplace by assisting with locating affordable housing, finding employment, and obtaining business attire.

ACCESS Director Traci Lewis says there is also a focus on getting student-parents — most of whom are women — out into the community, and to do so, she encourages and facilitates activities such as neighborhood beautification projects. “One of the things that I always try to get the students to understand is that they
One takeaway from all of these programs seems to be that having a support network, both within a program and among the outside community, is essential for student-parents struggling to reach graduation.

Rosanne St. Sauver, an SSP graduate who is studying women’s, gender, and sexuality studies at UWL and serves as the director of the LGBTQ center for the Seven Rivers region, says that while being a student-parent isn’t easy, she is glad she has stuck with it. And she acknowledges the integral role that SSP has played.

“Thank you for opening my eyes and mind to say, ‘Yes, I can,’” St. Sauver says, “because I promise in time, it will be, ‘Yes I did.’”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
Over the past year, that initiative has been led by John Nieto-Phillips, associate vice president in IU’s Office of the Vice President for Diversity, Equity, and Multicultural Affairs, IU Bloomington associate vice provost for diversity and inclusion and chief diversity officer. Nieto-Phillips has been working with campus deans to develop diversity plans for each school. Each plan consists of a mission statement that takes into account how diversity is integral to the school; best practices to recruit and retain outstanding diverse faculty; and ways to measure how each school is achieving greater diversity.

During the summer of 2017, Nieto-Phillips created the Office of the Vice Provost for Diversity and Inclusion and appointed a team of three faculty members to assist in his campus wide efforts. Working directly with deans is the new associate vice provost for institutional diversity, Dionne Danns, who also is the chair of the Department of Educational Leadership and Policy Studies and an associate professor in the School of Education. Stephanie Li, the Susan Gubar Chair in Literature and a professor of English in the College of Arts and Science, now serves as the associate vice provost for faculty development and diversity (a role previously occupied by Nieto-Phillips). Li works closely with the chairs of departments, hiring committees, faculty, and prospective faculty. Mary Murphy, associate professor in physiological and brain sciences, is the third member of the team. As associate vice provost for student diversity and inclusion, her focus is on issues of climate, student diversity, and academic success.

The concerted effort devoted to this issue by IU Bloomington already has led to meaningful results. In the fall semester of the 2017-18 academic year, the campus approximately doubled the number of underrepresented minority faculty hired on the tenure track from the previous year.

According to Nieto-Phillips, that increase is a product of campus leadership being very intentional about doing better outreach to minority scholars and creating intellectual communities that have helped to draw more visibility to the campus.

“As a public research institution, we want to do all we can to bring about inclusive excellence on this campus, and to bring diverse perspectives to bear on research, on teaching, and on community engagement,” explained Nieto-Phillips. “We’ve made great progress over the last few years on all these fronts, and we want to sustain that progress going forward. The pursuit of diversity is an ongoing project. It’s a practice, and it’s one we have to do thoughtfully and vigorously.”

To keep that positive momentum going, Danns, Li, and Nieto-Phillips collaborated to hold a diversity hiring workshop in September 2017, at which issues like implicit bias, hiring protocols, and best practices for hiring diverse faculty were discussed. Nearly 130 faculty members attended the workshop, among them members of hiring committees, department chairs, and deans.

The workshop is part of an overall approach of working together with the deans of schools to help them better diversify their pools of candidates, remedy issues of faculty underrepresentation on campus as a whole—including senior women faculty in fields where they are underrepresented—and keep the university competitive with its Big Ten peers in terms of inclusive excellence. To that end, IU Bloomington has utilized strategic recruitment funds, and has offered additional resources to underrepresented minority faculty, supporting their professional success and retention.

For example, as part of its institutional membership in the National Center for Faculty Development and Diversity, IU Bloomington offers 45 faculty fellowships each year in the faculty success program, giving faculty the tools to help them advance their research and continue making progress in their careers. For mid-career faculty—those who have received tenure, but are working toward full professorship—workshops organized by the campus’ Institute for Advanced Study are available. Those efforts, along with greatly increased participation in writing groups (more than 220 faculty members took part in the fall 2017 semester, up from 15 only four years ago) are making a positive impact. The initiatives are directly funded by the Office of the Vice Provost for Faculty and Academic Affairs, illustrating the importance of faculty diversity on campus.

Danns, Li, and Murphy have made significant headway in advancing community among diverse faculty. Li has organized networking lunches for faculty of color to discuss their experiences at IU Bloomington and provide mutual support. Danns is guiding the development of a faculty diversity council for the following academic year, with officers from each school on campus to be appointed in the spring 2018 semester. Murphy has been meeting with groups of student leaders who are focused on diversity and inclusion. Together the team has made tremendous strides in promoting conversations about climate and diversity.

“We have a deep commitment to faculty diversity at IU Bloomington, so it is invigorating to see how our time and effort on this critical subject has manifested into thoughtful implementation and meaningful results,” said James Wimbush, IU vice president for diversity, equity, and multicultural affairs, dean of The University Graduate School, and Johnson Professor for Diversity and Leadership. “As we continue to strive for institutional excellence, it is exciting to know the hard work that has been put into bringing diverse perspectives to this campus is benefiting other faculty, staff, the surrounding community, and most importantly, IU Bloomington students.”
The 100 Most Highly Selective Colleges in the U.S.

These 100 institutions represent U.S. colleges and universities with the lowest student admission rates, according to 2017 data from the U.S. Department of Education. These highly selective institutions comprise both public (83) and private (17), liberal arts, and Christian colleges, as well as military academies, with acceptance rates ranging from 5 percent to 34 percent.

- Harvard University
- Stanford University
- Yale University
- Massachusetts Institute of Technology
- California Institute of Technology
- Princeton University
- University of Chicago
- Columbia University
- Vanderbilt University
- Brown University
- University of Pennsylvania
- Dartmouth College
- Harvey Mudd College
- Pomona College
- Northwestern University
- Rice University
- Johns Hopkins University
- Swarthmore College
- Claremont McKenna College
- Washington University in St. Louis
- Cornell University
- Amherst College
- Bowdoin College
- Tufts University
- Williams College
- Georgetown University
- The Cooper Union for the Advancement of Science and Art
- University of Notre Dame
- United States Naval Academy
- University of Southern California
- Barnard College
- University of California – Berkeley
- Middlebury College
- United States Military Academy at West Point
- Carleton College
- Carnegie Mellon University
- Pitzer College
- Colorado College
- Wesleyan University
- University of California, Los Angeles
- Washington and Lee University
- Haverford College
- United States Air Force Academy
- Bates College
- Davidson College
- Vassar College
- Grinnell College
- Emory University
- Colby College
- Hamilton College
- University of Michigan, Ann Arbor
- Wellesley College
- Colgate University
- Northeastern University
- Boston College
- Bucknell University
- Kenyon College
- Lehigh University
- Georgia Institute of Technology
- Scripps College
- University of Virginia
- United States Coast Guard Academy
- Oberlin College
- Wake Forest University
- Tulane University
- University of Richmond
- New York University
- Babson College
- University of North Carolina at Chapel Hill
- Case Western Reserve University
- Reed College
- College of William & Mary
- College of the Ozarks
- California Institute of the Arts
- University of Rochester
- Brandeis University
- Lafayette College
- United States Merchant Marine Academy
- New Mexico Institute of Mining and Technology
- Franklin & Marshall College
- University of California, San Diego
- Boston University
- Macalester College
- Colorado School of Mines
- California Polytechnic State University, San Luis Obispo
- Bard College
- Trinity College (Connecticut)
- Bryn Mawr College
- Smith College
- University of Miami
- St. Olaf College
- American Musical & Dramatic Academy
- Touro College
- University of California, Santa Barbara
- American University
- Rensselaer Polytechnic Institute
- Connecticut College
- Berklee College of Music
- Rhode Island School of Design
If the nation’s most highly selective colleges and universities know one thing, it’s that money talks. With endowments in the tens of billions of dollars and tax advantages for the vast majority of them, these institutions have continued to operate as they always have — enrolling large numbers of wealthy, high-achieving students — while failing to account for the increasing socioeconomic diversity of today’s college-going population.

Yet, as the American public’s support for higher education has waned in the last few years, institutions of higher education, particularly highly selective ones, have been unable to avoid government scrutiny. Recent action, such as the passing of the Republican tax bill, has shown that liberal elitism has no place in U.S. higher education. Passed in December, the new tax code imposes a 1.4 percent tax on the endowment income of colleges and universities whose investment assets exceed $500,000 per full-time student. For some higher education experts, this action — which will likely affect about 20 or so of the most selective institutions in the country — is a result of their role in advancing income inequality in the U.S.

“I think that if [these institutions] had shown more of a willingness to have a more diverse student body and be open to admitting a larger cross section of American students, they may not have been a target for Congress,” says Martin Van Der Werf, associate director for editorial and postsecondary policy at the Center on Education and the Workforce (CEW) at Georgetown University. “When people criticize the elite, selective colleges, you have to admit that some of that perspective is well-founded. When you are educating the top 1 to 5 percent of all wealthy people in society — they’re primarily white [and] from the same communities — that’s the textbook definition of elite.”

Specifically, 38 elite colleges have more students from families in the top 1 percent of incomes than from those in the bottom 60 percent, according to the CEW report The 20% Solution: Selective Colleges Can Afford to Admit More Pell Grant Recipients. Co-authored by Van Der Werf and his colleague Anthony P. Carnevale, the report examines the potential effect on colleges of requiring that at least 20 percent of their student enrollment be Pell Grant recipients — a proposal that was considered and ultimately abandoned by Congress last year.

According to the report, at nearly one-third of the 500 most selective U.S. institutions, less than 20 percent of students receive a Pell Grant. These numbers are especially troubling given that most of these schools are nonprofits, meaning they enjoy tax-exempt status in addition to having endowments in the billions of dollars.

“Colleges and universities are getting a lot from the federal government; they not only get to participate in federal student loan programs, but most ... are also the recipients of large federal grants for research. [Nonprofit institutions] also receive a lot of tax advantages,”
Van Der Werf says, “So we think that asking them to have student bodies that are more representative of all college-goers is not an unreasonable request. … The bargain is, we give you tax advantages, you open your doors a little wider.”

This reasoning is the basis for Aaron Klein and Richard V. Reeves’ proposition: Use the endowment tax to hold highly selective colleges accountable for enrolling more low-income students. Klein, a Brookings Institution fellow and policy director for the Center on Regulation and Markets, and Reeves, a Brookings Institution senior fellow and co-director of the Center on Children and Families, co-authored an article titled “New College Endowment Tax Won’t Help Low-Income Students, Here’s How It Could,” in which they argue that the tax could be used “as a tool to incentivize colleges to become more inclusive.”

“There is more dream hoarding than dream sharing going on in most of our top colleges, whether they like to admit it or not,” the article states. Thus, it goes on, “Rather than punishing all colleges with large endowments equally, the goal should be to reward those which are using their funds in an opportunity-enhancing way.”

While Klein bemoans the justification behind the new endowment tax — raiding from one group in order to pay another — he believes that exempting or reducing the tax for institutions that work hard to ensure access and opportunity for low-income students could serve as a viable “financial carrot.”

At the very least, the tax raises some questions that deserve examination, Klein says.

“While it’s possible to reject the policy rationale stated behind the endowment tax in the bill, it’s equally important to realize that the current system isn’t hunky-dory. There are deep flaws in it that may require revisiting existing premises,” he says. “[For example,] why does a university with a $2 million per student endowment have the right to have tax-free earnings on its endowment in perpetuity? Where is that money going?”

This is a question that Van Der Werf has continued to ask himself. According to the CEW report, when highly selective institutions do admit low-income students, they don’t provide enough financial aid to cover the full cost of attendance, and many claim they cannot afford to raise their financial aid budget to the level necessary to enable these students to enroll.

Yet, according to Internal Revenue Service data, the 69 most selective private schools that enroll less than 20 percent Pell Grant recipients each had an average budget surplus of about $139 million over the last four years.

“Consider this example,” the CWE report reads, “Washington University in St. Louis would have to admit

AMERICAN TALENT INITIATIVE

To increase the number of low- and moderate-income students attending the nation’s most elite colleges, many of these institutions have banded together to form the American Talent Initiative (ATI) — an organization founded on the principle that wealth is not an indicator of talent.

Membership in the alliance is based on an institution’s ability to graduate at least 70 percent of its students in six years; 290 schools — which boast the highest graduation rates in the U.S. — qualify. Currently, 100 of them have committed to working as part of ATI to achieve its goal of educating 50,000 additional lower-income students by 2025. Over the long term, the alliance hopes to increase the total number of these individuals attending the nation’s top-performing schools from about 470,000 to 520,000 and to sustain that progress.

ATI plans to achieve its goal via three approaches: executing a national campaign to raise awareness about the talent demonstrated by lower-income students and encouraging higher education to improve access; setting measurable goals, including individualized member goals focused on the recruitment, retention, and success of lower-income students; and conducting and disseminating research regarding effective practices for doing so.

The initiative has attracted the support of some of the most highly selective institutions in the U.S., including Harvard University, Washington University in St. Louis, Princeton University, and Yale University, among others.

ATI member institutions also plan to share among themselves strategies and lessons learned as well as data on their individual progress.

“I’m 100 percent convinced that talent is distributed uniformly across society,” President of the University of Michigan Mark Schlissel told NPR. “There is no data to suggest that if you happen to be born into a less well-to-do family you are somehow less intelligent. The challenge for us is to recruit them and make it financially viable for them.”

For more information, visit americantalentinitiative.org.
975 more Pell Grant recipients to reach an enrollment of 20 percent Pell Grant recipients. Giving $50,000 to each of those students in financial aid would cost the university $49 million annually. But Washington University has run an average annual budget surplus of $232 million over the last four years and has an endowment worth $6.5 billion.

While Van Der Werf says Washington University has since invested nearly $25 million to increase socioeconomic diversity, this additional spending will help bring the university’s number of Pell Grant recipients to only 13 percent. “That, to us, was an indication that these really wealthy universities have the kind of resources available to really make a difference,” he says.

“It becomes a question of institutional priorities, and if their priority was to get more Pell Grant students, they could afford it.”

Martin Van Der Werf

resources available to really make a difference,” he says. “It becomes a question of institutional priorities,” Van Der Werf adds, “and if their priority was to get more Pell Grant students, they could afford it. They would just have to move some more money around.”

He recommends that institutions reallocate additional funds for need-based — as opposed to merit-based — aid for low-income students. But as it stands, the current focus of elite colleges, which is rankings, keeps most from taking this approach.

“What we have is a system right now where children of privilege, who are also high achievers, are in many cases going to college for 50 percent off and sometimes next to nothing just because they’re such an attractive candidate that colleges are willing to get in a bidding war to get them to come to their campus,” Van Der Werf explains. “They’re basically trying to buy them so they can increase their average ACT score and therefore rise in the rankings.”

Harvard University, which currently ranks second on the list of U.S. News & World Report’s Best Colleges (after Princeton University), boasts an endowment that is more than seven times its operating budget. At approximately $37 billion, it represents more than half the total spending of all community colleges in the U.S. and is the largest academic endowment in the world.

Yet Harvard, along with many of the other elite institutions affected by the new endowment tax, has argued that it needs and does use its endowment to provide financial aid to students in need. Still, as Klein says, “They never answer the question, ‘How many of your students are lower income?’”

Another question he believes is worth considering is why the seven employees managing Harvard’s endowment earn a total of $58 million. “Either they’re not getting in, or they’re not applying in the first place.”

“Either they’re not getting in, or they’re not applying in the first place.”

Martin Van Der Werf

“Even if the issue is a matter of low-income students not applying to highly selective schools, Van Der Werf says the onus is on the colleges to improve their recruitment efforts.

“There’s quite a bit of literature out there that indicates that students from low socioeconomic high schools get very few college visits, they have very few recruiters who come to their campuses, and so they may not really be aware of some of these colleges,” he says. “The research shows that these students exist, and I think for colleges that are really committed to increasing their diversity, the challenge is finding these students.”
To improve recruitment, Van Der Werf recommends that selective institutions partner with nonprofit educational organizations like the Jack Kent Cooke Foundation, which provides scholarship support to exceptional students with financial need, and the American Talent Initiative, a coalition of colleges working to expand access to top-performing colleges for talented lower-income students. Another important approach is to visit areas and school districts with a large proportion of lower-income families, he says.

In addition to institution-level solutions, Klein and Reeves have put forth several policy recommendations. Beyond only taxing schools that don’t achieve a minimum enrollment of Pell Grant students, they suggest funneling revenue from the endowment tax to “pro-mobility” policies in higher education — scholarships or tutoring, for example; reducing the tax for institutions that abandon “anti-meritocratic” practices such as legacy admissions; and providing an incentive for donors to designate gifts explicitly for inclusive purposes, such as scholarships for low-income or minority students.

“No all the money in the endowment is this giant unrestricted pot that a university can choose to do whatever it wants with,” Klein says. “The reality is that many portions of a university’s endowment are highly restricted based on donor demands. So this is to create an incentive at the donor level to donate more for inclusivity and helping lower-income students.”

While universities would either be penalized or rewarded for their efforts, it would remain to be seen if they would “actually change their behavior or just pay their way out of it,” says Klein. One thing that many do know, however, is that there is an increasing urgency to better serve low-income students.

“As you look at the … college-age population over the next decade or so, it’s going to be shifting rapidly toward more low-income students,” says Van Der Werf, “and in order to give people born into lower socioeconomic classes a better chance of rising up the income ladder, it would be helpful if more of them had the opportunity to attend a selective university.”

Alexandra Vollman is the editor in chief of INSIGHT Into Diversity. In our next issue, we look at how colleges are working to close the graduation gap for low-income students.
From Selective to Inclusive: How Elite Schools Can Help Underserved Students Succeed

By Mariah Bohanon

Students who come from low-income backgrounds or are the first in their family to go to college can often feel out of place in the unfamiliar world of higher education. For those attending highly selective institutions, where the vast majority of students are often from well-educated and affluent families, this struggle is all the more acute.

While the number of these students who attend highly selective schools has increased slightly in recent years due primarily to more tailored financial aid packages and recruitment efforts, they remain an anomaly at elite campuses. Just 3 percent of incoming freshmen at the nation’s most selective universities are from the lowest income quartile, while 72 percent come from the highest, according to a 2017 report by the Jack Kent Cooke Foundation.

The study found key differences in how the students felt about the level of inclusiveness and support on their respective campuses. First-generation students reported difficulty in navigating the campus and understanding the unique culture and traditions of their university, says Gable. By contrast, continuing-generation students were more familiar with the experience of being on a college campus and therefore struggled less to acclimate.

“For the first year or two on campus, first-generation students typically felt overwhelmed by all the changes in their lives happening at once, whereas continuing-generation students were more likely to say they felt at home on campus even before they arrived,” says Gable.

Furthermore, most continuing-generation students felt comfortable asking for assistance from professors or utilizing campus support services. Conversely, Gable says those who were first-generation were less willing to reach out to faculty or to seek outside assistance, concerned that they would be seen as an “admissions mistake.”

First-generation students often said things like they did not feel as if they had a right to ask for help because they had already been given so much by being admitted,” she says. “A major insight [of the study was] that there needed to be a policy in place to tell these freshmen … that the administration and faculty are there to support them and help them troubleshoot when there are problems.”

Knowing how to take advantage of the support resources in higher education is known as the “hidden curriculum” — a skill that’s particularly useful at highly selective institutions where the assumption is that all students are well-prepared to succeed in college, says Khristina Gonzalez, PhD, associate dean of the college and director of programs for access and inclusion at Princeton University.

With an overall acceptance rate of just 6.5 percent, Princeton has focused much of its recruitment and financial aid efforts in recent years on enrolling more underserved students — which, according to Gonzalez, seems to be working. From 2007 to 2017, the university increased the number of Pell Grant-eligible students from 7 percent to 22 percent. As enrollment of these individuals increased, the university recognized the need to move beyond recruitment to retention.

“We were seeing a lot of gaps in terms of knowing how to navigate the hidden curriculum and in feeling a sense of belonging on campus,” says...
Gonzalez, adding that the majority of Princeton’s Pell-eligible students are also the first in their family to go to college. “We realized that access is not the end goal. To make sure our students can thrive on campus, there needs to be not just equity of access, but also equity of opportunity.”

Launched in 2015, the Scholars Institute Fellows Program (SIFP) at Princeton is designed to assist lower-income students with navigating the campus and its offerings. A major component of the program is a scorecard, which lists activities students must complete every semester that are designed to help them succeed. “We call it our bingo game, and it’s basically a points system where every scholar gets a card with certain categories, such as mentorship or academic enrichment, that they have to complete,” says Gonzalez. “It’s our way of rendering visible the hidden curriculum.”

The scorecard ensures that students are engaging with the campus community as well as taking advantage of academic support throughout their time at Princeton, says Gonzalez. At the suggestion of program participants, SIFP also pairs upperclassmen mentors with younger members to help guide them through the experience of attending a school where, according to a 2017 *New York Times* report, nearly 60 percent of students are from families in the top 10 percent of household incomes.

Mentorship, according to Gable’s research, can serve a key function in helping people from underserved backgrounds navigate the college experience with confidence. “First-generation students, having worked so hard to be perfect and not necessarily having a lot of role models who have gone through college, were more likely to read an academic setback, such as a bad test grade, as a sign of failure rather than a sign that they needed to redirect some of their study habits,” explains Gable. “Those students who ended up performing really well were those who found mentors who told them it was OK to make mistakes and who could help them [improve] their study habits.”

Additionally, she believes that highly selective schools could enact policies and institutional messaging that demonstrate to these students that they are a valued and welcome part of the campus community and that the institution is committed to their success. A critical part of this effort is making faculty aware of the unique issues they face and identifying faculty and staff allies who are willing to serve as mentors and advocates, Gable says. She believes Georgetown University is an exemplar in this respect.

The Georgetown Scholarship Program (GSP) is based on a support network of faculty, staff, and alumni who are dedicated to supporting first-generation and low-income students through mentorship and advising, financial aid, and community-building opportunities. In addition to a full scholarship for each of its current 650 members, GSP offers several mentorship options to help guide them through every step of the college experience — from freshman orientation to applying
First-year students are paired with a junior or senior GSP member with similar personal and academic interests, while GSP upperclassmen can request a faculty, staff, or alumni mentor in their area of study who can help introduce them to their specific career field. Furthermore, faculty and staff members who work with the program place special flags on their office doors to inform the campus community that they are first-generation and low-income student allies.

Cory Stewart, director of outreach and engagement at Georgetown and a GSP adviser, says that the program emphasizes empowering the individual to decide how much he or she wants to engage with its mentors and the GSP community. Freshmen are required to attend an initial meeting with an adviser who counsels them on the program's many resources and how its large support network can help them acclimate to the campus. After this initial meeting, however, students get to determine when and how much they wish to meet with their advisers; participate in GSP social events, such as bimonthly dinners; or use the program's many financial resources, such as grants for everything from winter attire to LSAT tutoring.

“Everything we do is opt-in and student-driven, so we never say you have to apply for something or have to meet with an adviser after the initial session,” explains Stewart. “We want the students to know that they are absolutely exceptional and that we are here to support them any way we can.”

GSP has also begun to work with other highly selective schools to help them develop similar programs and best practices for helping underserved students. Stewart’s recommendations include having campus leaders who will serve as the primary advocates for these individuals and who will allow the students themselves to guide and adapt the program. GSP, for example, was only a scholarship until recipients requested additional support as well as a student board that would enable them to have a say in how the program is run.

While initiatives like GSP are increasing the visibility of these populations on the campuses of highly selective schools and helping students embrace their first-generation and low-income identity with pride, Gable also recommends that universities respect the agency of these successful and determined individuals. She notes that making support services optional as well as based on the wants and needs of students is imperative for creating an inclusive environment — especially as some do not want the label of first-generation or low-income ascribed to them.

“Some students who [achieve] great academic success [at highly selective institutions] did so despite challenges, and their own merit was essentially what got them through at the end of the day,” says Gable. “That’s not to say that schools shouldn’t try to do anything, because even those students who do it on their own face challenges.”

Mariah Bohanon is the associate editor for INSIGHT Into Diversity.
Ryerson University's campus in Toronto
Canada Versus the U.S.
The Varying Role of Diversity and CDOs Across Borders

By Alexandra Vollman

As the first senior-level diversity leader at Ryerson University in Toronto — and one of the first in all of Canada — Denise O’Neil Green, PhD, is setting an example for other Canadian universities that are also hoping to become more equitable and inclusive. In her position as vice president of equity and community inclusion, she oversees the diversity office at Ryerson and reports directly to the university’s president.

Prior to joining Ryerson in 2012 — where she initially served as the inaugural assistant vice president/vice provost of equity, diversity, and inclusion — O’Neil Green was the associate vice president for institutional diversity at Central Michigan University. Her career has been unique in that she has overseen diversity and inclusion on both a U.S. and a Canadian campus.

INSIGHT Into Diversity recently spoke with O’Neil Green about the importance of diversity and inclusion work and the ways in which a chief diversity officer’s role differs between the two countries.

Q: Is the general definition of diversity and inclusion in Canadian colleges and universities similar to that in the U.S.? If not, how do they differ?

A: The terms equity, diversity, and inclusion are used very frequently here in Canada — just as much as they’re used in the U.S. — and the theme of inclusive excellence is very common across the two countries. That essentially means that [this work] requires the engagement of everyone, the engagement of many different cultures, those with different social identities, and those from different backgrounds and different experiences. Some people use the [phrasing] “not only invited to the party but also asked to dance.” That really underscores the idea that inclusion is about engagement and intentionality. I would say that’s pretty common across both countries.

Both in the U.S. and Canada, we look at diversity … with respect to demographics on our campuses. The difference, though, is with the terminology. In the states, you may say people of color or African American; here in Canada, it’s black Canadian or African Canadian. There’s also the term “racialized”; I’ve heard some people say “minoritized” in the U.S. So the terminology isn’t necessarily consistent. Native American, American Indian — here it’s indigenous, it’s aboriginal, it’s First Nations, it’s Inuit people.

Q: Do accrediting agencies in Canada include any language in their standards requiring efforts around the recruitment and retention of underrepresented students or faculty?

A: Very few accrediting agencies … place an emphasis on the recruitment and retention of underrepresented groups. There is a greater push in the states, and I would say the whole concept of inclusion, equity, and diversity has been a focus in U.S. higher education for much longer than it has in Canadian universities simply because of the demographic shifts. These shifts have happened much earlier in the states.

Toronto is considered one of the most diverse cities, if not the most diverse city, in the world — and that is where I work. Ryerson University is in the heart of downtown Toronto with over 40,000 students, and about 55 percent of them are racialized (in the states you would say minority or underrepresented students). Because of that, there is what we call here not a melting pot, but a mosaic. The idea of inclusion here, with it being a mosaic, is that everyone is able to maintain their own culture and identity, but … they blend together in a way that helps strengthen the country, the province, and the city.

So this idea of requiring aspects of recruitment and retention [in accrediting standards] has a longer-standing history in U.S. universities than it does in Canada. It’s just beginning to take hold here. In other parts of the country, there is a greater emphasis and a need to focus on that because [they’re] not nearly as diverse as Toronto.
Q: Are there any legislative requirements in Canada that differ from those in the U.S. that affect how you do your job?

A: One of the biggest differences is that the U.S. focuses on a civil rights framework, and in Canada, the focus is on human rights.

U.S. universities have civil rights and equal-opportunity offices that take complaints and address issues; you have Title IX legislation and so forth. Canada does not have similar types of legislation or requirements. The focus is on human rights. Human rights are different from civil rights because civil rights are derived from the fact that your country has laws that provide you rights — but if those laws don’t exist, then those rights don’t exist. Human rights [is the idea that] simply because you are a human, these are rights that you are expected to have, and it’s not based on … laws. That’s a very unique difference.

Because we have human rights offices within universities here in Canada, everyone is able to go to that office and bring forward complaints based on specific [aspects] of the human rights code — race, gender, sexual orientation, gender identity and expression, and the list goes on. In the U.S., some of those same areas are embedded within civil rights legislation and policies, but the way they are adjudicated, the way they’re examined, the way the complaint process works is very different.

In Canada, there is not a federal office that oversees higher education. Higher education laws here are [regulated] by each province. In the U.S., you have federal regulations related to higher education; you also have state regulations. In Canada, they’re primarily provincial-driven. Funding and regulatory actions are at the provincial level, so that requires me to focus on what’s going on at that level.

Some provinces may place a greater emphasis on, say, accessibility and accommodation. For example, the province of Ontario has what is called the AODA, which is the Accessibility for Ontarians with Disabilities Act; it’s [like] the Americans with Disabilities Act at the federal level in the U.S. So universities and colleges within the province of Ontario have regulations that they have to address connected to the AODA, whereas other provinces may not have that. These differences do impact the way we [as chief diversity officers] can do our work … in Canada versus in the U.S.

Q: How, if at all, do the institutional goals and priorities around diversity and inclusion differ between your current and previous institution?

A: The issues [you face] are very much driven by where you are located. I would even say that’s the same in the U.S. But one very specific difference is that, in the U.S., there’s a history of slavery, there’s a history of having greater inclusion of underrepresented groups, including African Americans, Native Americans, Hispanics, and Asian Americans. Here, that focus is quite different. The focus is on students with disabilities; also, indigenous students are very much at the top of that priority list.

The drastic difference between the U.S. and Canada — although all the different student populations are extremely important — is that in the states, because of the history of slavery, there is a great emphasis on African American students. In Canada, there is a great emphasis on indigenous students because of their history here, and that drives a lot of the focus on priorities, how you accomplish them, and how you go about [enacting] organizational change.

We recently did a two-year consultation at Ryerson focused on the Truth and Reconciliation Commission’s report, [which] was made public in 2015. It provided background on how indigenous children were treated in the residential school system, which was very poorly. And because of how they were treated, because of that history, many universities in Canada, including the one where I work, have done their own truth and reconciliation process.

With our aboriginal elder [i.e., a wise and respected member of the indigenous community who counsels on issues related to that community] we did a consultation process and generated a report that we shared with the Ryerson community. It outlines some recommendations: increase the number of indigenous students, faculty, and staff; generate more funding support for these students; provide for indigenous content within the curriculum; and provide opportunities for knowledge-keepers to be a part of the faculty. Also, to offer across the campus very visible indigenous spaces, artwork, and signage to show that we are here to welcome indigenous faculty, staff, and students in the community at large.

In doing that, we have pulled together a campus-wide steering committee, [which] I’m co-chairing with our provost and elder. The president’s and provost’s offices have already set us on the path to addressing several of these recommendations.

“Human rights [is the idea that] simply because you are a human, these are rights that you are expected to have, and it’s not based on … laws. That’s a very unique difference.”
Q: What are the differences in the job description and responsibilities between your new position and your previous one?

A: I would say a big difference between how these roles are thought of in the U.S. versus Canada is that here they serve more of a human resources function. In the U.S., you can find chief diversity officers in many different parts of an organization. However, these positions also require expertise focused on students. In my role in the U.S., my portfolio included functions related to students — student affairs and student support. My office focused on transition programs such as Gear Up and Upward Bound, helping to transition students from middle school to high school, from high school to college. I also focused a lot on the curriculum in my previous role.

Because these CDO roles are really just beginning to develop and flourish within Canadian universities, oftentimes, the focus is on human resource functions — increasing the number of diverse faculty, providing training for hiring, providing for promotion and tenure reviews — as well as preparing reports to show the diversity of the workforce. This is actually driven by the federal government here; all universities, depending on the amount of money they receive from the federal government, are required to report the diversity of their faculty and staff.

Another difference is that a lot of data is collected on equity, diversity, and inclusion in the U.S., and that is really just beginning here. So in my role, I’ve helped establish a protocol for collecting equity data, sharing that so that it’s transparent, and setting goals for equity … among the faculty and staff. That function isn’t common across all universities, and Ryerson is being seen as a leader in that regard.

Q: In terms of the budget for your office, have you found a large variance between your institution in the U.S. and Canada?

A: No, I haven’t. There continue to be different approaches to how universities do this, because when I did my job in the U.S., it was in an office that had been established for many years prior to my coming on board. When I started in my role at Ryerson, it was brand new — nothing had been done yet — so I’ve gone from just a handful of staff to almost 30. I’ve gone from having a very modest budget to one that’s currently over $3 million. The numbers really depend on the nature of the office, where you are located within the university, what initiatives you’re taking on, and being able to articulate the cultural change that needs to happen.

Q: In the past few years, many U.S. colleges have had to deal with campus protests, controversial speakers, and racist incidents on campus. Are Canadian universities also experiencing these challenges?

A: Universities in Canada are dealing with the same issues. In 2015, when the situation at the University of Missouri and Yale University bubbled to the top, there were many students on Canadian campuses who gathered together in solidarity with those individuals to point out what was happening on their respective campuses. [A similar thing] occurred on our campus where students pointed out that they wanted more black faculty and staff, greater support, and so forth and so on.

How universities have dealt with this really depends on their leadership. Our leadership [made it a priority to listen] to students and their experiences and see if there was a way that we could address their concerns. As a result of what happened in 2015, as well as subsequent issues that have been raised by our students, we have set out to address a number of their concerns — one of them being to collect data … in order to develop ways [to increase the] recruitment and retention of black faculty and staff.

The idea of examining the campus climate isn’t something that is very common at Canadian universities — that happens more in the states — but we, in collaboration with our students, are looking to embark on a campus climate review that will look at anti-black racism, anti-racism, and various aspects of the climate for different diverse groups.

Alexandra Vollman is the editor in chief of INSIGHT Into Diversity.
Canadian higher education is primarily funded and overseen at the provincial — rather than federal — level.

Admissions decisions are based on academic merit during grades 11 and 12, and standardized tests like the SAT are not required.

1 in 4 university students in Canada has some form of disability.

35% of undergraduate and 40% of graduate students are visible minorities — defined by the Canadian government as any person who is non-white and non-aboriginal.

5% of undergraduate students in Canada are from indigenous populations.

27% of Canadian adults have a bachelor's degree.

56% of Canadian adults have some form of postsecondary education, making it one of the most educated nations in the world.

DEGREES, INSTITUTIONS, AND TERMINOLOGY

All schools are categorized as either colleges or universities.

Colleges in Canada are roughly equivalent to community colleges in the U.S.; have a specific technical, vocational, or pre-collegiate focus; and typically do not grant degrees.

Universities in Canada offer both three- and four-year bachelor's degrees, have a wide range of academic programs, and grant undergraduate, graduate, and doctoral degrees.
COSTS

Going to college in Canada is typically more affordable than in the U.S., but tuition and fees can vary widely by program of study.

Average undergraduate tuition in Canada is $5,066 annually — nearly half as much as the U.S. average of $9,970.

Majors in business, medical, legal, or STEM fields often cost far more in tuition and fees.

The most expensive undergraduate degree in Canada is dentistry, costing approximately $17,000 per year. The least expensive is education at nearly $3,600 per year.

The cost of a degree can vary by location. Students in the province of Ontario pay the most, at $6,500 per year.

STUDENT LOAN DEBT

In a 2017 survey of nearly 25,000 Canadian students ...

52% had no debt from government student loans.

80% had no debt from private student loans.

50% had received some form of a grant or scholarship.

Sources: Canada.ca; canadian-universities.net; globalnews.ca; higheredstrategy.com; macleans.ca; studyinternational.com; theglobeandmail.com; topuniversities.com; univcan.ca; utoronto.ca; worldwidelearn.com
Canadian Universities Band Together to Improve Diversity and Inclusion in Higher Education

By Mariah Bohanon

In October 2017, the presidents of 96 universities throughout Canada unanimously endorsed a set of priorities — known as the Inclusive Excellence Principles — that serve as a definitive commitment from each institution to work toward becoming more equitable for students and employees. The action comes at a time when the country’s population is becoming increasingly diverse and reflects a greater push by the Canadian public to improve equity and inclusion nationwide.

Universities Canada, as this coalition of institutions is called, introduced the principles as a means to formally unite its members in creating a system of higher education where administrators, faculty, staff, and students are more representative of the demographics of overall Canadian society, says Pari Johnson, vice president of policy and public affairs for the organization.

The principles include both broad and definitive goals, from pledging to become more equitable and inclusive institutions to increasing the number of people from specific underrepresented groups in faculty and leadership positions. Universities Canada also approved a five-year plan — the Action Plan for Equity, Diversity, and Inclusion — that outlines 10 steps for fulfilling these objectives. The plan is divided into four categories: capacity-building and culture change, measurable progress, policy development, and federal investment.

“The action plan is really our commitment … to ensure that we are measuring progress, that the principles don’t just sit on a piece of paper and don’t just represent symbolic action,” says Johnson. Over the next five years, Universities Canada staff will be responsible for working with member institutions to develop workshops and training tools, creating an online platform to share best practices, and surveying schools to track their progress.

While the new principles and action plan allow for a cohesive, formalized approach to improving diversity and inclusion, the values they espouse have long been an integral part of the mission of many Canadian universities, Johnson says.

In recent years, these ideals have manifested in two distinct areas: creating accessible, inclusive campuses for Canada’s indigenous population and increasing the number of women in leadership positions. According to Johnson, the support and direction provided by Universities Canada will enable each member institution to strengthen and expand upon these efforts to include other underrepresented groups.

“This work has been going on for a while, but more recently, we felt it was important to broaden our scope to include diversity, equity, and inclusion outcomes … across the campus [in regard] to students, faculty, and staff,” says Johnson.

Because Universities Canada is not an accrediting agency, it cannot require member institutions to reach certain quotas or benchmarks around diversity. However, Johnson says that by endorsing the Inclusive Excellence Principles, each university president has implicitly agreed to move his or her institution toward achieving this vision.

Furthermore, the organization’s unified approach is essential to creating change on a national scale, as there is no federal higher education system in Canada. “One of the things that is different between the U.S. and Canada in this context is that higher education in Canada is totally organized by province,” says Melanie Humphreys, PhD, president of King’s University in Edmonton, Alberta.

“Universities Canada allows us to take a federal view, … to set the bar in terms of expectations for our universities,” adds Humphreys. She says that by establishing diversity and inclusion as a top priority, the organization is sending the message to the Canadian public that the country’s higher education system is expected to embody and uphold the values of equity and inclusion.

This focus by many Canadian universities is largely representative of the Canadian government’s push to improve diversity and inclusion nationwide. This is especially true following the 2015 election of Prime Minister Justin Trudeau, whose cabinet consists of an equal number of women and men and is inclusive of people with disabilities and those from different ethnic groups. According to Humphreys, this effort set the stage for the rest of the government — at federal, provincial, and
local levels — to follow suit.

The recent actions by Universities Canada, however, are not the first time Canadian university presidents have come together to address these issues. In 2015, the organization adopted a set of 13 principles regarding indigenous education as well as a five-point action plan to increase access to higher education for indigenous youth and integrate indigenous culture and history into campus values and curricula. The decision reflected nationwide efforts, led by the federal Truth and Reconciliation Commission, to improve relations with and support for the country’s indigenous populations.

Since then, Universities Canada member institutions have made indigenous student support one of their primary goals, says Vianne Timmons, PhD, president of the University of Regina (UR) in Regina, Saskatchewan.

In Regina, nearly 10 percent of the population is indigenous, and UR has worked for the last decade to become more inclusive of this culture and to improve access for these students. This effort has included translating the UR action plan into the Cree language, renaming campus buildings and streets with indigenous names, and increasing the recruitment of indigenous students, faculty, and staff, Timmons says. With the creation of the 13 principles in 2015, UR was able to connect and collaborate with other universities to share best practices for achieving equity for these communities.

“Universities Canada’s principles on indigenization were so well-received and brought so much action that almost every university in Canada now has an indigenization initiative,” explains Timmons. She says that the additional seven principles approved in October will help expand these efforts to other underrepresented groups and will include a focus on improving gender equity in leadership — an ongoing concern that became a higher priority following Trudeau’s election, according to Humphreys.

“We know we have large numbers of women participating in undergraduate education and academic careers, but not many find their way up the ranks to senior leadership or presidential roles,” she says. “For a long time, women [made up only] 20 percent of university presidents, but thanks to recent efforts, [that figure] has edged up to nearly 25 percent because it’s something that Universities Canada is paying attention to.”

The organization’s new Advisory Committee on Women’s Leadership has helped propel these efforts by holding awareness events and conferences as well as sharing best practices, such as ensuring that search committees include female candidates when selecting for leadership positions. Additionally, several of the Inclusive Excellence Principles emphasize the consideration of other aspects of diversity in institutional leadership positions through similar methods.

As the Action Plan on Equity, Diversity, and Inclusion is still in its first year, member institutions are in the process of developing precise steps to accomplish the principles’ objectives. Currently, the organization is working to identify universities that have established successful diversity policies, programs, and initiatives that can be used as a model for others. In March, it hosted a conference that included a series of workshops on attracting and supporting indigenous students, which, Johnson says, was led by members whose institutions have achieved success in those areas.

To support its efforts, Universities Canada is developing methods for gathering diversity data for each university in order to measure progress. Johnson says this is a way to hold both the overall organization and individual members accountable.

“There is a real interest in ensuring that we are walking the walk instead of just symbolically talking about principles that do not have any real effort behind them,” she says. “There is a real appetite to support what we are doing by the public and our members and some good questions [being asked] about how we are going to demonstrate progress.”

Mariah Bohanon is the associate editor for INSIGHT Into Diversity.
Urologist — Men’s Health

This faculty member will serve as an Associate Professor or full Professor and be responsible for high-volume clinical activity within the realm of men’s health. This will involve seeing patients in clinic at multiple University of Utah facilities including SJHC, FHC, University Hospital, and potentially others. It will also involve a very robust surgical practice based at these same centers. We would anticipate 4.5 days of clinical activity each week with 0.5 days reserved for academic/administrative time. This faculty member would be expected to develop a strong regional and national referral practice in men’s health, specifically in the area of prosthetic surgery.

On the educational front, this faculty member will be responsible for teaching residents and our men’s health fellow state of the art care, practice and patient-centered behavior. This will include didactic lectures and one-on-one teaching in both the clinic and operating room settings. We would expect this faculty member to also educate men’s health staff members on best care of the problems seen within the clinic.

On a research front, this men’s health hire will focus on clinical research activities including outcomes, health services research or other clinically-related quality improvement and other endeavors. The faculty member will work with some residents and fellows to increase their participation in research and be sure that our men’s health unit publishes and reports important data that moves the field forward.

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In the U.S., an estimated 26 percent of adults live with a mental health disorder. For many college students, overwhelming workloads and social pressure can often lead to feelings of anxiety and depression. According to Active Minds, a nonprofit organization committed to improving mental health awareness among young people, nearly one-third of college students have reported feeling so depressed that they had trouble functioning, and more than half have reported having suicidal thoughts.

Active Minds works to combat these issues by changing the culture and diminishing the stigma around mental health on campuses. With more than 450 student-run chapters at both high schools and colleges in the U.S. and Canada, the organization builds awareness of mental health issues; provides education, resources, and programming; and advocates for students in need.

1. Jasmine Modasi, communications director for the Western University chapter in London, Ontario, participates in a mental health awareness event on campus. (photo by Annie Lin)

2. Student leaders of the Mt. San Jacinto College chapter in California attend their campus’s display of Active Minds’ Send Silence Packing exhibit, which focuses on preventing suicide and ending the silence surrounding it. (photo by Becky Fein)

3. Jessica Tran of the University of Mississippi chapter holds a bat used at a “Smash the Scale” event during Ole Miss Mental Health Week; students were encouraged to smash scales to signify overcoming the pressure to appear perfect. (photo by Kathryn Forbes)

To learn more, visit activeminds.org.

— Alexandra Vollman
The 2017-2018 HEED Award Data Reports offer insight into the diversity characteristics and capabilities of the 80 HEED Award recipients of 2017 via two reports: a summary overview of all the institutional totals and a summary of public vs. private school data.

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