Inclusive Greek Life

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Also in this issue:
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ON THE COVER: Members of Mu Delta Alpha’s Gamma class at the University of Texas at Dallas campus in December 2017 (photo by Nida Rehman Photography)
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Several States Restrict Travel to Those with Anti-LGBTQ Laws

While President Donald Trump’s proposed travel ban on six Muslim-majority countries has received widespread media attention over the last year, state-level travel bans of another nature have steadily been gaining traction across the country.

Beginning Jan. 1, 2017, California prohibited state employees and officials from traveling on official business to states that the California legislature judges to be discriminatory toward the LGBTQ community. Currently, the list prohibits travel to eight states: Alabama, Kansas, Kentucky, Mississippi, North Carolina, South Dakota, Tennessee, and Texas. Examples of laws that California deems discriminatory include regulations allowing adoption or foster agencies to refuse to place children with same-sex couples or those allowing school clubs to reject members based on their gender identity. The travel bans do not place any restrictions on personal travel and include several exemptions — for existing contractual agreements and mandatory job training, for example.

Since August 2017, five other states including Washington, Minnesota, New York, Vermont, and Connecticut have instituted similar travel restrictions for government employees. All of these, in addition to California, banned travel to the state of North Carolina because of its controversial, anti-transgender “bathroom law,” which requires that individuals use only the restroom that corresponds to the biological sex listed on their birth certificate.

In addition, Washington, Minnesota, New York, Vermont, and California all maintain bans against traveling to Mississippi due to the state’s law protecting religious organizations from government interference should they choose to deny services to members of the LGBTQ community based on their beliefs.

These actions by states have sparked considerable controversy due in part to their significant economic consequences. Conference and convention planners living in areas affected by travel bans say that the laws come with a stigma and often deter others from visiting those states as well. For example, in response to California’s ban on travel to Kentucky — due to a measure allowing students in public schools to express religious or political views that may be critical of the LGBTQ community — two Chicago-based groups canceled events in Louisville, costing the city $2 million.

In Nashville — a left-leaning city in a conservative state — the American Counseling Association (ACA) canceled a meeting of more than 3,000 individuals, causing Tennessee to lose out on $4 million in revenue. The ACA’s decision was based on a state law allowing mental health counselors and therapists to refuse to treat LGBTQ patients.

However, some affected by the bans have found ways around them, using private funds to support their travel. Stephanie Beechem, media relations representative for the University of California (UC) system, says that while the university “complies with state law … and will continue to do so, there have been instances where UC sports teams or researchers attending conferences have used non-state funds to travel to states on the list.” For example, in January, rocketry clubs at several UC institutions were invited to compete in NASA’s highly competitive Student Launch project in Huntsville, Ala., and three universities used private funds to allow students to attend.

Critics of such bans question whether California and other states are inflicting their beliefs on more conservative states, exacerbating political divisions rather than protecting LGBTQ individuals. Tennessee Sen. Mike Bell, a Republican, told The Associated Press that “California has potentially opened what could become an economic civil war between the states.” However, Democrat Evan Low, leader of the California Legislative LGBT Caucus who initially created the ban, argues that the travel restrictions boil down to a moral issue, serving as a “strong statement that supports fundamental basic humanity.”

— Ginger O’Donnell
New Framework Guides Institutions in Supporting Mental Health Needs of Students of Color

According to a joint report by The Steve Fund (TSF) and The Jed Foundation (JED) — two national nonprofit organizations that seek to promote the mental and emotional well-being of teens and young adults — college students of color face disproportionate mental health challenges compared with their white peers.

According to a recent Harris Poll of 1,000 college students conducted by TSF and JED, students of color are significantly more likely than their white peers to report feeling isolated on their campus, and they are less likely to describe their campus as inclusive. In addition, data indicate that they are nearly twice as likely to not seek help when they feel depressed or anxious.

To help colleges and universities better address the mental health needs of these young people, TSF and JED partnered to create a set of 10 recommendations and strategies institutions can use on campus. Called the Equity in Mental Health (EMH) Framework, it was developed using findings from the Harris Poll, existing scientific literature, and input from higher education administrators and experts from the College Mental Health Program at Mclean Hospital in Belmont, Mass.

The EMH Framework calls for a comprehensive, integrated approach to mental health on the part of academic institutions. This includes incorporating language about emotional and mental well-being into college mission statements and strategic plans, conducting regular student surveys to ensure that mental health services continue to align with institutions’ changing demographics, and creating specific staff positions designed to support the well-being and success of students of color.

“These expert recommendations … [equip] colleges and universities to better address our students’ needs,” TSF President Evan Rose said in a press release. “This effort is critical to the mental health, college completion, and life chances of the nation’s most rapidly growing demographic — young people of color.”

Released in November, the framework has already been embraced by many senior leaders in higher education. For more information, visit equityinmentalhealth.org.

— Ginger O’Donnell

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College of Urban and Public Affairs
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Kari Knutson Miller, PhD, has been appointed provost and vice president for academic affairs at California State University, Fullerton. She was most recently dean of university extended education and associate vice president for international programs and global engagement at the university.

L. Song Richardson, JD, has been named dean of the University of California, Irvine School of Law. She previously served as interim dean of the school.

Framroze Virjee, JD, was appointed president of California State University, Fullerton. He was most recently executive vice chancellor, general counsel, and secretary to the university’s board of trustees.

Timothy Mottet, EdD, has been named president of Colorado State University-Pueblo. He previously served as provost of Northwest Missouri State University in Maryville.

Andrea O’Reilly Herrera, PhD, has been appointed associate vice chancellor for inclusion and academic affairs at the University of Colorado in Colorado Springs. She was most recently director of the Women’s and Ethnic Studies program at the university.

Larry Robinson, PhD, has been named president of Florida A&M University in Tallahassee. He previously served as interim president of the university.

Deborah Bordelon, PhD, was appointed vice president for academic affairs at Columbus State University. She was most recently provost and vice president for academic affairs at Governors State University in University Park, Ill.

Lori Sundberg, PhD, has been named president of Kirkwood Community College in Cedar Rapids. She previously served as president of Carl Sandburg College in Galesburg, III.

Bryan Samuel, PhD, has been appointed chief diversity and inclusion officer at Kansas State University in Manhattan. He was most recently chief diversity officer for the University of Tennessee at Chattanooga.

Rabbi Sharon Cohen Anisfeld was named president of Hebrew College in Newton. She previously served as dean of the college’s Rabbinical School.

Quentin R. Tyler, PhD, has been appointed dean for diversity, equity, and inclusion in the College of Agriculture and Natural Resources at Michigan State University in East Lansing. He was most recently assistant dean and director of diversity in the College of Agriculture, Food, and Environment at the University of Kentucky in Lexington.

Brian V. Xiong, EdD, was named coordinator of the new Center for Diversity, Equity, and Inclusion at Bemidji State University. He previously served as chief diversity officer of Minnesota State Community and Technical College in Moorhead.

Merodie A. Hancock, PhD, was appointed president of Thomas Edison State University in Trenton. She was most recently president of SUNY Empire State College in Saratoga Springs, NY.

Connie Park was named executive director of human resources and chief diversity officer at Corning Community College. She previously served as the assistant director of human resources for engineering, computing, and information science at Cornell Tech in New York City.

Paul Finkelman, PhD, has been appointed president of Gratz College in Philadelphia. He was most recently the John E. Murray Visiting Professor at the University of Pittsburgh School of Law.

Karen Sullivan-Vance, EdD, has been named associate vice provost for student success at the University of Tennessee, Knoxville. She previously served as director of the Academic Advising and Learning Center at Western Oregon University in Monmouth.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
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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In honor of Women’s History Month, INSIGHT Into Diversity charts some of the key events that contributed to the creation and evolution of the discipline of women’s studies.

“When women’s studies was born in the mid-1970s, politics was its midwife.”
– Jean Robinson

1966
Betty Friedan, author of the seminal book The Feminine Mystique, and Pauli Murray, a law professor at Yale University, co-founded the National Organization of Women (NOW) with the mission to bring women into full participation in American society, in equal partnership with men. NOW later becomes the largest organization of feminist activists in the U.S.

1969
Author and activist Sheila Tobias organizes a conference at Cornell University — attended by 2,000 women — to discuss the exclusion of women from traditional academic disciplines. This gathering, and others like it, serves as a catalyst for the formation of a separate program of study dedicated to women. (Photo: Balfour Walker)

1970
Student members of the Women’s Liberation Group at San Diego State University collect more than 600 signatures to get the university to establish the first women’s studies program in the U.S. It offers 11 courses on topics related to first-wave feminism — the period of feminist activity that occurred during the late 19th and early 20th centuries, which focused on issues such as women’s suffrage.

1972
Feminist activists from Columbia University and Sarah Lawrence College founded Feminist Studies, the first scholarly journal dedicated to women’s studies. The publication’s inaugural editor, Ann Calderwood, runs the business out of her apartment and pays for all expenses out of pocket.

1973
Activist Margaret Sloan-Hunter founded the National Black Feminist Organization to address the intersection of sexism and racism experienced by African American women in the U.S. as well as their feelings of alienation from white feminists.

1977
The National Women’s Studies Association is established to support the pursuit of knowledge about women and gender and to improve equity for women in American society broadly and on college campuses specifically.

1990
The Institute for Women’s Studies at Emory University — now the Department of Women’s, Gender, and Sexuality Studies — admits its first class of PhD students. It is the discipline’s first national doctoral program.

2006
Indiana University Bloomington establishes the first PhD program in Gender Studies in the U.S. — an expansion of its women’s studies program. The change reflects the discipline’s increasingly broad focus on gender identity and sexuality.

2015
U.S. institutions of higher education award more than 2,000 degrees in women’s, gender, and sexuality studies, representing a 300 percent increase in the number of such degrees awarded since 1990.

Sources: blackpast.org; Cornell University; Emory University; learningtogive.org; National Women’s Studies Association; now.org; San Diego State University; “The Evolution of American Women’s Studies,” Feminist Studies; USA Today; wikipedia.com
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The 2018 HEED Award recipients will be announced in our November 2018 issue. Recipients of the 2018 Health Professions HEED Award will be announced in our December 2018 issue.
LEADERS OF SCHOOLS OF PUBLIC POLICY AND ADMINISTRATION

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.

Rogelio Sáenz, PhD, is dean of the College of Public Policy at the University of Texas at San Antonio. Previously, he was a professor of sociology at Texas A&M University in College Station. Sáenz has written extensively on topics such as immigration, human rights, and demography. He co-authored the book Latinos in the United States: Diversity and Change and serves as co-editor of The International Handbook of the Demography of Race and Ethnicity. In addition to regularly writing op-eds for a variety of local and national newspapers, Sáenz is a policy fellow in the Carsey School of Public Policy at the University of New Hampshire.

Keon-Hyung Lee, PhD, is director of the Askew School of Public Administration and Policy at Florida State University (FSU) in Tallahassee. Prior to joining FSU, he taught a variety of courses, including health policy and health economics, at Western Michigan University and the University of Central Florida. For three years, Lee served as a resident consultant for RAND Corporation, a nonprofit think tank dedicated to research and analysis related to the U.S. Armed Forces. He is the author of numerous scholarly papers on public policy and the recipient of several prestigious research grants.

Ethel Williams, PhD, is director of the School of Public Administration at the University of Nebraska Omaha (UNO). She has worked as a professor at the university for more than 28 years. Williams has served on many boards and commissions that help guide public policy, including the American Society for Public Administration’s National Council and the Network of Schools of Public Policy, Affairs, and Administration’s (NASPAA) Commission on Peer Review and Accreditation. Furthermore, she was the president of NASPAA from 2013 to 2014. Included among Williams’ recognitions are the Dr. Jewel Prestage Pioneer Award from the Conference of Minority Public Administrators, which she received in 2014, as well as the Chancellor’s Medal from UNO in 2012.

Maria P. Aristigueta, DPA, is director and Charles P. Messick Chair in Public Administration for the School of Public Policy and Administration at the University of Delaware (UD) in Newark. She previously served as associate director at the school and as president of the American Society for Public Administration. Aristigueta has published a total of five books and monographs, including Managing and Measuring Performance in Public and Nonprofit Organizations: An Integrated Approach, which she co-authored in 2014, and Civil Society in Cuba, as well as three book chapters and numerous academic articles. Her research interests include public performance management and organizational behavior. Currently, Aristigueta is a senior policy fellow at the Institute for Public Administration.

Kaye Husbands Fealing, PhD, is chair of the School of Public Policy at the Georgia Institute of Technology in Atlanta. She was previously a professor in the Center for Science, Technology, and Environmental Policy at the Humphrey School of Public Affairs at the University of Minnesota. Fealing serves on the executive board of the American Association for the Advancement of Science (AAAS). She has been named an AAAS Fellow, and in 2017, she received the Trailblazer Award from the National Medical Association’s Council on Concerns of Women Physicians. In addition, Fealing serves on a variety of councils and committees that guide and inform U.S. public policy.

Anil Deolalikar, PhD, is dean of the School of Public Policy at the University of California, Riverside. He has served as a professor of economics at the university since 2003 and during that time has held a variety of leadership positions, such as director of the Center for Sustainable Suburban Development. Deolalikar has published four books and more than 70 articles on topics such as child nutrition and social protection in developing countries. He currently serves as co-editor of the Journal of Asian and African Studies and the Journal of Developing Societies. In 2007, Deolalikar was elected to be a fellow of the American Association for the Advancement of Science.
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It is designed and led by Dr. Damon A. Williams, Chief Catalyst of the Center for Strategic Diversity Leadership & Social Innovation and Senior Scholar & Innovation Fellow with Wisconsin’s Equity & Inclusion Laboratory (Wei Lab) of the University of Wisconsin-Madison. Dr. Williams is author of *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*, co-author of *The Chief Diversity Officer: Strategy, Structure, and Change Management*, and one of the original architects of the Inclusive Excellence Concept in American Higher Education, this program will cover topics like:

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- Innovation & Constraint
- Understanding the Centennial Generation
- Faculty & Staff Diversity Best-Practices
- Accountability & Incentives
- Diversity Crisis Response
- Assessing & Improving Campus Climates
- Building a Training, Leadership, and Coaching Program
- Managing Your Institutional Diversity Brand
- Fundraising for Diversity & Inclusion

For more information visit

www.inclusiveexcellenceacademy.org
Wanda Mitchell, EdD, the former vice president for inclusive excellence at Virginia Commonwealth University (VCU) in Richmond, passed away on July 31, 2017, at the age of 57. As the university’s inaugural chief diversity officer, Mitchell led VCU in developing, implementing, and assessing strategic initiatives that promote diversity and inclusion on campus. She “[challenged] us to think about diversity in new ways and to double-down on our efforts to be more inclusive,” VCU President Michael Rao, PhD, told VCU News in August.

He went on to describe her leadership style as “insightful, empathetic, and spectacularly kind.”

Prior to joining VCU, Mitchell served as vice provost for faculty development and inclusive excellence at the University of New Hampshire (UNH) in Durham. During her tenure there, she led professional development and mentoring programs for faculty, oversaw the implementation and assessment of strategic diversity initiatives across all departments, and led efforts to increase scholarships and funding for diversity.

Her work at VCU and UNH, as well as her time as department chair and university endowed professor of education at Hampton University in Virginia, comprise a career in higher education that spanned more than three decades. During her 30 years in academia, she was an active member of a variety of professional associations and boards, including the Board of Directors of the National Association of Diversity Officers in Higher Education (NADOHE) and the Association of Public and Land-Grant Universities’ Commission on Access, Diversity, and Excellence. In 2009, she received the Women of Courage and Conviction Award for Education from the National Council of Negro Women Greater Boston Section.

In addition to her many professional responsibilities, Mitchell dedicated herself to civic work, serving on the boards of the Rochester Visiting Nurse Association, which provides in-home healthcare services; the Portsmouth Black Heritage Trail, an organization that honors the history of the African American community in New Hampshire; and the Seacoast chapter of the National Association for the Advancement of Colored People (NAACP).

Mitchell earned a bachelor of science in psychology from Georgia Southern University, a master of arts in community counseling from Hampton University, and a doctorate in counseling from the College of William & Mary. In addition, she received a certificate in professional coaching from UNH.

“I will always remember Wanda for her tremendous commitment to diversity and inclusion in higher education and for her amazing sense of humor. Her passing is a tremendous loss to everyone who knew her,” said Lenore Pearlstein, co-publisher of INSIGHT Into Diversity magazine.

According to Florence Johnson, who served under Mitchell in the Division for Inclusive Excellence at VCU, “she mentored many — both students and staff — and established the foundational springboard of inclusive excellence [at VCU] that we continue to build on. That is a powerful legacy.”
A COMMUNITY OF BELONGING FOR ALL PEOPLE

The University of Kentucky is proud to be nationally recognized as a 2017 Diversity Champion.
With more than 1,500 institutions serving 42 percent of all undergraduate students in the U.S., two-year colleges remain a vital component of our nation’s higher education framework, serving large numbers of underrepresented students.

While these institutions offer an affordable alternative to four-year colleges and universities, they are no less relevant, with many providing high-quality education and career preparation. Three 2017 HEED Award recipients are dedicated to connecting their students to successful careers by facilitating hands-on experiences both inside and outside of the classroom.

**El Paso Community College**

At El Paso Community College (EPCC) in Texas, where 80 percent of students are Hispanic and many are economically disadvantaged, a focus on hands-on research drives much of the science program’s recruitment efforts. According to Maria E. Alvarez, PhD, a professor and coordinator of biology at EPCC’s Transmountain campus, many incoming students “have a distorted view of academia and science.”

“Exposure to science in the K-12 system, a lot of times, is just the cookbook approach, where you have textbooks and have to memorize things, and then in the lab you do … experiments that have predictable results,” she says. “A lot of students haven’t been exposed to the true investigative nature of science. Doing research is the best way to expose them to [this], and it makes them excited about coming to the lab.”

Through the college’s Rise to the Challenge Bridge Program, funded by the National Institutes of Health (NIH), students gain hands-on research experience via internships with faculty mentors. The program introduces them to the investigative nature of science in order to prepare and encourage them to pursue and successfully complete a baccalaureate degree and eventually a PhD in biomedical research. To facilitate this process, EPCC partners with the University of Texas at El Paso (UTEP) and New Mexico State University (NMSU).

To be eligible for Rise, students must be enrolled full time at EPCC, be pursuing an associate of science degree, have a minimum 3.0 GPA, and demonstrate financial need. Every year, a total of 12 Rise Bridge Scholars are selected by EPCC, UTEP, and NMSU faculty to participate in research projects.

“We start with basic science activities, laboratory skills, safety, and ethics — i.e., the scientific method and some statistics — so that they learn how to manipulate and analyze data,” explains Alvarez, who is also Rise program director. “Then we have them interview different faculty researchers from EPCC, UTEP, and NMSU. Eventually they select a mentor and a project [to work on].”

While most projects have concentrated on environmental research, such as the contamination of water in the Rio Grande or drought resistance among crops, she says others have focused on issues that disproportionately affect underrepresented groups. “We try to expose them to projects that are relevant to our community; many …
deal with environmental issues, but also with diseases that may be more prevalent in minority [populations] — different types of cancers, for example," Alvarez explains. "We try to get them excited about science by doing this, keeping in mind that this is something that’s going to benefit their community."

Rise Bridge Scholars work in the research labs year-round — 19 hours in the fall and spring semesters and 29 hours in the summer. They are paid for their time, which Alvarez says is with and be seen by recruiters from prestigious research institutions.

Previously part of NIH’s Research Initiative for Scientific Enhancement (RISE) — which is now only for four-year institutions — the Rise Bridge Scholars Program continues to have a positive effect on participants. "We have about 170 students who have participated [in either program]," says Alvarez. "Of those, 90 have graduated with baccalaureate degrees, 17 with master’s degrees, and approximately 13 [with doctorates]. Twenty are still in graduate school, five have teaching at the K-12 level, four have university faculty positions, three of them work in the industry, and one of our first students … is now a chemistry tenure-track faculty member here at EPCC.”

Raritan Valley Community College

With large minority and female student populations and a strong reputation for science, technology, engineering, and math (STEM) education, Raritan Valley Community College (RVCC) in Branchburg, N.J., focuses on improving access to these fields for those groups most underrepresented in STEM.

"We recognize … the importance of making sure that we provide access for women and underrepresented minorities to STEM disciplines connects these young people, many of whom are also first-generation and lack professional role models, with mentors. These industry professionals introduce them to real-life work situations and offer guidance regarding career goals, setting them up for successful degree completion at RVCC and preparing them to transfer to a four-year institution. Wadher, along with Coordinator of Internship and Cooperative Education Alicia Hermo-Weaver, coordinate the program.

In the pilot year of the Sanofi Corporate Mentor Program, which launched last fall, 10 RVCC students were selected to participate; in order to be eligible, applicants must be graduating in spring or summer 2018, have at least a 2.75 GPA, and demonstrate leadership qualities.
Those selected meet with their mentors in person once a month for structured sessions focused on training and reflection. Wadher says they are encouraged to have regular phone or Skype meetings as well. “In the [structured] meetings, we have a group activity, and then we provide time for the mentors and mentees to connect; they usually have discussions about career exploration, what it means to be a professional, interviewing skills, and corporate culture, as well as other topics. We’ve done some work with them beforehand to identify their long- and short-term goals, and so a lot of the discussions are based on that,” explains Wadher. “What we’re finding is that the relationships are really flourishing organically so that mentors and mentees are connecting with each other outside of the structured meetings.”

This spring, students will also shadow their mentors at Sanofi to learn more about their roles and responsibilities, and they will attend a career development seminar designed to introduce them to the career planning process. They are also required to participate in workshops that cover résumé writing, communication, and time management. “In addition to their academic success, we also want to prepare them with the soft skills that are really important to be successful in a corporate setting, or in any setting for that matter,” says Wadher.

Students who participate in all required activities receive a $1,500 scholarship midway through the program to help cover tuition costs. Wadher says that because of the success of the program, Sanofi has agreed to continue to support it and will select five additional students next year, for a total of 15.

“What we’ve found is that almost all of our students have gained so much from having this relationship with their mentors, being able to connect with an industry professional who can guide them in terms of what they need to think about within their particular interest area,” she says. “Since many of our students are first-generation, they have not had that information, so I think that’s something they’ve really valued.”

Other efforts by RVCC to support women and underrepresented minorities in STEM have included a STEAM Task Force, which has been developing recruitment, retention, and completion strategies for these students. These have included recommendations on enhancing the curriculum to better engage these individuals and identifying partnerships that can support improved access to STEAM fields, among others.

“Our [STEM and STEAM] recruitment and retention efforts touch the lives of so many of our students,” says Wadher, “many of whom didn’t necessarily think that a college campus was the right place for them.”

Greenville Technical College

As a feeder for many locally based national companies, Greenville Technical College (GTC) in South Carolina operates on the principle that a thriving community of students translates to an equally thriving economic community. As such, the college works hard to meet the needs of both its diverse student population and its corporate partners, many of which are large regional employers.

“Manufacturing in South Carolina has been growing at a pretty good clip. Especially coming out of the recession, companies were clamoring for the workforce they needed to continue to grow,” says David Clayton, director of the Center for Manufacturing Innovation (CMI) at GTC. “So we needed to expand our footprint, add more technologies, and continue to evolve the way we teach and what we teach. That was really the genesis for the center — responding to the needs of local employers.”

Opened in fall 2016, the $25-million, 100,000-square-foot CMI is fully equipped with the latest and most advanced technology and machines,
such as 3-D printers and robotics and automation technologies, as well as educational facilities. With a student population that is more than 30 percent African American and Hispanic and 41 percent female, GTC, through the center and with the backing of local corporate sponsors, facilitates a range of opportunities for these individuals in manufacturing and STEM fields.

At CMI, students engage in industry-led projects that “expose [them] to real-world problems and the uncertainties that come with those” as well as keep them on the “cutting edge” of technology, Clayton says. Local companies also work with CMI, leasing space in its manufacturing business incubator, to bring projects into the classroom.

“Companies tend not to want to hire anybody into a manufacturing role that doesn’t have some experience working in a manufacturing environment because they want them to have experienced shop safety and work practices, know the vocabulary, and understand how to work well with others,” explains Clayton. “Those are prerequisites for most jobs, so that’s what we try to offer.”

For students, this often means apprenticeships in addition to hands-on learning at CMI. These paid experiences along with flexible class schedules are just some of the ways that GTC tries to meet the unique needs of its diverse students, many of whom are also working or have families.

“The way that our classes are offered, with some of them online and all of them offered in evening and morning sessions, allows us to meet scheduling needs. It helps students meet the needs of their employers, but also family and other obligations,” says Clayton, adding that nearly 40 percent of GTC’s student body participates in a formal apprenticeship program. “They’ll work 20 hours a week in a plant and then study 20 hours with us. There is nothing that helps with persistence like a paycheck.”

GTC’s efforts to recruit and support underrepresented students in manufacturing and STEM also involves K-12 outreach via partnerships with local employers. The GE Bridge to Learning initiative, for example, facilitates fieldtrips for area middle and high school students to introduce them to advanced manufacturing, and next fall, CMI will launch a program called the Advanced Manufacturing Academy — sponsored by Bosch Rexroth — to allow high school seniors to begin college-level courses in this area.

In addition, GTC collaborates with the Greenville Chamber of Commerce and Greenville County School District to host Manufacturing Day, as well as with the Southern Automotive Women’s Forum and Clemson University International Center for Automotive Research to host Girls Auto Know. The latter event, Clayton says, brings middle school girls to CMI to learn about the product engineering life cycle and engage in hands-on activities.

These and other efforts by GTC have resulted in what Clayton says is a placement rate that exceeds 90 percent. He hopes that in addition to facilitating pathways to employment, the college’s outreach and support demonstrate the many benefits that come with a career in manufacturing.

“What we’re trying to do is open the eyes of folks to what advanced manufacturing can do for them, and the return on investment,” explains Clayton. “You spend two years here, graduate debt-free, and make a great living.”

SHAPING AN INSTITUTIONAL NARRATIVE AROUND DIVERSITY

By David P. Wick, PhD, and Keith B. Jenkins, PhD

Storytelling is central to how a cultural entity characterizes itself. Our stories define us, and the very process of telling our stories reinforces our identity. At Rochester Institute of Technology (RIT), celebrating difference is at the very core of who we are and what we believe. Much of our progress in diversity has come from exploring answers to fundamental questions: Who are we? What is our story of diversity? Where have we been, and where are we headed?

Diversity is difficult to define and means different things to different people. As we looked to characterize our racial and ethnic differences at RIT, we began using a diversity index calculation for telling this aspect of our diversity story. Although this tool is most often used for assessing the diversity of an institution’s student population, by charting historical trends separately for students, faculty, and staff, it has allowed us to capture a detailed picture of our diversity campus-wide.

From this, we have noticed some surprising differences, especially when we’ve disaggregated the data by faculty rank, tenure status, and exempt and non-exempt status for staff. For example:

- Our student diversity has increased consistently over the past decade and continues to rise. This is a particular point of pride at RIT as we approach a celebratory milestone projected to occur sometime within the next several years, where it will become more likely than not that two students selected at random will be of a different race or ethnicity.
- On average, our assistant professors are actually more diverse than our student body, and our associate professors are as diverse. If we can maintain the diversity we’ve built up at the assistant and associate levels, this bodes well for the future diversity of our full professors through the promotion and tenure process — an observation that drives institutional dialogue around retention efforts.
- Comparatively, the diversity of exempt staff and non-tenure-track faculty provides opportunities for us to grow as an institution.

In essence, we have captured stories of success that warrant celebration and revealed areas of concern that require new levels of intentionality. Nonetheless, all stories have paved a path for a rich campus dialogue around who we are as an institution and who we hope to be.

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Diversity Indices
Different indices for measuring diversity have been proposed in different fields depending on the particular focus or goals. For our purpose, we chose the Gini-Simpson Index primarily because of how easy it is to understand. While all indices have pros and cons, this particular measure — which reflects how many groups and even single-race populations as necessary, thereby easing from the discussion on the attainment of compliance-level goals to establishing a path for the achievement of aspirational-level goals.

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different types there are in a dataset and accounts for how evenly the entities are distributed among those types — is easy for people to comprehend on a personal level. This diversity index is based on a probability calculation, the result of which answers the following question: What is the probability that two people selected at random from a given group would be from a different race or ethnicity? The greater the probability, the greater the diversity.

We include seven mutually exclusive categories in our index: white, African American and black, Hispanic and Latinx, Asian, Native Hawaiian and Pacific Islander, American Indian and Alaska Native, and two or more races. All groups are represented — not just those that are historically underrepresented — and, as such, we are able to be more inclusive and characterize our diversity broadly.

Individuals whose race or ethnicity is unknown were removed from the calculation, which is equivalent to distributing them among the other categories proportionate to the representation of each. We also excluded those who identified as international to maintain a measure of what we refer to as “domestic diversity.” We respectfully believe our international community of students, faculty, and staff add an entirely different dimension of diversity to our campus that is not reflected in this particular metric — as do differences based on gender, sexual identity, first-generation status, socioeconomic status, veteran status, and disability status, among others.

When sharing information with stakeholders, such as the Board of Trustees and Deans Council, we are careful to recognize that gaps exist and may even be expected in some cases. For example, it would not be surprising to find that faculty or staff diversity trails that of students. On average, most students are younger than faculty and staff, and younger age groups are known to be more diverse. Additionally, students turn over on a shorter time scale than faculty and staff. The real focus is on identifying how big the gaps are and considering how they are projected to change. It may not be realistic to expect faculty and staff diversity to exactly match or model that of students, but the comparative metrics permit a candid discussion around whether or not we are heading in the right direction.

The turnover rate is an important factor to consider. Since students turn over at a faster rate, it is more challenging to positively affect the diversity of faculty and staff. It takes much longer for change to occur and be reflected in the comparison — all the more reason for intentionality and careful planning.

This diversity index has limitations. It may not be the most appropriate for comparing your university to other institutions of higher education, as others may draw their students from specific areas of the country or may serve certain populations, such as historically black colleges and universities or tribal colleges and universities, which focus on attracting and supporting a narrower segment of the overall population. However, the index is a useful tool for characterizing an institution’s own profile of students, faculty, and staff and leveraging that data to generate meaningful discussions that ultimately guide or establish a path forward. In the end, the resulting dialogue is more valuable than the actual numbers.

A Final Thought
A diverse university is not necessarily an inclusive one. Climate surveys and assessments can shed light on a campus’s level of inclusivity and — collected regularly over time — can reveal evidence of progress or a lack thereof. Diversity without inclusion is clinical, but inclusion cannot exist and be cultivated without diversity.

Much like climate surveys necessarily provide an indirect measure of the environment, a diversity index is simply a proxy for diversity. When considered in parallel, however, even indirect measurements can provide valuable insight into the overall health of an institution.

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Equality in the Workplace: The Stubborn Lack of Progress in Reducing Harassment and Discrimination

By Julia Méndez

Although laws protecting women against discrimination and harassment in the workplace have been around for decades, there still is much work to be done to ensure the fair and respectful treatment of female employees.

I have been consulting and training organizations on equal opportunity laws and diversity and inclusion principles for 20-plus years, and I truly believed that by now, U.S. companies and employees would have noticed a marked level of progress in these areas. However, despite efforts to combat and reduce sexual harassment and discrimination in the workplace, we have not seen the forward movement one would expect.

So, in the first of two articles about the treatment of women in the workplace, I examine recent sexual harassment and discrimination settlements, research, and possible steps that employers can take to hasten progress in this area.

Sexual and Sex-Based Harassment

In recent years, there has been an increase in sex-based harassment and sexual harassment charges filed with the Equal Employment Opportunity Commission (EEOC). According to EEOC data, in fiscal year (FY) 2014, 12,146 such cases were filed; in FY 2015, that number was 12,573, and in FY 2016, it was 12,860. These charges do include those filed by men; however, the overwhelming majority were from women.

Although the exact figures for FY 2017 have not been updated on the EEOC’s website, the agency has made public many individual charges and settlements that occurred in FY 2017, which leads me to believe that things have not improved much. In fact, with regard to sexual harassment, one only needs to turn on the news to hear about incidents at companies such as Uber, where several senior managers were accused of and later terminated for alleged harassment against female employees, or other situations that helped spark the #MeToo movement.

The following are recent sexual harassment cases settled by the EEOC:

- **Ford Motor Company**: $10.1 million settlement for alleged sexual and racial harassment against female and African American employees, as well as retaliation after they complained of the discriminatory behavior

- **Northwest Territorial Mint, LLC**: $725,000 settlement for systemic harassment by the company’s owner

- **GEO Group**: $550,000 settlement for sexual harassment and retaliation due to years of harassment that included sexual assault of female employees by male employees

Sex Discrimination

Not only have women had to face inappropriate jokes, demeaning comments, and unsolicited physical contact in the workplace, but they have also experienced discrimination in hiring practices and other employment activities. As the chart below demonstrates, lawsuits involving sex discrimination against women filed by the EEOC have increased fairly steadily in recent years.

Although data regarding the number of sex discrimination charges filed by women in FY 2017 are not yet available, according to the EEOC’s FY 2017 Performance and Accountability Report, the agency filed 184 lawsuits last year. These included 124 on behalf of individuals, 30 non-systemic suits with multiple victims, and 30 systemic suits involving numerous victims or discriminatory policies. Many of these include cases of sex discrimination.

Unfortunately, high-profile sexual harassment cases have had an effect on women in the workplace in unexpected ways. Some men — many of whom have good intentions when it comes to the treatment of women — are consciously or subconsciously refraining from mentoring or inviting female employees to after-work functions or lunch to discuss company projects or engage in harmless bonding for fear that they could be perceived as acting inappropriately or as harassing these women. This lack of interaction could translate to lost opportunities for women to obtain the skills, experience, or trust from co-workers that are necessary to advance within an organization.

The following are some important sex discrimination cases that have recently been settled:

- **B&H Foto** settled a case brought forth by the Office of Federal Contract Compliance Programs, which alleged that the organization discriminated against female as well as African American and Asian job seekers for entry-level positions. Under the consent decree, the retailer agreed to pay $3.2 million in back wages and other monetary relief to the more than 1,300 affected class members.
• Two coal-mining companies, Mach Mining and Foresight, discriminated against female applicants for mining and mining-related jobs. The firms were ordered to pay a combined total of $4.3 million in damages to approximately 70 women.

• Nestlé Waters North America, the world’s largest bottled water company, paid $300,000 to resolve a sex discrimination lawsuit involving its failure to promote a female employee who had worked for the organization for 20 years to business manager based on her gender. Instead, a non-qualified male employee was selected for the newly created position.

Addressing These Issues
Despite the lack of progress and the increase in claims, there are actions that organizations can take that have been proven to combat harassment and discrimination in the workplace. One such example is a thorough training program for all employees that’s required on an annual basis and covers topics such as sexual harassment, respect, and equal employment opportunity laws, as well as consequences for acting inappropriately. Make sure that sexual harassment and discrimination policies are in place that define improper behavior and that include specific examples of harassment and discrimination.

Additionally, having a toll-free hotline that allows employees to confidentially submit complaints regarding inappropriate behavior in the workplace has been shown to have a positive effect.

Conclusion
Many have hoped that sexual and sex-based harassment as well as sex discrimination would eventually become a thing of the past. However, we are seeing an increase in recent years of both high-profile cases involving inappropriate treatment and unfair employment practices affecting women, in addition to the number of formal charges filed with the EEOC. These high-profile cases have served as a wakeup call for many organizations, demonstrating that now is the time to step up and ensure that practices and policies are in place to decrease the likelihood of these types of behaviors occurring.

Through regular training, strong policies, and clear follow-through on concerns raised by employees, it is possible to create a workplace in which women are respected and free from the degrading harassment and discriminatory treatment that has remained a stubborn problem in too many organizations.

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When revelations of Hollywood producer Harvey Weinstein’s sexual misconduct surfaced in October to much public outcry, the moment was a sobering one for many in academia who for some time have waged a similar — albeit less public — battle against such egregious acts and abuses of power.

For years, college students as well as faculty have actively advocated for change in regard to campus sexual assault and harassment, according to Allison Tombros Korman, senior director of Culture of Respect, a national organization focused on campus sexual assault prevention.

“There [has been] a real push from student activists to bring this issue to the forefront,” she says. “There’s been a pretty good groundswell of activity on college campuses for the last couple of years, and it feels like the rest of American culture is catching up to [the fact] that this is incredibly pervasive, that this is happening everywhere.”

Furthermore, college students in recent years also had an ally in the Obama administration, further encouraging them in their push for rectitude, Korman says.

Saundra Schuster, JD, a founding member of the Association of Title IX Administrators (ATIXA), agrees, adding that much of this movement by students was a result of “strong empowerment” provided by the U.S. Department of Education’s 2011 “Dear Colleague” letter.

“That drew a line in the sand to talk about believing individuals who have been subjected to unwelcome or unwanted sexual behavior, empowering those individuals. We really saw the beginnings of a movement from within,” explains Schuster, adding that recent events in Hollywood, the news media, and Congress have further paved the way for change in higher education.

“What we’ve seen since the Harvey Weinstein [scandal] and others over the last [several] months is an increase in that empowerment, where individuals who hold a position of power and then abuse that power are being held increasingly to a higher standard.”

But to assume that such transformation can occur without any acknowledgement of wrongdoing would be to put the cart before the horse. As has been the case in other industries and sectors, higher education is experiencing an increase in sexual misconduct allegations, particularly those involving faculty-on-student and faculty-on-faculty incidents — all of which is taking place under a U.S. administration that seems unconcerned about the pervasive problem of campus sexual assault; many viewed Education Secretary Besty DeVos’ rollback in
September of Obama-era guidance on the issue as favoring the rights of the accused over alleged victims.

In a Dec. 29 New York Times article, ATIXA’s Brett Sokolow said the number of reported complaints at colleges and universities had risen by an estimated 10 percent since the Weinstein scandal broke in October. In large part, he said, this spike is a result of women alleging harassment by their superiors.

Indeed, since October, allegations against male faculty members at institutions ranging from Berklee College of Music, Boston University, Dartmouth, and the University of Rochester have come to light. And while many of the actions that these professors have been accused of are heinous — calling female students derogatory terms like “slut” and “whore,” groping them, discussing sexual acts, and attempting to pressure them into having sex — a multitude in academia argue that the more pressing issue is the response by institutions.

“You can’t blame an institution for having problematic people working for [it] until that gets discovered,” explains Jenny Saffran, PhD, a distinguished professor of psychology at the University of Wisconsin-Madison. “But I think you can be very concerned about an institutional structure that woefully fails to detect problems with those individuals even when they are brought forward by multiple people and then retaliates against those who bring those problems forward.”

For Saffran, that institution is the University of Rochester (UR) in New York.

In September, eight current and former UR scholars filed an Equal Employment Opportunity Commission (EEOC) complaint against the university for not adequately protecting students by clearing professor Florian Jaeger, who was accused of multiple acts of sexual assault and harassment, of all wrongdoing. In the document, complainants describe Jaeger as a “narcissistic and manipulative sexual predator” who “engaged in numerous sexual relationships with [UR] and visiting students.”

Alleged inaction by the university also led to a lawsuit by some of the EEOC complainants and the resignation of another, a professor. In response, UR placed Jaeger — who was promoted during all of this — on administrative leave in September. Yet many, like Saffran, believe the university did not go far enough.

Thus, in an open letter sent in November to the UR Board of Trustees, Saffran and 400-plus professors from around the world claimed that the university mishandled the sexual harassment complaints filed by both current and former students of Jaeger and fellow faculty members, as well as retaliated against them for doing so.

“We hereby express our profound disappointment with the administration of [UR] in their response to the allegations of misconduct by … Florian Jaeger,” the letter reads. “Instead of protecting individuals who came forward and enforcing the university’s values, the administration sought to diminish the reported events and created a hostile environment for the victims, their advocates, and many other members of the campus community. [UR] has abrogated its ultimate responsibility to protect and advance the interests of its most important constituency — its students — by supporting the predator and intimidating the victims and advocates in this case.”

Authors of the letter went on to say that, under the current circumstances, they “cannot in good conscience encourage [their] students to pursue educational or employment opportunities at [UR].” Since receiving the letter, the board launched an independent investigation into the allegations of harassment by Jaeger and those of cover-up and retaliation by the administration. While its findings — released in mid-January — largely cleared the university of wrongdoing, UR President Joel Seligman resigned in response to the ongoing controversy.

“The letter was a reaction to the lack of action on the part of [the university]. The goal was to make public the private conversations that were going on,” explains Saffran, who attended UR as a graduate student in the ’90s. “We wanted to highlight the importance of creating a safe system so that people who feel like they have
been mistreated can come forward without fear of retribution.”

“Part of why women and others who are harassed don’t want to come forward is they fear they won’t be believed, and they fear they will be retaliated against,” she adds, “and both of those things happened in this case. So because these women were not believed and were treated dismissively, and because they and their advocates were actively retaliated against, it sends all the worst possible messages.”

As in Hollywood, Schuster says the power dynamic in academia makes female students and junior faculty more vulnerable to experiencing sexual harassment. “There is always a power differential, and that power differential [puts] someone at high risk to lose a job, to fail a course, to not get a job, or to not get a letter of recommendation,” she says. “So in making a report, they always do so at a personal risk to themselves, professionally or educationally.”

Saffran agrees, pointing out that in these situations, the faculty “hold all the cards” and have the ability to greatly affect their students’ future professional lives — for better or worse.

“The system needs to be set up in such a way so that the people in power can’t destroy the people over whom they hold power,” she says. “All it would take in the case of academia — this is probably true in other professions as well — is a professor deciding that [someone] is a ‘bad egg’ … and no longer providing [him or her] with resources, with letters of recommendation, with access to whatever their field’s currency is. That would be it; they would be done. And that’s really problematic.”

Some argue that female graduate students are most at risk for experiencing instances of sexual assault and harassment by academic advisers, whom they rely on to gain research experience and get recommendations for jobs. In an ongoing study of approximately 300 such cases by the Utah Law Review, one in 10 female graduate students at major research universities reported being sexually harassed by a faculty member. Beyond the ability to damage individual careers, such incidents collectively have the potential to discourage women from entering and cause others to leave academia.

**Zero Tolerance**

While accusers who come forward years later are often criticized for their delay in doing so, Karin Ranta-Curran, JD, executive director of institutional compliance and equity and Title IX coordinator at Colorado School of Mines, says that this lag in reporting is often due to their struggle to process what they’ve been through. “They may not have the words to describe what they experienced, and certainly after they have time to process what happened and apply labels or names to what they experienced, they often will come in and make their concerns known,” she explains.

With no statute of limitations regarding sexual harassment, speaking up — even years after the fact — is often part of the healing process for victims, who believe that “by telling their story 15 years later, they may make a difference,” says Schuster.

At Colorado School of Mines, Ranta-Curran says the current national conversation on sexual harassment has led to an increased number of students seeking out services and support — which she believes is also due to more comprehensive and effective outreach on the part of her office. Furthermore, Schuster believes that with more women speaking up across industries and sectors and with their allegations being taken seriously, the outpouring of students and faculty coming forward will continue.

“I think they’re coming forward more often because they believe that their institution will do something to address [their complaints],” she says. “I’ve heard [too many] stories over the last decade of individuals who’ve said, ‘I made a report, and nothing happened. I no longer believe in the system,’” she says. “We’ve seen far more situations lately of deans, directors, coaches, and tenured faculty members being terminated from their jobs as opposed to institutions trying to cover up the situation.”

While Ranta-Curran emphasizes that institutions can’t prevent every instance of sexual harassment, what they can do is communicate clearly the university’s expectations and a zero-tolerance approach to this kind of behavior. “I feel strongly that especially for people coming into the organization, whether it’s a new employee or student, making sure that they get that message and those expectations in a variety of different ways, via a variety of different communication methods, is really key,” says Ranta-Curran. “Not everyone is going to respond to an hour-long sexual harassment training in the same way, … so reinforcing those expectations in as many ways as you can is really important.”

While Korman believes there are institutions that are doing a great job to prevent and “adjudicate these cases in a way that’s fair, prompt, and equitable to both parties,” she says that more could be done. Of the most impact is having campus leaders who speak openly about this topic and make clear that such conduct is not acceptable.

Although sexual harassment is an issue that pervades all of society, she says that higher education has the opportunity and ability to drive much-needed change in this area.

“No one institution or one field is immune to this, and so it really is incumbent on all of us to take responsibility for protecting survivors,” says Korman. “Institutions can be part of this moment in time where we start to change the culture, and because of the way they are positioned — they’re working with young people, they have thought leaders, [they are] creating new ideas and new strategies and new leadership — they can be at the forefront of this if they choose to be.”

Alexandra Vollman is the editor of *INSIGHT Into Diversity.*
Walking the walk

JMU’s Furious Flower Poetry Center — the nation’s first academic center for black poetry — was founded by Dr. Joanne Gabbin in 1994 and has celebrated black poets ever since. 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
From Freshmen to Faculty, IU Bloomington Offers a Supportive Home for All

By Mariah Bohanon

At Indiana University (IU) Bloomington, those who call the campus home find a welcoming community and abundant academic, professional, and social supports. By ensuring access and opportunities for disadvantaged students and underrepresented faculty, the university strives to empower individuals to achieve their full potential.

To facilitate this work, in 1999, IU established the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). It focuses on cultivating a diverse, inclusive environment that supports equal access, participation, and representation on all IU campuses.

Groups Scholars Program

Now in its 50th year, the Groups Scholars Program (Groups) at IU Bloomington has helped more than 12,000 Indiana residents overcome academic, economic, and social barriers that can prevent many students from succeeding in higher education.

Established in 1968 to address the lack of diversity among IU Bloomington’s student body, Groups now uses a statewide referral system to achieve its goal of attracting more first-generation underrepresented students to campus. Guidance counselors, teachers, and community leaders — known as Groups recommenders — identify high school seniors who have demonstrated resilience and determination in the face of hardships. Only those who meet certain income requirements, are Indiana residents, and have been identified by an official recommender can apply. This type of admissions structure has helped the program create a membership that is reflective of the state’s overall diversity, says Groups Director Mary Stephenson; participants are from urban and rural communities, multiple ethnic and racial groups, and varying academic backgrounds.

“We are primarily a need-based program, so while we look at grades, SAT scores, and community involvement, we also look for students who are going to persist...
despite obstacles,” Stephenson explains. To be considered, applicants must submit an essay detailing how they have overcome adversity. In addition to playing a role in the application process, the essays help Groups advisers understand potential scholars’ unique experiences — such as losing a family member, being the only person of color in their high school, or having immigrated to the U.S.

“College is already daunting, so we want to help those students who … may struggle with completing a degree because of other [life] circumstances,” says Stephenson. This support also includes financial assistance in the form of a four-year renewable scholarship as well as access to specially designed academic and personal support services for the duration of a student’s undergraduate career.

The 350 to 400 students accepted into Groups each year are introduced to college life through the six-week Summer Experience Program (SEP), during which they live on campus and complete a rigorous academic boot camp that includes lectures and introductory multidisciplinary coursework. Participants also learn about the many resources available through the Groups office, such as tutoring, counseling, and career preparation.

During SEP, students meet for the first time with their assigned Groups academic adviser, who assists them with tasks like enrolling in classes while also carefully tracking their progress. If a student’s grades slip or he or she misses multiple classes, an adviser intervenes by meeting with him or her to discuss why the student is struggling and how the program can help.

Stephenson says that Groups staff are experienced in helping participants overcome family and financial issues as well as other stressors that can impede their college completion. “Most of our students do really great, but there are always those who struggle, and we make it a priority to work closely with them,” she explains. “We can help with academics, but we know that often it’s not just about studying.”

In recent years, Groups has expanded to add in-house counseling services supported through a partnership with Counseling and Psychological Services. Additionally, peer advisers and Groups Ambassadors provide further support. The Groups Ambassadors Program was created at the suggestion of upperclassmen who wanted to give back to young scholars, Stephenson says. “We are a very supportive group because everyone knows what it’s like to face obstacles to success,” she says. “Seeing our students help each other to stay in school and reach graduation is proof of that.”

A recent report provides evidence of the program’s success: First-year retention rates for Groups participants was 93 percent in fall 2015 and 92 percent in fall 2016 — higher than IU Bloomington’s overall rate of 91 percent for both years. Such an accomplishment is impressive for underrepresented students — especially those who have faced added hardships — but is one that Stephenson says demonstrates the Groups’ spirit of resiliency.
Overseas Studies and Scholarship Program

As a national leader in study abroad, IU Bloomington works to ensure that international learning experiences are available to and can be accessed by all. Launched in 2013, the Overseas Studies and Scholarship Program (OSSP) provides funded study abroad opportunities for underrepresented, first-generation, and low-income students — those who are often the least likely to participate in such experiences, says OSSP Director Ochmaa Escue.

“Part of our bicentennial strategic plan was to make IU a global university, and our commitment to diversify study abroad participation is part of that,” Escue explains. “We do this by increasing the number of study abroad scholarships available and by [creating] new program opportunities, especially for students with high financial need and from minority backgrounds.”

To qualify for this financial assistance, students must be enrolled in one of the other academic support programs administered by OVPDEMA, each of which focuses on a specific population. Groups participants, for instance, are eligible to apply, as are individuals enrolled in the 21st Century Scholars Program for low-income Indiana students and the Hudson and Holland Scholarship Program for those who are both high-achieving and underrepresented.

While OSSP scholarships are highly competitive, Escue says her office prioritizes students who have limited experience traveling abroad and who have received little to no financial assistance from other sources — such as scholarships from the study abroad office or outside organizations. Approximately 80 to 90 individuals receive awards ranging from $250 to $4,000 each year.

Through the OVPDEMA Embrace Diversity Share Cultures Study Abroad Fair, OSSP also helps IU students connect with overseas and international program resources, explore a wide range of travel opportunities, and attend panel sessions to learn about different aspects of study abroad from fellow students and IU faculty. In addition, in collaboration with the Council on International Education Exchange, OSSP has hosted a Passport Caravan event designed to expose more first-generation, minority, and low-income students to international experiences; more than 280 IU Bloomington students were able to obtain a passport at the event at no cost.

Escue’s office also partners with faculty members from across the university to develop and teach custom study abroad programs focused on issues related to social justice, diversity, and equality. OSSP typically offers two custom study abroad courses a year, which each accept up to 18 students. While these are interdisciplinary in nature, they tend to focus on a topic such as racial identity or preserving cultural heritage — subjects that Escue says may be especially poignant for disadvantaged and minority students.

“The selection process is competitive because we make sure the programs are very affordable by providing automatic scholarships that cover most of the costs,” she explains. “We also keep the classes small to have a high teacher-to-student ratio, because many of [the students] have never been to another country ... before, and it can be intimidating.”

Support for Underrepresented Faculty

IU Bloomington is dedicated to creating opportunities for groups that have been historically excluded from academia. Deans, department chairs, and faculty members across campus have partnered with OVPDEMA to implement the “vigorous, intentional” methods necessary to increase the recruitment and retention of these individuals, says John Nieto-Phillips,
PhD, associate vice president of OVPDEMA and vice provost for diversity and inclusion.

Rather than simply issuing broad suggestions or requirements for increasing the recruitment, retention, and promotion of faculty members from underrepresented populations, OVPDEMA personally assists academic units in these areas. “We work very closely with our deans and department chairs because we know creating a supportive environment really begins at the departmental and school levels,” Nieto-Phillips says. Overseeing these efforts are Dionne Danns, PhD, associate vice provost for institutional diversity, and Stephanie Li, PhD, associate vice provost for faculty development and diversity.

Danns’ role is to work with individual IU Bloomington schools and colleges to craft unique diversity plans that “require them to think deeply about what diversity means to their larger mission,” says Nieto-Phillips. Danns assists the deans and faculty of each college with setting goals — specifically those related to increasing the number of underrepresented faculty members — and then helps them develop and implement strategies to achieve these. The result is a kind of “road map” that provides measurable steps for schools and departments, Nieto-Phillips says. The plans also foster ongoing collaboration between individual departments and OVPDEMA, as they must be reviewed and updated annually.

In her role, Li works with department officials and hiring committees to facilitate the recruitment of underrepresented faculty. Every fall, OVPDEMA hosts campus-wide workshops to educate hiring committees about issues such as diversifying the applicant pool and overcoming implicit bias in the interview process. But the training doesn’t stop there.

Li also works individually with departments to develop additional strategies for ensuring the inclusion of current and prospective underrepresented faculty. These include meeting directly with job applicants to introduce them to resources on campus and in the community that relate to their personal interests and identities, explains Nieto-Phillips. “One thing [OVPDEMA] really wants to do for diverse faculty is get them engaged in the community,” he says.

Personally, he says that being able to connect with others who share a similar background and interests — via the campus’s La Casa Latino Cultural Center — was essential to his own transition to IU Bloomington.

“It’s important that all faculty members feel a sense of belonging and inclusion, so we want them to be aware that there are resources, cultural centers, and service opportunities that can connect them to communities and causes that matter to them,” Nieto-Phillips says.

OVPDEMA’s efforts appear to be having a significant impact. In fall 2016, 13 percent of IU Bloomington’s newly hired tenure-track faculty were members of underrepresented populations. That same year, the university made it a requirement for all academic hiring committees to attend OVPDEMA’s hiring workshop. By fall 2017, the number of underrepresented tenure-track faculty had increased to 23 percent — growth that Nieto-Phillips says represents hiring committees’ diligence in applying the workshop’s teachings.

By focusing its efforts on students and faculty alike, IU Bloomington has created a campus community where all individuals, particularly those who may otherwise be disadvantaged or excluded in higher education, are empowered and poised for success.

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity. Indiana University Bloomington is a 2015-2017 HEED Award recipient and a 2017 Diversity Champion.
Taking Liberties

The Need for First Amendment Education in the New Age of Student Censorship

By Alexandra Vollman

The impact of increasing political polarization in the U.S. is nowhere more prevalent than on college campuses, where students are feeling more and more empowered to make their own voices heard and silence those with whom they disagree. Yet as vital as the former is to a democratic society, the latter could have deleterious and long-term effects.

“I think the country is incredibly divided, and in the face of such stark balkanization, people feel desperate on both sides. They feel disempowered or alienated from their elected leadership, they feel as though the political debate has spiraled out of control, and they feel threatened personally, financially, and ideologically,” says Will Creeley, JD, senior vice president of legal and public advocacy for the Foundation for Individual Rights in Education (FIRE). “When people feel as though their backs are against the wall, they will lose patience with the idea of reasoned argument or the demands of a democratic society on both sides.”

Indicating more than a lack of patience, recently released data reveal a general shortage of knowledge regarding the First Amendment and its protections among college students. The results of a 2017 Brookings Institution survey of 1,500 undergraduates at U.S. four-year colleges and universities demonstrate a significant lack of understanding among this population when it comes to the basic tenets of free speech.

Led by John Villasenor, PhD, a nonresident senior fellow at the Brookings Institution, the survey was disaggregated by political affiliation, type of institution (public and private), and gender. Responses present a picture of a college population in which the majority of students believe that hate speech is not protected by the First Amendment, that it is acceptable to disrupt an offensive campus speaker by shouting over him or her, and that it is important for colleges to foster an environment where hurtful speech is prohibited.

Not surprisingly, survey responses varied significantly based on political affiliation. For example, 53 percent of Republicans and 55 percent of Independents said they believe it is better for colleges to create an open environment where students are exposed to all types of speech — including that which may be offensive or biased against certain groups — than to shield students from such viewpoints. Only 39 percent of Democrats felt the same way.

For Villasenor, these findings reveal the need for more dedicated training. “We should do a better job of educating students regarding the First Amendment specifically and constitutional principles more generally, and that should occur not only in college but also in pre-college education,” he says.

“I'm a big believer in the value of the marketplace of ideas,” Villasenor adds. “Campuses should be places where [you can be] exposed to a diverse range of ideas, subject those to debate and analysis, and through that process, be in a better position to form, adapt, and articulate your own views.”

However, people from marginalized groups and identities — those who Creeley says stand to benefit the most from First Amendment protections — are often exceptionally cautious of its application. “One reason why folks are skeptical of the First Amendment is that they feel it doesn’t apply to them,” he says. “So when they hear the argument … [that it] protects all of us, they don’t believe it; their experience is that it protects some of us more than others.”

At an event at the College of William & Mary (W&M) in September, for instance, students affiliated with the Black Lives Matter movement protested a speech by Executive Director of the Virginia chapter of the American Civil Liberties Union (ACLU) Claire Guthrie Gastañaga; the ACLU, they claimed, hides behind “the rhetoric of the First Amendment” to defend white supremacists. Chanting phrases such as “ACLU, free speech for who?” and “Your free speech hides beneath white sheets,” students effectively shut down Gastañaga’s talk.

Although W&M President Taylor Reveley published a statement on the college’s website denouncing the students’ actions and reaffirming the university’s commitment to free expression, Gastañaga said the incident is representative of a “national trend that is challenging campus leaders across the country.”

“The urge to censor is a very old human desire,” Creeley explains, “and when someone is saying something to you that you hate, it is understandable that you would want them to stop.” But, he notes, the First Amendment...
serves a vital purpose when it comes to ensuring other civil liberties and achieving social change.

“People have to recognize their friends where they are, and a group like Black Lives Matter has no better friend than the First Amendment. [It] is a guarantor of other rights. It guarantees their right to speak out against systemic racism or historical inequities or police brutality; it protects their right to protest in Ferguson, in Baltimore, in New York, in Minnesota, wherever police abuse is occurring; it protects our right to flood the airports to protest President Donald Trump’s travel ban,” says Creeley. “The law, if vigorously pursued, will protect us all.”

Improving Civic Education

While incidents such as the one at W&M further illustrate the need for more education around freedom of speech, Creeley says that the timing of such training can play a role in its effectiveness. “[There’s] the old adage of an ounce of prevention possibly being worth a pound of cure,” he says. “When a white supremacist is coming to campus and people like myself are saying, ‘The best thing to do is not to censor this person, … but instead, let them say their peace and learn how to combat their arguments via reason, or simply just ignore them’ — that’s a harder message in the heat of the moment than it would have been prior, when we can discuss the foundational value of the First Amendment and set forth the reasons why we protect the thought we hate.”

Yet such preemptive efforts are not always possible, nor do they always make an impact or reach all members of the campus community — as was the case at W&M. According to Suzanne Seurattan, director of news and media at W&M, the college made a point to regularly engage students in thinking critically about the First Amendment. “Even before Sept. 27, we looked for opportunities to educate and raise awareness among our students about the importance of free speech, thoughtful dialogue, communicating civilly, and remaining open to listening to someone else’s thoughts or ideas even if you disagree with them,” explains Seurattan.

Many seem to agree that some form of education — regardless of whether or not it is in response to a campus incident — is better than none.

At the University of California, Santa Cruz (UCSC), faculty and administrators sought to improve the campus community’s knowledge of freedom of speech via a November workshop that provided a historical, philosophical, and legal overview of the First Amendment. For the keynote speaker Elizabeth Beaumont, PhD, associate professor of politics and director of legal studies at UCSC, one of the key objectives of this programming was to address the intersection of free speech and diversity. “My goal was to talk about the need for free speech and the importance of [it] for all of us, including and sometimes especially for people in groups that have lacked power or groups that have faced exclusion or oppression,” says Beaumont. “I was really concerned about the binary framing that seems to have come out recently that either you are for free speech or against it, and that if you’re a champion of free speech, then you are someone who doesn’t respect diversity, equality, and inclusion, and vice versa. So I really wanted to point out how that binary is very problematic, especially on college campuses, where both [principles] are really crucial.”

Attended by more than 100 members of the UCSC community, the Understanding the First Amendment workshop provided a space for not just undergraduates to learn about and discuss First Amendment protections, but also faculty, staff, and graduate students. “[This] isn’t just on students,” says Teresa Maria Linda Scholz, PhD, campus diversity officer for staff and students. “It’s on all of us as a campus community to understand not just the First Amendment, but some of the issues that this brings up for our campus community as well — as it relates to hate speech, but [also] diversity and viewpoint.”

Beaumont agrees, adding that university administrators and the campus as a whole also have a responsibility to “speak to the values of the university” when issues arise. “I think just telling people that we need to respect free speech rights is not nearly enough, especially the people who are most likely to feel that free speech is being used to denigrate, insult, or offend them — to tell them that the answer to free speech is more speech is not sufficient,” she explains. “There needs to be a sense of a shared responsibility for how we respond when we see speech being used in ways that we think is problematic.”

At UCSC’s workshop in November and a subsequent one in January — where attendees were assigned seats to facilitate authentic roundtable discussions — Beaumont offered examples of creative and effective ways in which individuals at other institutions have confronted offensive
A public university invites a very controversial speaker to an on-campus event. The speaker is known for making offensive and hurtful statements. A student group opposed to the speaker disrupts the speech by loudly and repeatedly shouting so that the audience cannot hear the speaker.

**Do you agree or disagree that the student group’s actions are acceptable?**

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<td>ALL 51</td>
<td>DEM 62</td>
<td>90</td>
</tr>
<tr>
<td>Disagree</td>
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<td>DEM 38</td>
<td>57</td>
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**If you had to choose one of the options below, which do you think is more important for colleges to do?**

**Option 1:** Create a positive learning environment for all students by prohibiting certain speech or expression of viewpoints that are offensive or biased against certain groups of people.

**Option 2:** Create an open learning environment where students are exposed to all types of speech and viewpoints, even if it means allowing speech that is offensive or biased against certain groups of people.

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speakers rather than shutting them down. Participants then had to react to these situations and, at the end, present a report to the entire group.

“The ultimate goal was to have a campus conversation in a productive way about the First Amendment without accusation or blame,” says Scholz. “[We wanted participants to be aware of] some of the challenges that staff, faculty, students, and administrators face with understanding not just the First Amendment, but also how to respond when … hate speech is sprawled across campus — because we are all in this together.”

**Valuing Free Speech**

Although he is always aware of the fact that First Amendment protections look different based on who you are, Creeley says that silencing speakers doesn’t actually alter their convictions or address the issue. Thus, he is concerned about the recent trend on U.S. college campuses toward students demanding that certain viewpoints not be allowed to be heard.

“It may signal that they have given up in some way on the power of their own argument and are now choosing to resort to censorship,” Creeley says. “What I try and remind students of … is that censorship may work in the finite space of a university campus, but in the larger world, where you will find many folks who disagree with you, it may not be the panacea that you thought; you may find yourself being censored. It is not out of the question, for example, to imagine the president of the United States declaring Black Lives Matter a domestic terrorist group.”

What is more difficult but important to understand, he says, is “why censorship is ineffective, counterproductive, and ultimately a threat to one’s own speech.” This idea is particularly critical for colleges to teach and students to understand as they graduate and move into leadership positions.

“I think that if we don’t prioritize civic education and the importance of exercising our rights, they will be all the more easily taken away,” says Creeley, “and there will be an increased retreat into spheres or circles where we only talk to people who agree with us.”

UCSC is attempting to prevent such a crisis from occurring. In addition to holding a second iteration of the Understanding the First Amendment workshop, the university hosted a similar training for resident assistants as well as an event with staff, led by Scholz, about communicating across difference. It is Creeley’s hope that more and more colleges and universities, seeing both the immediate and long-term value in improving students’ — and the rest of a campus community’s — understanding of the First Amendment, will begin offering this type of education.

“It is important for schools to teach students that part of the learning experience is encountering ideas that you disagree with and that you [don’t] have to walk away agreeing with somebody,” says Creeley, “but that you are capable of growth by encountering ideas that you don’t like, that being offended is often part of the process of education.”
All of the academic support programs within the purview of Indiana University’s Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) put a tremendous emphasis on the retention and graduation of students. But one in particular, the Hudson & Holland Scholars Program—named after late IU professors Herman C. Hudson and James P. Holland, IU’s largest merit-based scholarship and support program targets high-achieving underrepresented minority students—is using a new approach to advance student persistence.

The Hudson & Holland Scholars Program, located on the IU Bloomington campus, has experienced 100 percent growth over the last five years, increasing the program’s population to 1,816 students as of the 2017-18 academic year. However, even with that surge in students, the program has actually found a way to increase its retention and graduation rates—94.6 percent of first-year students were retained for their second year, and 72.1 percent of students graduated in four years, both of which are above IU Bloomington’s overall rates.

The program’s success has much to do with the combination of holistic methods and data-driven practices that have helped Hudson & Holland staff ensure students are supported in and out of the classroom. For example, all Hudson & Holland Scholars are required to meet Leadership, Engagement, Academics, and Diversity (L.E.A.D.) requirements.

“As the program got larger and larger, we wanted to make sure that the efficacy of the program stayed intact. It was important to make sure that we didn’t have our retention and graduation rates drop as a result,” explained Marsha McGriff, the program’s director. “I really believe these students need everything available to them in order to succeed. We’re really trying to be as strategic as possible to create the environment where they will thrive.

“The L.E.A.D. requirements are really where the magic is for us. Having those intentional, strategic contact points in the first year of a student’s enrollment at IU, between the advisor and the student, along with the Wellness and Retention programming, makes for a successful recipe. In addition, our dedicated staff ensure students are encouraged and supported throughout their IU experience,” continued McGriff, who’s been at the helm of the Hudson & Holland Scholars Program since the summer of 2012.

“Data tell us that students drop out after the first year, typically, and there’s some reasons they do that, whether it’s money, grades, they’re not fitting in, those kinds of things. So, we try to head those things off very quickly, within that first year, to assess where the student is.”

Hudson & Holland’s Wellness and Retention programming, a partnership with the IU Bloomington School of Public Health and IU’s Counseling and Psychological Services (CAPS), prioritizes the non-cognitive needs of students. Using the wellness model of Dr. Bill Hettler, a public-health theorist, Hudson & Holland advisors make themselves available to students to discuss anything from their struggles in the classroom to personal issues, and with a CAPS intern working in the program’s offices—a centrally located area on campus where many of the students come to study, socialize with other scholars, or grab a bite to eat—they can also receive clinical support, if necessary.

In addition to addressing students’ needs outside of the classroom, the Hudson & Holland Scholars Program has started using predictive analytics to determine the probability of success for students, then put plans in place to alleviate any potential obstacles—in some cases, even before they arrive on the Bloomington campus.

Take last year’s incoming cohort of Hudson & Holland Scholars. A handful of students had taken courses for college credit at IU regional campuses, but received less than a “B” grade, giving them a less-than-ideal grade-point average prior to taking their first class as IU Bloomington students. McGiff dispatched her Wellness and Retention team—led by Precious Majors, Hudson & Holland’s Wellness and Retention specialist—to work with those students immediately, making sure their post-secondary academic careers started off on the right track.

Another example of how predictive analytics is paying off for Hudson & Holland is through Miriam “Mimi” Attenoukon’s work with the program’s STEM majors. Attenoukon, who has a Ph.D. in geology and has studied plate tectonics, analyzes data such as the math scores on placement tests and grades in entry-level math courses to evaluate whether students who plan to major in STEM fields need further academic support. Based on the situation, Attenoukon advises students, hosts workshops with IU schools that have STEM-adjacent majors, or otherwise exposes them to other STEM-related careers in order to make them aware of the different options they have professionally.

These practices, along with gathering student feedback through the Hudson & Holland Student Satisfaction Survey, a town hall, focus groups, a junior-year survey, and an exit survey for graduating seniors, the Hudson & Holland Scholars Program is constantly seeking the best ways to stay ahead of the curve when it comes to improving student success.

“We assess every single program to see if it is necessary, if it works, and if it is meeting our needs. It’s not a perfect system, but it enables us to at least head off issues. I think that’s one of the reasons why, despite 100 percent growth, our retention and graduation rates have gone up proportionally,” said McGriff.

“I am delighted by the success of this program,” said John Nieto-Phillips, Vice Provost for Diversity and Inclusion, Associate Vice President for OVPDEMA. “For three decades, Hudson & Holland has done a tremendous job in advancing recruitment, retention, and academic success of underrepresented students at IU Bloomington.”
Beginning in the early 1980s, as U.S. college enrollment became increasingly diverse, a series of new and independent Greek fraternal organizations began to pop up on campuses across the country. Following the example of the many prominent African American fraternities and sororities founded in the first half of the 20th century, these organizations were created by minority students — primarily those of Asian, Latino, and mixed ethnic descent — who sought to make Greek life more inclusive.
Today, these organizations provide strong on-campus support systems and foster cultural pride for thousands of students as well as continue to inspire other underrepresented groups to “go Greek” on their own terms.

Maria Diaz, president of the National Association of Latino Fraternal Organizations (NALFO), believes the greatest benefit of joining an ethnically based fraternity or sorority — aside from forming lifelong friendships — is the opportunity to connect to one’s roots, even while attending a predominantly white institution. Through her own personal experience as an undergraduate, Diaz says she was introduced to many aspects of Latino culture for the first time through cultural awareness events, such as cooking classes and traditional dances, hosted by her sorority. Additionally, learning about the Latino subcultures of her sorority sisters inspired her to research and take pride in her own Dominican heritage.

“Learning more about Latino culture prompted me to want to know more about where my family came from,” says Diaz, adding that many students report gaining confidence in their ethnic and personal identities after joining a NALFO organization. “I realized that knowing where you come from helps a lot with figuring out who you are and where you want to go, which is really important for students at that age.”

For those already familiar with their cultural background or who come from communities where everyone shares their ethnicity, these types of Greek organizations can “provide a safe space where [they] are free to be themselves and celebrate their culture and heritage,” says Vigor Lam, vice chair of the National Asian Pacific Islander Desi American Panhellenic Association (NAPA).

NAPA’s fraternities and sororities encompass a wide range of ethnicities and interests — from Delta Kappa Delta, an Asian-interest service sorority, to Delta Sigma Iota, a fraternity for South Asian men who seek to live by the teachings of Mahatma Gandhi. While each organization has its own unique membership focus and values, they all share the common goal to advocate for the inclusion, representation, and rights of Asian Americans on college campuses and in the broader community. This overarching mission dates back to the 1929 founding of Pi Alpha Phi (PAP) — the only NAPA organization created before 1981 — when Asian Americans were barred from joining traditionally white Greek organizations.

Today, PAP and NAPA’s 17 other member organizations focus primarily on advocating for Asian Americans’ civic engagement and building awareness of the many different ethnicities and subcultures represented by its members.

Around the same time that Latino and Asian organizations began growing in popularity, students who identified as multi-ethnic began creating their own Greek organizations. “There was a very traditional setup in terms of Greek life, and there was nothing that fit a lot of newer generations,” explains Victoria Valdez, president of the National Multicultural Greek Council (NMGC). “There was no one place for all these different cultures and people of different backgrounds to unite and have a common bond.”

Known simply as multicultural fraternities and sororities, these organizations quickly attracted students of all sociocultural identities who
wanted to experience Greek life in an environment that was diverse and inclusive. “We never turn away someone from a particular race, creed, ethnicity, or economic background because having a diverse membership is what allows us to learn from each other,” Valdez explains. “We’re not looking for a certain type [of person]; we’re looking for people for whom the mission of the organization they’re joining is dear to their heart.”

In addition to learning about and celebrating each other’s cultures, members of NMGC organizations tend to place a high value on advocacy and social justice. While all NMGC fraternities and sororities — like most other Greek organizations — support distinct philanthropic causes, they also teach members to advocate for diversity and inclusion on a broader scale and often host events on their campuses that highlight commonalities between different ethnic groups in order to promote unity and understanding. NMGC also expects members to be active in their local communities by participating in events like Martin Luther King Day parades, cultural festivals and celebrations, and meetings or rallies focused on social justice issues.

At the national level, NMGC advocates for causes such as protecting the rights of individuals in the Deferred Action for Childhood Arrivals (DACA) program and raising awareness of the dangers of hazing on college campuses. Its fraternities and sororities have held discussions and workshops during their conferences — which each organization hosts annually — that teach members how to campaign against hazing and handle such incidents if they occur. Valdez says this is one of NMGC’s top priorities, as some local chapters have been forced to cease all operations due to campus-wide bans on Greek life events following occurrences of alcohol and drug use and abuse as well as hazing deaths at other fraternities and sororities.

“Even though [hazing] hasn’t happened under our council, we should still use this opportunity to learn from these incidents and educate others about them,” explains Valdez.

She notes that the ongoing backlash against campus Greek organizations due to several highly publicized hazing deaths in recent years has affected NMGC organizations “because most people don’t know how Greek life is separated within different councils,” she says. “They think all fraternities and sororities are the same.”

Diaz agrees that much of the recent press coverage and campus sanctions fail to distinguish Greek organizations as separate entities ruled by individual councils. She believes that because of current negative opinions about Greek life, multicultural fraternities and sororities must work to raise awareness of their value to underrepresented students and to higher education overall.

“This is an opportunity for our organizations to show how we benefit students and that there’s great worth in having groups like ours on campus,” says Diaz.
In recent years, Muslim students have also been inspired to form their own Greek organizations. In 2013, a group of young men at the University of Texas at Dallas (UT Dallas) created the country’s first Islamic fraternity, Alpha Lambda Mu (ALM). A year later, their female classmates followed suit by forming the club Muslims for Change, which in 2016 was officially designated as a sorority under the name Mu Delta Alpha (MDA).

“At the beginning of the semester, when all the campus groups would come out to showcase what they do and recruit new members, there were no Muslim women represented,” says Samira Maddox, MDA founder and national president. “We had the Muslim Student Association, but we wanted to have something with a professional aspect, where we could form a history and leave a legacy for others.”

In fall 2016, MDA welcomed its first cohort of pledges at UT Dallas, and by 2017, it had launched a Beta chapter at the University of Texas at Austin (UT Austin).

The sorority has already attracted much attention, both locally and nationally. “With all of the negative news about Muslims and immigrants, I think people view us as a feel-good news story,” says Maddox. “Our members get very excited when they see MDA in the news because it’s like people finally want to listen to what we as Muslim women are saying.”

Other students at institutions across the country have contacted MDA about starting chapters on their own campuses, but for the time being, the group is focused on building its base at UT Dallas and UT Austin. This effort includes establishing programs and traditions to aid the social and professional development of its members, explains Hira Ali, vice president and pledge program chair. For example, both MDA chapters host “Sisterhood Saturdays” for members to have open but confidential discussions about issues affecting Muslim women that may be taboo or too personal to discuss in an open forum.

Programs and events such as this represent the ways in which multicultural fraternities and sororities provide unique, culturally centric support for underrepresented students. As the diversity of U.S. college enrollment grows, these organizations are positioned to not only continue to connect their members to supportive communities, but also advance awareness and acceptance of different cultural groups on campuses across the country.

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
The fields of public administration and public policy have experienced consistent growth in recent years. Continuous demand for specialized knowledge in these areas, in addition to the large number of individuals aging out of the workforce, is expected to lead to job growth for both disciplines in the public, private, and nonprofit sectors.

### A National Education

Number of U.S. schools of public policy, affairs, and administration nationwide that are accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

### Public Administration vs. Public Policy: What’s the Difference?

Public administration and public policy are closely related areas of study that often share the same introductory coursework and have similar degree requirements — with students usually needing to select a specific area of concentration or a specialty. However, there are key differences between the two disciplines.

### Areas of Study

**Public Administration** degrees prepare students for careers focused on the creation and management of public policies and programs.

**Coursework** often focuses on budgeting and finance, ethics, political processes, and more.

**Specialty Areas** may include government administration, nonprofit management, or urban affairs.

**Public Policy Degrees** prepare students for analytical and research-based careers focused on the evaluation and development of public policies and programs.

**Coursework** often focuses on data analysis, economics, quantitative methods, and more.

**Specialty Areas** may include economic development, public finance, or urban policy.

### The Most Common Specializations Are:

- **Nonprofit Management** offered at 59% of schools
- **General/Public Management** offered at 52% of schools

### Starting Salaries

Salaries for employees with degrees in public administration and public policy vary greatly depending on job sector and location. These are a sampling of annual salary ranges for common entry-level positions:

- **Government Analyst** (state or local government) $26,000-$45,000
- **Statistician** (government or nonprofit) $46,000-$65,000
- **Program Coordinator** (nonprofit) $30,000-$48,000
- **Marketing or Public Affairs Specialist** (any sector) $66,000-$85,000
- **Policy Analyst** (government or nonprofit) $40,000-$68,000
- **City Manager or Chief Administrative Officer** (government) $101,000-$108,000
- **Research Associate** (any sector) $45,000-$60,000
**A GROWING NUMBER OF GRADUATES**

**PUBLIC ADMINISTRATION**
- 2001-2002: 2,318 bachelor’s degrees, 7,411 master’s degrees
- 2014-2015: 3,304 bachelor’s degrees, 12,813 master’s degrees

**PUBLIC POLICY**
- 2001-2002: 704 bachelor’s degrees, 988 master’s degrees
- 2014-2015: 1,462 bachelor’s degrees, 2,791 master’s degrees

**TOP INSTITUTIONS**
- Indiana University Bloomington, Columbia University in the City of New York, and Harvard University awarded the most degrees in public administration in 2015.
- Duke University, the University of Chicago, and Princeton University awarded the most degrees in general public policy analysis in 2015.

**TEACHING SALARIES**
Average teaching salaries vary by academic rank and student enrollment. Assistant professors in schools of public administration and policy with less than 175 students make $70,660 on average. Full professors in schools with 176 students or more earn an average salary of $136,370.

**CONCENTRATED EMPLOYMENT**
Most public policy and public administration graduates pursue careers in public — also known as governmental — service. Of the 9,000-plus students who earned a master’s in public administration (MPA) or public policy (MPP) in 2015-2016, nearly 45% were employed in a governmental position within six months after graduation.

**EMPLOYMENT BY SECTOR***
- **Government:**
  - City/County: 20%
  - State/Regional: 13%
  - National/Central: 9%
  - Foreign: 3%
- **Nonprofit:** 23%
- **Private:** 20%

*For students graduating with an MPA or MPP in 2015-2016; 3% chose to pursue military service, 4% chose to pursue further education, and 5% were unemployed.

**DIVERSE REPRESENTATION**
International students represent an average of 11% of total enrollment in NASPAA accredited programs.

As MPA and MPP programs continue to grow, so does the diversity of their enrollment. In 2015-2016, non-white students made up an average of 36% of MPA and MPP students — up from 31% in 2013-2014.

**Degrees awarded by race and ethnicity in 2015:**

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<td>Asian</td>
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<tr>
<td>Native American</td>
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<td>Pacific Islander</td>
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<tr>
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Sources: American Society for Public Administration; Data USA; Journal of Public Affairs Education; Network of Schools of Public Policy, Affairs, and Administration; publicservicecareers.org

In 2015-2016, women outnumbered men in approximately 80% of public administration and public policy programs nationwide. The average program was 59% female. As in many industries, however, a persistent gender pay gap exists. Male graduates who work in local government, for example, earn roughly $56,000 annually. For women, this figure is $47,000.
Advocates Focus on Inclusion to Improve Public Policy Affecting Individuals with Disabilities

By Lindsay Jones

A
lthough the inclusion of people with disabilities in U.S. public policy may be fractured at best, many institutions around the country are trying to change that situation. Whether it is through forming public-private partnerships, connecting research with resources, or helping the mobility-impaired participate in public policy through remote viewing or cyberlearning, some schools of public policy and administration are working to turn the tide.

Disability Advocacy

When Erica McFadden was born, doctors didn’t think she would ever be able to walk. However, with time and hard work, she not only has been able to accomplish that goal, but has become a leader in disability public policy. McFadden, PhD, executive director of the Arizona Developmental Disabilities Planning Council and former senior policy analyst at the Morrison Institute for Public Policy at Arizona State University (ASU), has cerebral palsy. Because of her condition, she walks with a limp and can’t use her right arm. As a child, McFadden was in and out of surgeries to address a growth issue in her leg and was unable to do many of the same physical activities as her peers. Consequently, she says she lost out on many opportunities to socialize and build confidence.

A turning point occurred, however, when a friend offered McFadden a job at a restaurant during high school. That opportunity marked the first time anyone believed in her or gave her a chance to prove herself in the mainstream workforce. “From then on, I decided I was going to fight for people with disabilities and to look at how we [as a society] can do more to make things inclusive,” she says.

After college, McFadden worked in the nonprofit sector but became frustrated by the limited resources available to help people with disabilities, not to mention the sheer number of affected individuals. In Arizona, one in three — or 2.2 million people — are directly affected by a disability, mirroring the national average. That statistic cuts across many societal issues, including foster care, incarceration, poverty, joblessness, and more.

“The list goes on as to how disability affects every major policy issue we’re facing,” explains McFadden.

She says it is also difficult to obtain funding for initiatives or track outcomes because “disability” is not classified as it should be. “People don’t see disability as a demographic,” she says. “When people say inclusion, [most] think that [means] race, ethnicity, or gender.” That may be one reason it’s rare to see someone who is deaf or visually impaired serving on a public body. These entities often don’t know how to accommodate members with physical or cognitive limitations — and usually don’t even try, McFadden says. This situation can make people who are already marginalized feel even less able to participate in public policymaking.

“I really feel it’s important that you have representatives as your political leaders who look like you, whom you feel you can talk to, and who have your best interests at heart,” she says.

Facilitating the involvement of persons with disabilities in discussions about policies that will affect them is key to ensuring services that will truly meet their needs. But as Monika Mitra, PhD, an associate professor in the Heller School for Social Policy and Management at Brandeis University, knows, such inclusion is not always the case.

As interim director of the university’s Lurie Institute for Disability Policy, Mitra specializes in research to help improve the lives of people with disabilities.

She says that approximately 52 million Americans have some kind of disability. Not only are these individuals vastly underrepresented in a variety of fields, but they also face many challenges in daily life.

“There’s a wide spectrum of barriers that keep people with disabilities from being employed,” Mitra explains,
Improving Inclusion for Better Policies

A prominent slogan in the disability realm is “nothing about us without us.” This phrase is also a fixture at the Institute on Disability and Public Policy (IDPP) at American University (AU) in Washington, D.C.

“It means, essentially, that there should be no discussions about public policy and access without persons with disabilities involved,” says Derrick L. Cogburn, PhD, executive director of IDPP and an associate professor of international communication and development at AU.

“This is because the insights that come from the lived experiences of persons with disabilities can make policies, procedures, and accommodations better.”

AU and IDPP work to increase the participation of these individuals in policymaking in several ways.

Around 2009, Cogburn was part of an effort to launch AU’s first virtual master’s degree for disability and public policy — which also happened to be the school’s first fully online master’s degree program. The effort grew out of the university’s longstanding initiatives in Southeast Asia, where a large number of citizens have disabilities resulting from war and natural disasters.

With support from the Nippon Foundation, AU was able to recruit its first cohort of students who were blind or visually impaired, deaf or hard of hearing, or mobility impaired. The next five years were spent building a network of partner universities in that region of the world. Once those institutions were able to take greater ownership of the recruitment process, Cogburn and others were able to turn their attention to more local matters.

One of them is AU’s 2030 program, a strategic-planning initiative that attempts to anticipate critical needs on campus before they arise. Of the 40 proposals submitted to the provost’s office three years ago, the one from Cogburn’s department was selected first. It focuses on increasing opportunities for cyberlearning and capacity-building around disability issues and governance campus-wide.

“This allows us to develop programs throughout all the schools and colleges here at AU, working with faculty members across the campus,” Cogburn says. “We have a faculty advisory board that really reflects the richness of our approach to this area on campus, but [we also work] with students.”

Cogburn’s project places a particular emphasis on helping people with disabilities participate in United Nations’ and other international meetings. This past summer, a group of individuals with disabilities from partner organizations in Washington, D.C., Bangladesh, Brussels, and Fiji were invited to participate in a U.N. conference in Mexico City via internet-enabled robots. The bots stand about 6 feet tall and have 360-degree, wide-angle lenses with screens that show the faces of participants; they were able to roam around the conference and allowed users to see and do all the same things as actual attendees, including having a presence at dinners and other networking functions as well as being part of panel discussions on international policy issues.

Additionally, the robots were outfitted with T-shirts identifying where their operators live and work. “With the shirt and the head unit, [the robot] very much resembled a person moving around,” Cogburn says.

Because of the overwhelming response to the robots in Mexico City, Cogburn and his colleagues plan to expand their use of the technology to further improve the inclusion of individuals with disabilities in public policy events.

“There is so much potential here, and we’re so excited because a number of international organizations have now contacted us about how to take this to the next level,” says Cogburn. “[So we’re thinking about] how we can start to institutionalize this so that more people can use it.”

Lindsay Jones is a contributing writer for INSIGHT Into Diversity.
Specialized Programs Aim to Increase Female Representation in Public Policy Leadership

By Kelley R. Taylor

According to the Center for American Women in Politics, female representation in elected U.S. government leadership (e.g., Congress, state legislatures, local government) hovers around 20 percent. This relative lack of representation is significant given that women comprise more than 50 percent of the U.S. population, earn a majority of U.S. higher education degrees, and control much of the domestic purchasing power. Perhaps most notable, though, is that the majority of those making policy decisions on issues affecting women’s health, education, and pay equity are men.

Considering these majorities and the recent surge in efforts to recruit women to run for public office, higher education programming geared toward female students in public policy and administration is gaining significance.

The Case for Women

Nancy Augustine, PhD, a professor and director of admissions at George Washington University’s Trachtenberg School of Public Policy and Public Administration, believes that diversity is invaluable in public policy. “The policy process is richer when women and men of color are [also] at the table,” she says.

Studies show that diverse groups are more innovative and lead to greater economic outcomes than those that are not. Recognizing this and its critical application to policymaking and analysis, Trachtenberg offers a Women’s Leadership Fellows (WLF) program to prepare female students to become successful public service leaders.

Fellows participate in monthly meetings, skills-based workshops, a mentoring program, and networking events. Workshops and events focus on training around negotiation, conflict resolution, verbal and nonverbal communication, and management skills. Honing these skills is considered crucial when it comes to closing gender gaps.

The mentoring component of WLF is led by Trachtenberg alumni who offer current fellows coaching and professional development support to help them achieve professional and career objectives.

Augustine says that women’s lived experiences — particularly those balancing work inside and outside of the home — can contribute to understanding the complexity of problems facing not only women, but all citizens, and the appropriateness of associated policy solutions.

“The Women’s Leadership Fellows program [with its focus on self-empowerment, confidence building, and core leadership competencies] is a great example of how a university can provide instruction and programming” in areas that address the challenges women tend to face, she says.

Distinct Obstacles

Christina Ewig, PhD, a professor and faculty director of the Humphrey School of Public Affairs at the University of Minnesota, says that in addition to balancing work and family responsibilities, other factors often affect women’s decision to
pursue leadership roles in nonprofit sectors or public office. “In part, culture is at play. [There are] subtle and not so subtle messages sent in our society that men are somehow [better] suited for leadership than women,” Ewig explains. “Those messages direct women away from pursuing leadership positions even when they are very well qualified.” When it comes to elected public office, for example, she cites the “typical profile of an elected official that tends to include a law or business background.” She believes that because these fields have been traditionally male-dominated, women coming from different backgrounds may not see themselves fitting that profile.

Muna Killingback, assistant program director of the Center for Women in Politics and Public Policy at the University of Massachusetts Boston’s McCormack Graduate School of Policy and Global Studies, points to an additional challenge. “When some women feel drawn to work for the betterment of society, they often choose or are guided to direct service work — such as social work, local volunteer work, or roles in community-based nonprofit organizations,” she says.

Notably, however, some of those women eventually “hit a wall” with direct service, Killingback says. “They have seen societal problems firsthand and have great ideas for solutions,” she explains. “They want to learn how to implement their policy ideas and to do work that is more transformational.”

The McCormack School’s graduate program in Gender, Leadership, and Public Policy (GLPP) attracts a lot of these women. The first of its kind in the U.S., Killingback says the program combines the political theory of social change with an intersectional feminist analysis of current issues facing the country. “We also place students in hands-on policy-making settings through an internship where they can gain experience, build networks, compare policy theory with reality, … and share and debrief their internship experiences with classmates,” she explains.

The GLPP cohort is “deliberately diverse — in race, ethnicity, age, socioeconomic levels, [and] professional and academic backgrounds,” according to Killingback. “This is so students see and understand policy through the lens of other people’s experiences,” she says.

The program’s unique focus on both policy and gender analysis contributes to its track record of launching women into leadership roles; three GLPP graduates are elected members of the Massachusetts House of Representatives, for example. In addition, Killingback says that the program has generated interest from out-of-state students, which in turn has spurred discussion of a possible online parallel to the on-site track for students who cannot come to Boston.
Shaping Future Leaders

Ewig believes that public policy schools can play an important role in recruiting and educating future female policy leaders. “[They] can provide the skills necessary for effective public policy analysis and formulation,” she says. “In addition, they can [offer] the specific strategic know-how and networks that can help women see themselves as leaders and succeed in becoming leaders.”

Toward that end, the Center on Women, Gender, and Public Policy at the Humphrey School of Public Affairs — of which Ewig is the director — was founded more than 30 years ago as the nation’s first comprehensive teaching, research, and outreach center devoted to women and public policy. To help recruit and prepare these future policy leaders, the center provides specialized professional development workshops for mid-career women in Minnesota and for global leaders who visit the state for short-term fellowships.

“We are also in the design and funding-identification stage to develop a gender and leadership institute,” says Ewig. The planned institute would specifically address women’s leadership; however, the University of Minnesota also currently offers other leadership programs not specific to women.

Killingback agrees that colleges and universities have a key role to play in training women to assume leadership roles in public policy and administration, but says that they sometimes miss the opportunity to do so. “Universities need to create opportunities and spaces for women to lead, to link them with mentors — who may often be alumnae — and to generally encourage women to develop leadership skills,” she says.

Furthermore, Augustine believes in the power of higher education to open the door to advancement in many fields. “For both men and women, institutions of higher education provide the knowledge, skills, contacts, credentials, and leadership opportunities that anybody could use as a foundation for a career in public policy,” explains Augustine.

For Killingback, attracting talented women to public policy leadership is not just about responsive programming, but proper perspective as well. “We see each of our students as potential leaders and look at the qualities and experience they each bring into the program,” she says. “There is clearly a need for more women’s leadership in this country. We are trying to meet that need because we know that greater participation of women [in public policy] will make a tremendous difference.”

Muna Killingback

“There is clearly a need for more women’s leadership in this country. We are trying to meet that need because we know that greater participation of women [in public policy] will make a tremendous difference.”

Kelley R. Taylor is a contributing writer for INSIGHT Into Diversity.
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Schools Prepare Future Public Servants to Meet the Needs of Marginalized Communities

By Alice Pettway

There’s little need to motivate students in the University of Central Florida (UCF) School of Public Administration to want to serve the marginalized communities around them, says Naim Kapucu, PhD, director of the school. After all, he says, most students who choose to pursue a degree in public policy or administration do so because they hope to improve the status quo.

What these students do need to learn, says Kapucu, is how to most effectively serve these communities. The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) — which accredits programs of public policy, public affairs, public administration, and public and nonprofit management — places a high priority on students obtaining this knowledge as well as the related necessary skills.

“Because graduates of NASPAA-accredited programs across the world are expected to be leaders in promoting public service values and protecting the public interest,” NASPAA’s website reads, “it is particularly important they be prepared to communicate and interact productively with a diverse and changing workforce and citizenry.”

One of the organization’s five Universal Required Competencies, which are necessary for accreditation, calls for students to graduate with this ability.

NASPAA provides several online tools to help schools better prepare their students to function effectively in diverse communities. A workshop that teaches strategies for creating effective diversity plans, which was originally presented at a 2017 NASPAA event, is now available online for free. Additionally, real-life examples of self-study reports, logic models, assessment plans, curriculum maps, rubrics, diversity and strategic plans, and faculty qualification policies from accredited schools are available on NASPAA’s Commission on Peer Review and Accreditation website.

These examples, while not endorsed by NASPAA, provide schools with a starting point as they work to build a program-wide commitment to diversity that both supports underrepresented students and encourages them to serve marginalized communities.

At UCF, the School of Public Administration’s dedication to preparing students to work with underserved populations starts with its mission statement, which explicitly calls out the need for graduates to be able to address “complex societal issues” such as poverty, homelessness, and intolerance, among other challenges. “These [issues] are priorities in our research, in our course curriculum, as well as in our … activities,” Kapucu says.

The school offers two types of experiential learning opportunities for students: internships and
service learning. Kapucu says that as participants work with the community, they’re pushed to move beyond textbooks and address issues in real life. Several UCF classes incorporate service-learning projects as a requirement for completion, but students can also choose to pursue these experiences individually. Additionally, undergraduates in the School of Public Administration are required to complete an internship; in the past, this has included opportunities at more than 40 community organizations.

Students also complete projects ranging from strategic planning for minority-serving nonprofit organizations to crisis communication and disaster planning for vulnerable populations. Kapucu says participants often list these hands-on experiences as some of their best opportunities for learning.

At Portland State University (PSU), Dean of the College of Urban and Public Affairs (CUPA) Stephen Percy, PhD, says that the school consistently hears from students — both graduate and undergraduate — who feel that “issues of equity, inclusion, and social justice are a key interest and top priority.” Because of this, he says the college embraces issues of equity and inclusion across its curriculum, “particularly as they relate to traditionally marginalized populations in urban communities.”

Experiential learning is also one of the tools PSU uses to prepare students to address the needs of underserved communities. CUPA’s Department of Political Science now offers a public service option for individuals “who want more hands-on experience in governance,” says Percy. Those who go this route are required to complete an internship. Options are broad, and in the past, students have worked with organizations whose foci range from food security and equity — like the Surplus People Project — to working with people struggling with addiction.

“Experiential learning like this substantially expands student understanding of human needs and advances their capacity to formulate strategies to remediate problems through innovative solutions,” Percy explains.

Although hands-on learning is important, Kapucu points out that unlike social workers, for instance, most public policy and administration students end up in positions that concentrate more on policy development than one-on-one interactions with community members. According to NASPAA, 68 percent of 2015-2016 schools of public policy, affairs, or administration graduates were working for governments or nonprofits six months after completing their degree.

However, that doesn’t mean that working directly with community members doesn’t provide crucial knowledge, says Marsha Noel, a graduate of UCF’s Master of Public Administration program. She thinks that learning to communicate well with community members is essential for public administrators addressing the needs of marginalized communities — exposure that experiential learning offers. “Relationship-building is key for [developing] trust within all segments of the community, especially the underserved,” says Noel. “So in essence, it all boils down to communication, listening, and considering their input during the decision-making process.”

Noel credits the internship she completed while she was a student at UCF with helping prepare her to serve diverse communities. “[The] experience improved my interpersonal skills in regard to communication, leadership, and teamwork,” she says.

Because the county where she interned and her current community share a similar diversity of race, education, and culture, she believes she’s better equipped to serve now that she’s started her career with the City of Fort Lauderdale. “It’s a very rewarding experience,” she says, “to see how my skills assist me with making an impact in the lives of others on various levels.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
THE OPPORTUNITY TO SERVE

Underrepresented Students Gain Exposure to Public and Foreign Service Careers Via National Fellowships

By Sheryl S. Jackson

Recently released statistics revealing that the majority of U.S. civil and foreign service employees are white and male, as well as public scrutiny regarding the lack of diversity among America’s foreign policy workforce, have demonstrated the urgent need to recruit more underrepresented individuals to U.S. Department of State and other public service careers.

Two national programs are designed to do just that by creating increased awareness of career opportunities for and encouraging the inclusion of underrepresented groups in public and foreign service.

“There are numerous reasons for the lack of minorities pursuing careers in foreign service, international policy, and public service,” says Martha Chavez, senior assistant dean for academic programs and dean of students at the University of California, Berkeley’s (UC Berkeley) Goldman School of Public Policy. “First, there is a significant lack of representation of diverse and underrepresented minorities within these fields, which translates into few role models and individuals who can inspire diverse students to pursue these careers. Second, minorities are often not exposed to or encouraged to gain the quantitative, analytical, and communications skills to pursue graduate school in these areas and ultimately careers in public and international affairs.”

One way to inspire students of color, Chavez says, is to offer programs designed to introduce them to and prepare them for careers in public service. UC Berkeley is one of five graduate-level public policy schools that host the Public Policy and International Affairs (PPIA) Junior Summer Institute (JSI), an intensive program consisting of classes and co-curricular activities that promote the professional and personal development of emerging diverse leaders in this field. JSI is open to junior undergraduates who plan to pursue graduate studies in public policy and a career in public service.

“While there is no specific GPA requirement, students must showcase strong academic potential,” says Chavez. “As part of the application process, applicants are required to write an essay that addresses their commitment to public service as well as cross-cultural and social issues and specifically describes their experiences working with diverse and underrepresented communities — particularly African Americans, Asian Americans, Latinos, Native Americans, and Pacific Islanders.”

Acceptance into JSI includes full tuition costs for the institute, a stipend, university housing, a meal plan, books and other materials, a graduate school application fee waiver for institutions in the PPIA Consortium, and a $5,000 scholarship that can be applied toward graduate school tuition. In addition to UC Berkeley, four other schools host JSI each year: University of Minnesota, Carnegie Mellon University, Princeton University, and University of Michigan. These five universities are part of the PPIA Consortium, which is composed of more than 50 institutions committed to increasing inclusion in public service careers.

The seven-week JSI program offers courses that help participants learn methods to analyze public policy, understand the political processes behind the creation of policies, and address the challenges related to their implementation. “Policies are studied both at the domestic and international levels, and students learn
to develop and apply strategic thinking, quantitative reasoning, memo writing, and communication skills,” explains Laura De Olden, PhD, director of JSI for the Woodrow Wilson School of Public and International Affairs at Princeton University.

“This summer, the domestic policy workshop examined the intersection of social determinants of health and state healthcare programs, specifically Medicaid,” Olden says. “The workshop’s final report examined how economic instability, [access] to healthy food, the quality of housing, the safety of neighborhoods, and environmental conditions affect health outcomes for Rhode Island’s poorest residents.”

JSI is open to all applicants, but host schools make a concerted effort to reach out to underrepresented students to create awareness of the program and public service career opportunities, explains Tricia Schryer, recruiting and PPIA coordinator for the Gerald R. Ford School of Public Policy at the University of Michigan. Through presentations to a wide variety of student groups, including African American, Asian, and Latino organizations; visits to historically black colleges and universities; and communication with PPIA alumni and professors who have recommended past applicants, program staff work to attract more students of color to the program.

Of the nearly 600 applications received by the PPIA national office this year, Schryer says that African Americans represented about 23 percent, Asian and Pacific Islanders 22 percent, Latinos 31 percent, Native Americans 2 percent, and Caucasians 29 percent. Additionally, about 10 percent of individuals identified as multiracial.

Although the applicant pools vary every year — which affects the final profile of each school’s cohort — UC Berkeley’s PPIA program is typically 60 percent women and 40 percent men, according to Chavez. “Last year’s participants were 37 percent Latino; 27 percent
African American; 23 percent Asian American, Pacific Islander, or South Asian; 7 percent Native American; and 7 percent Caucasian,” she says.

**Foreign Service Fellowships**

Designed to attract young, diverse talent to foreign-service careers, the State Department’s Thomas R. Pickering Foreign Affairs Fellowship and the Charles B. Rangel International Affairs Fellowship programs actively encourage students from historically underrepresented groups and those with financial need to apply. Fellows receive financial support, mentoring and professional development training, and two summer internships to prepare them academically and professionally for a career with the State Department.

An additional program, the Charles B. Rangel International Affairs Summer Enrichment Program (SEP), known as the Rangel Scholars Program, is a six-week initiative designed to provide undergraduates with a deeper appreciation of current issues and trends in international affairs with a focus on foreign-service careers.

Applicants to these programs must be U.S. citizens, have a GPA of 3.2 or higher, and be seeking admission to a two-year master’s degree program at a U.S.-based institution in a relevant field, such as public policy, international affairs, public administration, business, economics, political science, sociology, or foreign languages.

Currently, 30 Pickering Fellows, 30 Rangel Fellows, and 15 Rangel Scholars are selected each year through a nationwide competition. In addition to receiving scholarships and stipends to offset the cost of earning their graduate degree, Pickering and Rangel Fellows who successfully complete the programs and meet entry requirements are hired by the State Department as foreign-service professionals upon graduation. Successful completion includes maintaining a GPA of 3.2 or higher for each academic semester at their home institution and taking part in summer internships and program-specific courses in Washington, D.C.

Universities that partner with the State Department to offer these programs on their campus enjoy several benefits: Individuals recommended by affiliated universities are given preference for admission and priority for financial assistance, and institutions gain the opportunity to recruit potential students.

“We receive lists of the Pickering and Rangel Fellows who are planning to apply to graduate school, which enables us to communicate with them to make them aware of what we offer,” says Laurie A. Hurley, associate dean of the Office of Admissions and Financial Aid for the Fletcher School of Law and Diplomacy at Tufts University, which participates in both the Pickering and Rangel programs.

She says that this opportunity provides access to a group of students who are not only underrepresented in public and foreign service, but are also exceptional.

“They have already been through a rigorous screening process for the fellowship, so we know they are outstanding students,” says Hurley. “But they also know what they are doing after graduation, which means they use their time wisely in school.”

Institutions that serve as hosts or that are affiliated with the PPIA, Pickering, or Rangel fellowship programs benefit from the outreach they provide.

“In the past four or five years, we have seen a number of students who attended our PPIA summer institute apply to the Ford School for their master’s degree,” explains Schryer, who says she has also noticed that a large number of PPIA alumni — even those who attended the JSI at other institutions — apply to the school. “These programs and the alumni network are a great pipeline for diverse students.”

Diversifying a workforce takes time, but Chavez — who is a member of the PPIA National Board of Directors as well as an alumna of the PPIA program — says that this combination of programs that intentionally recruit and support underrepresented students is an important step.

“In fact,” she says, “many alumni credit the PPIA program as [being] their first introduction to the fields of international and public policy, as well as foreign service, which they [say they] didn’t know existed before participating.”

Sheryl S. Jackson is a contributing writer for *INSIGHT Into Diversity*. 
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• Supporting the launch of a unique student organization: the Students for Equity in Public Affairs strive to improve diversity and the cultural climate at SPEA.

• Advancing knowledge on critical public affairs issues including the racial composition of police forces, gender bias in higher education, and discipline policies in public schools.

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Burn & Critical Care Surgeon

The Department of Surgery, Division of General Surgery, at the University of Utah desires to recruit (2) full-time academic surgeons to specialize in burn surgery and critical care burn injury patients. Successful applicants should be qualified at the level of Assistant Professor, Associate Professor and Professor. Candidates should possess excellent clinical skills, and strong interests in teaching and research. Applicants must be board certified or eligible in general surgery and surgical critical care. The opportunity exists to practice at a large regional burn center with the potential for participation in SCC at a Level 1 Trauma Center.

The University of Utah Hospital is an ABA/ACS verified Burn Center that currently admits 400-450 patients yearly with 8000 clinic visits, and provides care for the entire Intermountain West. In addition, the hospital is an ACS-verified Level I Trauma Center, with approximately 2,500 admissions yearly. The University of Utah also maintains ACGME-accredited training programs in general surgery and many surgical sub-specialties.

Interested parties need apply online: http://utah.peopleadmin.com/postings/72841

For additional information, contact
Stephen Morris, MD
Professor
Division of General Surgery
Department of Surgery
University of Utah SOM
stephen.morris@utah.edu

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

The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 210 S. President Circle, Rm 135, (801) 581-8365.

Pediatric Surgical Director

The Division of Pediatric Surgery, Department of Surgery, at the University of Utah SOM is recruiting a clinical track faculty member to be the clinical lead at St. Vincent’s Hospital in Billings, Montana. Rank is DOQ. St. Vincent’s Hospital and Primary Children’s Hospital have developed a relationship to better serve the children of eastern Montana. The Division of Pediatric Surgery will recruit and hire the surgeon who will be the Pediatric Surgical Director at St. Vincent’s Hospital. This individual will be a University of Utah faculty member and a full member of the Division of Pediatric Surgery. This individual will reside in Billings, Montana, but there will be opportunities to partake on the clinical service in Salt Lake City, Utah, and their CME/vacation time will be supported by the group in Salt Lake City. The ideal candidate would be a mid-career surgeon with excellent clinical skills and an interest in developing a practice in an underserved area. The medical community in Billings, Montana is sophisticated and extremely supportive of this hire.

Applicants must apply at: http://utah.peopleadmin.com/postings/73048

For additional information, contact:
Eric Scaife, MD
Professor & Chief
Division of Pediatric Surgery
University of Utah SOM
eric.scaife@hsc.utah.edu

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Surgical Intensivist

The Division of Cardiothoracic Surgery at the University of Utah seeks an academic surgical intensivist. Successful applicants should be qualified at the level of Assistant or Associate Professor, possess excellent clinical skills, and strong interests in teaching and research. Board certification or eligibility in critical care is required. Primary specialty could include Thoracic Surgery, Emergency Medicine, or Surgery.

The successful candidate would join a team of critical care physicians and cardiothoracic surgeons to provide care for patients in the Cardiovascular Intensive Care Unit at the University of Utah. Responsibilities would include caring for the full spectrum of cardiothoracic surgery patients, thoracic transplantation, and mechanical circulatory support. As a member of the Division of Cardiothoracic Surgery, the applicant should possess a strong interest in education of students, residents, and fellows as well as an interest in clinical, outcomes, or translational research. Position available July, 2018.

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

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

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

The Department of Anesthesiology at the University of Utah has full-time academic opportunities for BE/BC anesthesiologists. Clinical track positions at the assistant and associate professor levels are available. Submit CV and cover letter to: Dr. Talmage D. Egan, Professor and Chair, Department of Anesthesiology, University of Utah School of Medicine, 30 North 1900 East, Room 3C-444, Salt Lake City, UT 84132-2304. Email: Jeffrey.Mann@hsc.utah.edu

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

EEO/Diversity Information:
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Faculty Searches

The Villanova University M. Louise Fitzpatrick College of Nursing invites applications for open-rank, full-time, tenure track (TT) faculty positions and a non-tenure track (NTT) position.

• Adult Health: Acute/Critical Care Nursing (TT)
• Adult Health: Community Focused Nursing (TT)
• Statistician (NTT)

PhD required for all positions. Nursing candidates must have master’s degree in nursing with appropriate specialty preparation. Statistician candidates must have PhD in statistics or related field. Applicants must demonstrate previous teaching experience at a college/university, and provide evidence of scholarly productivity, grantsmanship and publications. Teaching philosophy commensurate with Villanova’s mission and values.

Villanova University, located in suburban Philadelphia, is a Catholic institution of higher education sponsored by the Augustinian order. Diversity and inclusion have been and will continue to be an integral component of Villanova University’s mission. The University is an Equal Opportunity/Affirmative Action employer and seeks candidates who understand, respect and can contribute to the University’s mission and values. Further information about the M. Louise Fitzpatrick College of Nursing can be found at villanova.edu/nursing.

To apply, please visit jobs.villanova.edu and click on Faculty Positions.

The 2017-2018 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award Data Reports are now available. Order your electronic copies today to share with your entire campus. Discover demographics and best practices from institutions leading the way in the higher education diversity and inclusion arena.

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.

The 2017-2018 Health Professions HEED Award Data Report provides information on the 24 Health Professions HEED Award recipients of 2017; these include medical, dental, pharmacy, osteopathic, nursing, and veterinary schools as well as academic health centers.

Get your copies today, and learn about the successful strategies being used by 2017 HEED Award recipients to create truly diverse and inclusive campuses.

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www.NADOHE.org/standards-of-professional-practice-institute
EXPLORING AFRICAN AMERICAN HISTORY

The publishers of INSIGHT Into Diversity magazine invited representatives of the 2017 Higher Education Excellence in Diversity (HEED) Award institutions to attend the National Museum of African American History and Culture in Washington, D.C., on Nov. 13 and Dec. 21. Opened to the public on Sept. 24, 2016, it is the only national museum dedicated exclusively to African American life, history, and culture. Here, some of the attendees reflect on their experience of having toured the museum.

“I can’t thank INSIGHT Into Diversity enough for this life-changing, thought-provoking experience. It is difficult to visit the National Museum of African American History and Culture and remain the same. I walked away from this experience with a profound understanding and appreciation of how far we have come as a people. Upon the shoulders of my ancestors I stand!”

Sonja Feist-Price, DRh, PhD
Vice President for Institutional Diversity
University of Kentucky

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“The National Museum of African American History and Culture is simply amazing. It has something for every age and every type of learner. I felt totally engaged and connected during the entire experience. Although I spent a full day at the museum, I could have used an additional three days to continue my exploration. The place is rich with information and possesses a wealth of history. The museum offered an unapologetic look at the reality — often harsh — of the African American experience in the United States, yet it also recognizes and celebrates the strength and resilience of black people in the U.S. For those committed to social justice, the museum is a must-see. It is a gift that every human being should experience.”

Michelé Smith
Vice President of Workforce Solutions and Associate Provost for Curriculum
Harper College

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“The exhibit was fascinating, impressive, and at times, very emotional. This is a must-see for all ages to gain greater insight into African American history.”

Wendy Walden
Associate Vice President of Executive Affairs
Greenville Technical College

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“The museum visit was awesome on many levels. As we started on the bottom floor, it was a difficult time for me; however, it was very worthwhile. I was a child of the ’50s and ’60s, and I remember the riots and mistreatment [of African Americans] by whites. Life for blacks in America during my childhood digressed from any progressive efforts since the days of the Emancipation Proclamation, which supposedly freed blacks from enslavement. The display of mistreatment across America was atrocious and very hard to fathom. [At the museum,] you learn what was kept out of the history books.

“As we moved to the upper levels of the museum, which displayed the perseverance … and winning attitudes of blacks — and some whites — I became very proud and thankful that African Americans persevered in the face of pure evil. We stand on the backs of so many, particularly [those] who understood the importance of equality in a progressive world — a progressive America built on the backs of black slavery. The museum displays a difficult, historical, horrific truth, but it also shows the vitality and vigor for equality. It is a history that can never be repeated, and there are many who I believe will ensure that it does not.”

Alfreda Brown, EdD
Vice President of Diversity, Equity, and Inclusion
Kent State University

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“Visiting the National Museum of African American History and Culture served as a stark reminder that who I am and the role I serve in is the result of the sacrifices of others — that, as Maya Angelou said, ‘I bring the gifts that my ancestors gave. I am the dream and the hope of the slave.’”

Karen Jones, PhD
Chief Diversity Officer and Title IX Coordinator
SUNY Buffalo State

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“I thought that I knew a lot about African American history and the diaspora before I visited the museum — and I did — but knowledge of this history and feeling it in one’s inner core are distinctly different things. The journey — this museum is a journey — begins at rock bottom, in the belly of inhumanity and the despair of slavery. Step by step, we, as visitors, made the long climb with enslaved Americans, witnessing their endurance and resistance, their hope, and eventual emancipation. And as I ascended to each floor, Maya Angelou’s voice rang clear: ‘And still, I rise.’

“We saw the first fruits of Reconstruction trampled by the Ku Klux Klan and Jim Crow laws. We saw the birth of the NAACP, the rise of the Harlem Renaissance, and the reach of the Chicago Defender. We saw Louis Armstrong’s trumpet, a Tuskegee Airmen’s fighter plane, and Muhammad Ali’s headgear. We saw the civil rights movement, the rise of black awareness and black power, Martin Luther King Jr., and Malcolm X. On the top floor, we saw the first black man elected president of the United States.

“Standing there, I could feel the strength, vitality, and genius of a people that had climbed so high for so long. I felt a paradox of emotions as I sat in the ‘Contemplative Court’ that ends the museum journey — proud, sad, angry, and glorified, with a new profound sense that freedom is won in each generation.”

Lee A. Gill, JD
Chief Diversity Officer and Special Assistant to the President for Inclusive Excellence
Clemson University

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“The opportunity to visit this museum with chief diversity officers throughout the country served to further solidify the mission for all of us at INSIGHT Into Diversity and our commitment to the work we do every day. Social justice, equality for all, and diverse perspectives are now threatened daily in a way that I have not seen since growing up in Baltimore in the ’60s. The historical perspectives and lessons the museum teaches only help strengthen our resolve to continue the messaging of equity for all across higher education and beyond.”

Lenore Pearlstein
President, Potomac Publishing, Inc.
Co-publisher, INSIGHT Into Diversity magazine
At the Clemson University Men of Color National Summit, we promote best practices, programs and information to help close the achievement gap for African-American and Hispanic men. In the midst of these efforts, we pause to salute a pioneer who advocated for solutions to address these disparities:

JOSEPH L. WHITE, PH.D.

White, known as the “godfather of black psychology,” was one of the founders of the Association of Black Psychologists in 1968 and a pivotal force in altering the perception of black psychology. He worked to increase access to higher education for minority students and helped to create California’s Educational Opportunity Program, which provides mentorship, academic programs, financial assistance, counseling/advising and other support services to low-income, educationally disadvantaged and first-generation college students. More than 250,000 students have attended college through this program.

In honor of his endeavors, let us all work to expand educational and career opportunities for underrepresented students.
Collaborate closely with interdisciplinary faculty.
Gain policy perspectives at global and local levels.
Achieve societal impact through rigorous research.

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