In 2018, we recognize 96 institutions that have demonstrated a profound and enduring commitment to diversity and inclusion on their campuses.

THE 2018 HEED AWARDS

In 2018, we recognize 96 institutions that have demonstrated a profound and enduring commitment to diversity and inclusion on their campuses.
Oklahoma State University is one of 10 schools in the nation, and the only institution in Oklahoma, to be recognized as a seven-year recipient of the Higher Education Excellence in Diversity award from INSIGHT Into Diversity magazine.

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PIONEERS

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IN 2016, THE UNIVERSITY OF KENTUCKY UNVEILED A STATUE OF THE FOUR MEN. THESE FOUR PIONEERS STAND AT THE ENTRANCE TO OUR COMMUNITY AS A REMINDER THAT THIS PLACE, OUR UNIVERSITY, OUR CONFERENCE, IS A SHARED WORLD FOR ALL PEOPLE.

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THE UNIVERSITY OF KENTUCKY IS PROUD TO BE NATIONALLY RECOGNIZED AS A 2018 DIVERSITY CHAMPION.

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The 2018 HEED Awards

In 2018, we recognize 96 institutions that have demonstrated a profound and enduring commitment to diversity and inclusion on their campuses with a series of vignettes highlighting some of the most important factors assessed by the HEED Award.

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Higher Education Excellence in Diversity

Texas Tech University continues to be a leader in diversity and inclusivity, earning a seventh consecutive Higher Education Excellence in Diversity (HEED) Award and its third consecutive recognition as a Diversity Champion.

Texas Tech exemplifies an unyielding commitment to diversity and inclusion across our campus communities, engaging and collaborating with students, faculty, staff, alumni, academic and other university departments and programs as well as community partners. The Division of Diversity, Equity and Inclusion provides resources, services and support to an increasingly diverse community of faculty, staff and students. Collectively we work to facilitate an environment in which all can explore and celebrate cultural diversity and practice inclusivity and equity in culturally relevant ways that will positively influence and impact personal identity development, professional practices and ultimately reflects a community where everyone knows we are better because they are a Red Raider.

Learn more at: www.ttu.edu/diversity

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Ohio College Launches Smartphone Navigation App for Blind and Low-Vision Students

This summer, Columbus State Community College (CSCC) became the first institution of higher education in the U.S. to help blind and low-vision students navigate their campus more easily with the help of a free smartphone app called BlindSquare.

Using Bluetooth technology and GPS capabilities, BlindSquare can communicate with key locations across CSCC’s campus to give users spoken directions, providing them with periodic updates regarding how far they have traveled and how much farther they have to go. The app also gives those who are vision-impaired directions to nearby public transportation. In addition, users can save frequent campus locations on their devices for quick access.

BlindSquare is funded by the state agency Opportunities for Ohioans with Disabilities as part of a larger government effort to help blind and deaf residents obtain quality education and employment.

In reaction to the app’s release, CSCC President David Harrison, PhD, said he was proud of campus leaders for their dedication to serving students, faculty, staff, and visitors with disabilities, noting that the technology “advances [the college’s] commitment to inclusion.” In addition to BlindSquare, CSCC offers blind and low-vision students accommodations including braille, large-print media, and note-taking services.

Ohio Gov. John Kasich is urging other state universities to implement this technology on their campuses as well.

For more information, visit blindsquare.com.
— Ginger O’Donnell
IN REVIEW:
Three Books Examine Areas of Concern in Today’s Educational Landscape

Making Education Work for the Poor: The Potential of Children’s Savings Accounts
By William Elliott, PhD, and Melinda Lewis
At a time when a college degree is failing to ensure social mobility, two professors of social work explore a strategy that they believe has the potential to restore higher education as an equalizing force in American society: children’s savings accounts (CSAs). Typically designed for college savings, CSAs often receive seed funding from state or nonprofit organizations and are sustained by contributions from a variety of sources, such as family members, school districts, and scholarship programs. In addition to outlining different approaches to funding CSAs, Elliott and Lewis examine the profound psychological effects of such investments on low-income students. They argue that those who grow up saving for postsecondary education are more likely to perform better in the K-12 system as well as attend and graduate from college than their peers who do not.

A New U: Faster + Cheaper Alternatives to College
By Ryan Craig, JD
In his new book, Ryan Craig investigates a variety of emerging pathways to employment beyond higher education. As the co-founder of University Ventures, a private equity fund that supports innovative postsecondary education companies, he has firsthand experience with such models. Although he suggests that traditional colleges and universities may one day be obsolete, his exploration of alternatives to higher education reveals a thorough appreciation for what they have to offer as well as a careful analysis of what they are lacking. From income-share agreements, to employer-pay models, to “placement colleges” that derive their curriculum directly from the needs of hiring managers, Craig presents an array of educational models aimed at helping young people land meaningful and stable employment.

The Splintering of the American Mind
By William Egginton, PhD
In his latest book, William Egginton, a humanities professor at Johns Hopkins University, asserts that higher education’s emphasis on identity politics and individual rights is exacerbating America’s highly polarized cultural climate and contributing to social and economic inequality. While Egginton believes that the focus on marginalized groups by colleges and universities has advanced civil rights in important ways, he argues that the underlying purpose of these institutions is to unify the country and enable its citizens to participate in democratic self-governance. He suggests that a comprehensive humanities education, in which students and their professors work to find a common narrative connecting the nation’s diverse groups, can help ease the sense of alienation currently fueling the country’s populist movement.

— Ginger O’Donnell
New Institute Uses Data to Improve Social Mobility

Economists from Brown University and Harvard University have launched a new research and policy institute that they say has the potential to revive the American Dream of upward mobility — something that, according to their research, is currently unattainable for most low- and middle-income Americans. The institute, named Opportunity Insights, is dedicated to developing “scalable policy solutions that empower families … to rise out of poverty and achieve better life outcomes,” according to its website.

Researchers Raj Chetty, John Friedman, and Nathaniel Hendren launched Opportunity Insights on Oct. 1, the same day they released the results of a monumental research project known as the Opportunity Atlas. This online resource shows rates of college completion, incarceration, and other outcomes for children born in every census district of the U.S.

The interactive atlas lets users filter results by a myriad of characteristics, such as race and parental income, allowing them to see in precise detail the ways in which a child’s chances of earning a degree, escaping poverty, or other achievements tend to be predetermined by demographics and location. The maps show, for example, that white children in many cities across the U.S. are more likely to attend college than their African American peers, even for those growing up in the same or adjacent neighborhoods. In many cities, living in an affluent district — even for low- and middle-income children — greatly increases the odds that a child will attend college.

Using the innovative capabilities afforded by the Opportunity Atlas, the economists at Opportunity Insights hope to advance their work to improve social mobility in partnership with government agencies, nonprofit organizations, and colleges and universities across the U.S. The institute, which is based at Harvard, has already begun helping communities across the U.S. develop strategies to improve upward mobility by emulating school policies, social services, crime reduction methods, and other activities that tend to produce more equitable, successful outcomes for underserved children.

— Mariah Bohanon
A new report, published by Chegg Inc., reveals just how much has changed among U.S. college students in the last five decades.

**1970**
- 28% older than 25 years old
- 15% minority enrollment
- 42% female students
- 4% English is not a first language

**Now**
- 40% older than 25 years old
- 42% minority enrollment
- 56% female students
- 11% English is not a first language

Source: Chegg Inc., State of the Student; National Center for Education Statistics

Millersville University is proud to be a recipient of the 2018 HEED AWARD.

Millersville University is committed to cultivating a diverse community of learners, teachers and leaders in a climate of collaboration, celebrating our differences within an inclusive atmosphere, where all feel welcomed and supported.
MINNESOTA
David L. Everett, PhD, has been named the inaugural associate vice president for inclusive excellence at Hamline University in Saint Paul. He was formerly equity, diversion, and inclusivity consultant for the Minnesota Department of Human Services.

MASSACHUSETTS
Amarildo “Lilu” Barbosa has been named the inaugural chief diversity officer for Lesley University in Cambridge. He previously served as director of the university’s Office of Multicultural Affairs and Student Inclusion.

MARYLAND
Gloria Ramsey, JD, has been appointed associate dean for diversity, equity, and inclusion at the Johns Hopkins School of Nursing in Baltimore. She was most recently an associate professor in the Daniel K. Inouye Graduate School of Nursing with secondary interprofessional appointments in the Departments of Medical and Clinical Psychology and Preventive Medicine and Biostatistics at the Uniformed Services University of the Health Sciences in Bethesda.

CALIFORNIA
Wanda Austin, PhD, has been named the first African American interim president of the University of Southern California in Los Angeles. She previously served as president and CEO of The Aerospace Corporation, a nonprofit organization in El Segundo.

Evelyn Nazario was appointed vice chancellor for human resources for the California State University system. She was most recently associate vice chancellor for human resources management with the system.

GEORGIA
Marion Fedrick has been named president of Albany State University. She previously served as interim president of the university.

INDIANA
Carmen Henne-Ochoa, PhD, has been appointed director of diversity and inclusion in the College of Arts and Sciences at Indiana University Bloomington. She was most recently diversity, equity, and inclusion fellow in the Office of the Associate Provost for Diversity, Equity and Inclusion at Bucknell University in Lewisburg, Pa.

Russell Scott Valentino, PhD, has been named associate dean for diversity and inclusion in the College of Arts and Sciences at Indiana University Bloomington. He retains his position as associate dean for international affairs and professor in the Department of Slavic and East European Languages and Cultures at the university.

MICHIGAN
Robert O. Davies, PhD, has been appointed president of Central Michigan University in Mount Pleasant. He was most recently president of Murray State University in Kentucky.

NEW YORK
John J. Zacharek has been appointed vice president for development at the State University of New York (SUNY) Cobleskill. He was most recently executive director of development at SUNY at Binghamton.

OHIO
Juan Armando Rojas Joo, PhD, has been named the first chief diversity officer of Ohio Wesleyan University in Delaware. He was previously associate dean for diversity and inclusion and a professor of Spanish at the university.

RHODE ISLAND
Mim L. Runey, LPD, has been appointed chancellor of Johnson & Wales University. She was most recently president of the university’s Providence campus.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Underrepresented

We are committed to removing the barriers to your success.

vt.edu/inclusiveVT
In each issue, INSIGHT Into Diversity features diverse professionals in higher education.

Iris Lane, EdD, is director of student affairs at Baker College of Auburn Hills in Michigan. Among other duties, she oversees the college’s 7,000-square-foot Academic Resource Center, which houses the library as well as the advising and writing centers. Prior to her current role, Lane was chief academic officer at Baker College of Port Huron. Her career in higher education began at the Auburn Hills campus in 2002, where she served in a variety of leadership roles, including dean of health sciences. Before joining Baker College, she worked in various administrative and academic capacities at technology and healthcare organizations.

Eric Rivera is vice president for student affairs at San Diego State University (SDSU). In this role, he administers the division’s $60 million budget and oversees all human resources facilities and information-technology functions, among other responsibilities. He previously worked in SDSU’s office of student affairs for 10 years as assistant vice president and then associate vice president. Rivera also has leadership experience in a wide range of higher education institutions, including California State University, Los Angeles; the State University of New York-Oswego; and Monroe College in New York City’s Bronx neighborhood. In March 2007, he received the NASPA Latino Knowledge Community’s Outstanding Senior Student Affairs Officer Award.

Carmen Vázquez is vice president for student affairs at the University of San Diego. Prior to this position, she was assistant vice chancellor for student life at the University of California, San Diego, where she helped lead a $63 million expansion of the Price Student Center. Vázquez began her career at Stony Brook University, where she held a variety of roles over time, including adjunct faculty member in the school of social welfare, dean of students, and assistant vice president for alumni relations. She is the recipient of many awards and honors, including the Hispanic Heritage Las Madrinas Award for her commitment and service to Latino undergraduates.

Lee Bird, PhD, is vice president for student affairs at Oklahoma State University (OSU). She is also an adjunct professor in OSU’s student development graduate program. Bird has worked in student affairs for 40 years, formerly serving as the president of the National Board of Directors for the Association of Student Judicial Affairs — now known as the Association for Student Conduct Administration. She is the author of a book on emergency management and the First Amendment and co-author of numerous book chapters. Bird is also a regular speaker and consultant at colleges and universities on topics such as crisis management and student development.

Ronald Jackson, EdD, is vice president for student affairs and dean of students at the City University of New York’s Brooklyn College. Prior to this position, he served as dean of students at the Community College of Philadelphia and Marymount Manhattan College. He began his career in higher education working as manager of special events in the Office of Student Development at Columbia University. As both an academic and an administrator, Jackson has demonstrated a strong commitment to helping young African American men achieve success at the college level, writing a dissertation on the topic and obtaining grant funding to establish a Center for Male Engagement at Brooklyn College.

Luoluo Hong, PhD, is vice president for student affairs and enrollment management and Title IX coordinator at San Francisco State University (SFSU). Before joining SFSU, she was vice chancellor for student affairs at the University of Hawaii at Hilo (UH Hilo), where she was also acting athletic director for a year and a half. In addition, Hong has led a distinguished teaching career, serving as an associate professor of women’s studies at Arizona State University and an associate professor in public health leadership and education in UH Hilo’s College of Pharmacy. Even as an administrator, she has made a point to continue teaching a wide range of subjects, from kinesiology to criminal justice.
COMMIT TO A BETTER WORLD

Recognizing and appreciating the value of diversity and cross-cultural understanding is critical to the University of Georgia’s mission. For five consecutive years, we have been recognized for providing an inclusive, welcoming environment for all students.

It’s our commitment.
As a Native American, I am simultaneously visible and invisible. I am visible because of my appearance, since I am brown and have dark hair. However, I am invisible because I do not look like a stoic indigenous person depicted in an Edward S. Curtis photograph. Because of this simultaneity, encounters with some new colleagues and students become teaching moments. The conversation that often ensues goes something like this:

Other: Where are you from?
Me: I moved here from New Mexico.
Other: Where are you really from?
Me: New Mexico.
Other: Where are your parents from?
Me: New Mexico.
Other: Your grandparents?
Me: New Mexico. What do you really want to know?
Other: You must have immigrated from somewhere.
Me: No, I’m from here, and I’m indigenous to this country.
Other: I thought you preferred “Native American.”

Yes, such conversations really do occur — not only for me but for many other Native Americans as well. Accordingly, I usually explain that while “Native American” is more of a contemporary term, I prefer “American Indian” because it has historical and political significance that’s tied to the American Indian movement of the 1970s. If there is continued interest on behalf of the other person, I inform them about how our country is a nation of nations by explaining that our federal government enrollment number that is akin to my social security number in order to access any services or programs that are available to Navajo Nation citizens, such as healthcare and educational scholarships. The teaching continues since this short lesson is followed with questions filled with erroneous assumptions: “So you really do get everything for free and don’t pay taxes because you live on a reservation?”

That assumption, however, is a myth because we are subject to income taxes, just like everyone else in the U.S., in order to have the same access to government services like healthcare and education. Per trust and treaty obligations, tribal nations receive healthcare through the U.S. Indian Health Service and education through the Bureau of Indian Education, but the delivery and quality of these services are usually at subpar levels.

As for current reservations, they were established when tribal nations relinquished vast portions of their original homeland in treaties with the federal government that were eventually broken or not honored. Moreover, between 1887 and 1934, the Native American land base was reduced from approximately 138 million acres to 48 million acres. Despite our tribal sovereignty, some people don’t understand what that is, so they change the subject to contemporary issues such as mascots and casinos.

American history is taught from a white heteronormative perspective that leaves most other underrepresented populations out of the conversation. So, when Native Americans are mentioned, it is in the historical context of extinction with the focus on their being uncivilized.
to teams at some institutions — such as the Seminoles at Florida State University, the Chippewas at Central Michigan University, and the Utes at the University of Utah — this is blatant cultural appropriation that allows and encourages people, especially sports fans, to continue to depict us as mascots. Together, we need to take a stand and demand the discontinuation of this depiction, as it is not an attempt to honor us but rather devalues us as humans.

Another common question is, “Don’t all of you have casinos?” According to the National Indian Gaming Association, in 2017, 250 tribal governments conducted gaming operations that contributed to $32.5 billion in gambling revenues and $4.8 billion in ancillary revenues for a total of $37.3 billion — money that is used for social services, education, and nation-building. For some of the more successful tribal nations, there is a per capita distribution of these funds for enrolled tribal members; this can sometimes be counterproductive when it comes to pursuing higher education.

Moreover, since not all tribal nations have the capacity or infrastructure to establish casinos, many tribal communities still fall below the national poverty level. While tribal casinos provide employment and impact state economies, there are also downsides to the gaming industry.

Impact on Native American Students

American history is taught from a white heteronormative perspective that leaves most other underrepresented populations out of the conversation. So, when Native Americans are mentioned, it is in the historical context of extinction with the focus on their being uncivilized. There is little mention of how indigenous knowledge and wherewithal contributed to the survival of the first immigrants — the Pilgrims. There is also hardly any acknowledgement of the use of indigenous languages in the World Wars — most notably, the use of Navajo code talkers in World War II.

Moreover, this ahistoricism is unfair to Native American college students as they are often expected to be spokespersons for all indigenous communities. Because we have 567 distinct tribal nations with different languages and cultures, a lone indigenous student cannot be expected to know and understand all of the challenges and issues that Native Americans collectively face. It is important to be cognizant of this when interacting with these students and to recognize and respect that your institution of higher education, whether it’s public or private, exists on what was once the traditional homeland of indigenous people — the first Americans.

Lee Bitsói, EdD, is an enrolled member of the Diné (Navajo) Nation and chief diversity officer at Stony Brook University. He is also a member of the INSIGHT Into Diversity Editorial Board.
Advancing Research for Practitioners

By Clyde Wilson Pickett, EdD

Front-line student support staff — specifically, those who interact daily with students — are an essential force in delivering education and advancing a success agenda. Those serving in these roles are all too familiar with discussions about relationships, resources, and the tools necessary to address students’ needs. However, an often forgotten component of this process is the use of innovative strategies fueled by research and data.

Conversations about general strategies for advancing an agenda of impact — which examine the importance of financial resources and strategic planning — are frequent. While those elements are essential for negotiating substantive change, the use of research and data stands to have an even larger effect. The question we should be asking ourselves is how are we connecting research to strategy and sharing that information with those on the front line of student support.

For many of us, starting a conversation on our campuses about the direct connection between practitioner research and its application to strategy may result in blank stares and strange looks. Far too often there exists a culture of practice that is stagnant and disconnected from contemporary models of research. In extreme cases, resources and strategy are blindly driven by gut and instinct rather than clear and definitive data. Even more troubling is the disconnect and absence of educators on the front line of student support from the discussions regarding strategy. Those individuals are direct conduits of our core mission and need access to relevant and timely research and data in order to adjust and drive approaches that propel student success and the broader completion agenda. Access to these data can be harnessed to influence what we do on campuses and, more importantly, used to improve practice.

Let me be clear: This is not an indictment or critique of mine or my colleagues’ commitment to this work, but rather an analysis regarding how we might call attention to relevant research and data that could help further our cause to net better student outcomes. Whether we are discussing culturally relevant approaches to student success, including intrusive advising strategies or the appropriate use of disaggregated data, there is a need to connect theory to practice.

Given the need to advance research for practitioners on the front end, we must create strategies to facilitate and promote access to those opportunities. In general, scholars should share information directly with practitioners and should reflect on ways to do so with colleagues. This effort must begin with both broad and specific mechanisms to distribute timely, relevant data. While publications and scholarly journals are widely available, we must be intentional about sharing these materials and allow for opportunities to review and digest relevant research findings. We must challenge our communities to think about how we can then put that research into action.

As research and theory can transform and shape practice, we must create forums for our colleagues to receive this information and, more importantly, create spaces to use it.
but also the researchers by wedding the two in the process.

Another positive aspect of this work is the opportunity for us to think about how we use student impact as a mechanism to move this work forward. No research can be effective unless it involves those in positions working to improve the delivery of services to meet students' needs. Some specific strategies for connecting practitioner research and individuals on the front line could include having and using the following work groups:

- Culturally responsive advising
- Academic support/triage
- Culturally responsive instruction and pedagogy
- Campus sustainability
- Strategic planning and policy review

These work groups will not only bring practitioners and front-line staff together but also create opportunities for collaboration and the ongoing exchange of ideas. In addition, there is a need for us to create an ongoing pipeline of communication to connect strategy with research as well as create areas on campus for intellectual exchange. We must be intentional about providing those opportunities.

Now more than ever, educators must be focused on strategies to bring innovative ideas to the front line. The work of education and the challenge to improve the delivery of student support is about change. In an ever-evolving environment, where the demands and stakes are increasing, how are we advancing our work to educate and meet the needs of all? A significant part of this effort must involve practitioner research and a shared approach as to how we use it with our colleagues on the front line of support.

Clyde Wilson Pickett, EdD, is the senior diversity officer for the Minnesota State Colleges and Universities system. He is also a member of the INSIGHT Into Diversity Editorial Board.
Imagine that you know a potential career path isn’t for you but also are not yet sure what is — or that you want to honor your parents’ wishes but also want to do something meaningful. Finally, imagine that you want to do something to serve your community but feel that you can’t afford to explore such opportunities.

This is a tug-of-war many of us have felt regardless of our race, ethnicity, or background. But for many Asian and Pacific Islander students and young adults, the turmoil is even more acute and is often driven by the weight of familial expectations and the limitations of personal and family economics, as well as masked by the stereotypes and assumptions regarding what we could or should be.

“Be a doctor, engineer, or lawyer — or an accountant, dentist, or pharmacist.” This familiar refrain is something that as an Asian American most if not all of us have heard from our families. It’s something I call the “Asian Trifecta.” For most of us, it’s both a joke and a curse — a joke because we find it funny that we’ve heard some version of it before and a curse because we feel pressure to live up to the expectation and guilt when we can’t or won’t.

Since 1997, Leadership Education for Asian Pacifics (LEAP) has been offering an annual summer internship program, Leadership In Action (LIA), for Asian and Pacific Islander students who have different goals and are seeking meaningful careers. The program introduces and exposes them to opportunities in the nonprofit sector while helping them develop leadership skills along the way.

If you’re wondering why a nonprofit internship for Asian and Pacific Islander students is important and what it has to do with diversity and inclusion, you’re not the first, the last, or the only person to have those questions. But from a diversity and inclusion perspective, there is an urgent need to build the pipeline of the next generation of diverse nonprofit leaders.
I recently spoke with several LIA interns from this year's cohort about topics ranging from why they sought out a nonprofit internship — particularly in the Asian and Pacific Islander community — to what surprised them about nonprofits, to how their parents and families reacted when they shared news of their acceptance into the program. The following are the major themes that emerged from our conversations:

- **Broader understanding of nonprofit organizations and the diverse range and availability of roles in the sector** — All of the interns expressed a desire to learn about nonprofits and gain firsthand experience as part of such an organization. They shared their increasing knowledge of the wide range of nonprofits and how they operate as well as acknowledged that each organization is different, with its own style and culture.

Additionally, each spoke about having greater awareness of the diversity of roles that they can connect with their interests and the knowledge they gained regarding the number of opportunities at nonprofits. One intern talked about feeling like she now has an alternate path from what her family wants for her and that she is capable of taking on anything she chooses.

- **Space to explore and grow one's self-awareness, self-confidence, and identity** — Whether it was connecting with a kindred community or learning about a completely different one, the interns all spoke of learning more about themselves and others, getting out of their comfort zones, and growing their self-confidence. Some expressed how validating it was to see so many different styles of leadership.

One intern acknowledged that imposter syndrome — doubting one's accomplishments and feeling like a fraud — is very real for her. However, she said that role-modeling with the LIA cohort and the affirmation and encouragement she received from the team at the placement organization helped her to see that she has done a lot. As an introvert, the intern spoke of being allowed to observe, learning through demonstration, and most important, not being judged.

- **The significance of paid internships to ensuring participation by low-income and marginalized communities as well as gaining parental support** — The removal of financial barriers to participation by offering a stipend ensures that each year a diverse cohort can participate in LIA. All of the interns spoke of how important it was to them and their families that they were being paid.
One intern spoke emotionally when sharing that he would not have been able to participate in the program if not for the stipend. Another said that while her parents were supportive of her participation, it was still essential to her that the internship be paid.

- Taking what they learned from mature Asian and Pacific Islander organizations back home — An intern from the East Coast talked of coming to California with its different culture and environment and gaining an up-close and personal experience with the diverse Asian and Pacific Islander communities in the southern half of the state. She said she was returning home with strategies, inspiration, and ideas regarding what is possible for her community.

What seemed to surprise the interns across the board was that nonprofit work is still just that — work. Real work. One intern confessed to coming in with the perception that people don’t work as hard in nonprofit organizations. As another one put it, “Recognizing that a labor of love is still labor goes a long way.”

While they described their families as being supportive, they also mentioned the familiar references to working at a high-paying job, ensuring a stable future, and securing a real job — meaning with a for-profit company.

If we are going to have a more truly diverse, equitable, and inclusive nonprofit sector, then we are going to need more than the current 2 percent of Asian Americans and 1 percent of Pacific Islanders who are CEOs — not to mention the 4 percent or less of African American and Hispanic nonprofit CEOs. Yes, systemic barriers exist and are deeply embedded in nonprofit policies, practices, and structures, but we can’t stop encouraging and nurturing as well as exposing young, idealistic, aspiring change-makers to the opportunities in the nonprofit sector, whether because of their culture or another reason. We must do this work in order to make the nonprofit sector more diverse, equitable, and inclusive.

Linda Akutagawa is the president and CEO of Leadership Education for Asian Pacifics, Inc. (LEAP). She is also a member of the INSIGHT Into Diversity Editorial Board. LEAP is a partner of INSIGHT Into Diversity. For more information, visit leap.org.
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Divided into various sections covering issues including housing and transportation, the CSG guide offered several tips. For example, students can sell a vehicle and use public transportation instead. According to the guide, this move would help them avoid car maintenance costs and, in some cases, “get cash fast.”

The document also encouraged students to unplug unused electrical devices to avoid draining power and to “insource household chores” instead of “paying someone to do gardening or laundry.”

On the surface, the guide provided a range of viable ways to stretch a dollar. But to many underprivileged students, the document was offensive.

“People saw the CSG guide and were obviously angry and insulted,” says Lauren Schandevel, a senior at UM’s Ann Arbor campus. “This was especially true for low-income students whose problem is not that they do not know how to save money, but that they don’t have enough money to save.”

Schandevel grew up somewhere between working class and working poor and now describes her economic status as “solidly lower middle class.” She prides herself on having become a UM student without the benefit of economic privilege.

For her, the CSG guide was a stark reminder that “there are a lot of assumptions [made] about what UM students look like, what kind of cultural capital they have, and what they can afford.”

A rash of jokes, complaints, op-eds, and social media posts about the guide echoed that sentiment. Many of these reactions came from students who believed that it was out of touch with the on-campus realities faced by low-income students.

In response, Schandevel decided to author her own such publication. She created a Google document, to which she shared a link on social media, and called for other UM students to help her develop a more realistic college affordability guide.

The resulting document, “Being Not-Rich at UM,” includes detailed, firsthand tips and advice on everything from housing, food, and transportation to textbooks, clothing, and employment. For example, the guide suggests that students interested in living off campus consider apartment complexes that offer free rent in exchange for creating resident events, managing the front desk, and showing and leasing apartments.

Since its creation, “Being Not-Rich at UM” has gone viral, gained national attention, and inspired similar guides at other universities, including the University of Texas at Austin and Michigan State University.

“It has built a sense of community around our shared experience being low-income or first-generation students,” Schandevel explains. “For once, we feel heard and seen.”

In its introduction, the “Not-Rich” guide is described as a place for contributors to be honest about the struggles lower-income and first-
Students on campus think they are ‘middle class’ if they live in a wealthy city but are not as wealthy as their friends. They often fail to see the larger context in which they have more money than most of the U.S. or world population.”

Lauren Schandevel
Fluid Admissions

Women’s colleges adjust admissions policies to be more inclusive of transgender and gender-nonconforming students

BY SHERYL S. JACKSON | PHOTOS BY STEVE BABULJAK

Although co-ed colleges and universities are evaluating their policies to ensure that admissions practices do not discriminate against transgender and gender-nonconforming students, the challenge for women’s colleges is to become more inclusive while retaining the unique environment that empowers women.

“Mills College has been a trailblazer on issues related to gender for many years, so it made sense to become the first women’s college to adopt a policy to admit students who were born male but [identify] as female,” says Chinyere Oparah, PhD, provost and dean of faculty at Mills.

The process to define an admissions policy that addressed transgender and gender-fluid applicants began in 2010. Mills created a task force to identify the needs and concerns of such students and to establish the support system they would need to be successful, says Oparah.

The change in the admissions policy, however, was not just about the wording on the college’s application. “We needed to know how to improve the campus and academic experience to make sure all students felt welcome and included,” says Oparah.

The task force’s 2013 report, “Mills College Report on Inclusion of Transgender and Gender Fluid Students Best Practices, Assessment and Recommendations,” presented a holistic plan that identified campus-wide steps to create an inclusive environment for these students.

Asking them to identify preferred gender pronouns, creating dedicated spaces for them and other members of the LGBTQ+ community, and addressing gender identity issues in faculty meetings, student seminars, and community presentations are now part of Mills’ approach to ensuring that transgender and gender-fluid students feel like valued members of the campus community.

The subsequent admissions policy — adopted in May 2014 — allows applications from students who self-identify as women; this includes those born female or male who identify as a woman as well as individuals born female who do not identify with either gender.

Oparah believes that a policy that focuses on student applicants who identify as female at the time of admission regardless of their gender at birth ensures a student body that is committed to and understands gender oppression from a female perspective.

This approach differs from Mills’ effort in 1990 to expand admission to include male students. At that time, a student-led protest resulted in a reversal of the decision to become co-ed.

“The wording of the policy is in keeping with our identity as a women’s college,” Oparah explains, adding that Mills had the full support of faculty and students in implementing the recent change to the admissions policy.

Of all Mills graduates in May 2018 — the first class admitted under the 2014 policy — Oparah says 6 percent
identified as transgender. “We have no way to know if the change … attracted more applications from transgender students, but we do know that all students are comfortable expressing their gender identity,” she says.

“We recognize that gender is a spectrum and can change over time,” Oparah adds. For example, if a student who identifies as female at the time of admission transitions to identify as male while at Mills, that individual can still complete their education at the school. “If you are admitted to Mills,” she says, “you graduate from Mills.”

Another early adopter of a trans-inclusive policy is Agnes Scott College in Decatur, Ga. The college has vocally supported trans and gender-nonconforming students since 2010, but in May 2015, its board of trustees voted to add “gender expression” and “gender identity” to the institution’s statement of nondiscrimination with regard to the admission of students, says Danita Knight, vice president for communications and marketing.

Women’s colleges provide many benefits to their students; for those who are transgender or gender-fluid, these are often even more extensive. Knight says these include a safe and supportive environment dedicated to the empowerment of marginalized populations and connections to students, faculty, staff, and alum networks that are committed to supporting diversity and engaging in intellectual challenges.

There are also benefits for the colleges. “At Agnes Scott, we are preparing our students to lead in a global society,” Knight says. “Welcoming transgender and gender-nonconforming students into our community enhances our diverse learning environment with different perspectives and experiences that enrich discussions and learning about intersectionality, which is important in every aspect of leadership.”

Like Mills, Agnes Scott took the lead on evaluating the overall student experience on campus at the same time it
adopted the new admissions policy. As a result, the college encourages students, staff, and faculty to share their preferred pronouns, provides access to a variety of housing options, and created gender-neutral bathrooms and locker rooms.

“The college adopted a name-change policy and allows students to note their preferred names in their academic records,” explains Knight. “They may request that external communications not include their preferred name or that communications not be sent to their home addresses.”

Although the campus is a safe place for trans and gender-fluid students, Agnes Scott staff discuss with students safety plans and different levels of sensitivity and understanding that they may encounter while engaging in global or cross-cultural experiences.

“We are also committed to providing affordable on- and off-campus healthcare and counseling for students in the various phases of transition,” Knight explains. “Our student health insurance has a provision for gender reassignment treatment — specifically surgical, hormone replacement therapy, and counseling.”

At Mills, Oparah says feedback from students, faculty, and parents has been positive. “We want to normalize self-identity and respect it so we can focus on academics, not gender oppression,” she says.

And efforts by Mills are not going unnoticed, Oparah points out. “At an event for admitted students, I had a group of parents tell me that they wondered how gender identity played out in practice,” she says. One parent told her that when she saw that every email from Mills included a note in the signature line identifying preferred pronouns, she knew the college’s commitment was genuine.

Any type of change has its advocates and opponents, but Knight says the inclusion of transgender applicants has been an evolution. “Our students are open, forward-thinking, and social-justice oriented, and they are committed to learning about global issues and advocating for equal rights for everyone,” she says. “Some students and alums want to maintain the exclusivity and traditions of women-only spaces, while others view this as a time to implement our mission statement to think deeply, live honorably, and engage in the intellectual and social challenges of our time.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
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Diversity Plans Can’t Breathe Without AIIR: Things to Avoid in Building a High-Caliber Diversity Initiative

By Rachel Ann Brooks; Tayo Clyburn, PhD; Lyonel Milton; Russell Valentino; Bonnie Walker; and Damon Williams, PhD

For one intensive month this summer, we participated in an online leadership development program, the National Inclusive Excellence Leadership Academy (NIXLA), with nearly 100 leaders from across the country. The twin goals of the program were to hone our strategic diversity leadership skills and strengthen our best-practice toolkit of resources, frameworks, and tactics for leading real change that we can see and feel on our campuses in the area of diversity, equity, and inclusion.

During the five-week program, we worked on the same strategy team, despite emerging from five different universities, each with unique institutional structures, challenges, strengths, and opportunities: Worcester Polytechnic Institute, Indiana University, the University of Michigan, Purdue University, and The Ohio State University.

With the help of Damon Williams, PhD, NIXLA convener and a co-author of this article, we focused our “institutional transformation project” on creating a best practice framework for diversity plan implementation, designed to support the efforts of our home institutions. Through our research, we realized that several best practice frameworks already exist, but “snapshot” versions that include pitfalls to avoid are not common. With this in mind, we created a guide with explicit instructions for avoiding pitfalls paired with critical advice for advancing diversity and inclusion implementation.

Our framework is based on a key theme that we emphasized during the program — namely, that “diversity plans can’t breathe without AIIR: Accountability, Infrastructure, Incentives, and Resources.”

Accountability
Create accountability systems that are felt up, down, and across the institution. Major institutional initiatives must have clear goals tied to strategies, metrics, and stories of impact; and they must be shared across the organization at every level in order to meet them, collectively.

You should develop an annual campus diversity report, as well as campus diversity reports that are made public to the campus community, as well as your highest governance community. These tactics create transparency regarding where we are, and where we are going on institutional diversity-related matters.

Campus-wide accountability systems must be complimented by individual level accountability systems. Some examples might include building diversity questions into individual performance reviews, merit considerations, faculty activity reports, five-year reviews, and hiring and promotional systems. While these tactics are used less frequently than institutional accountability systems, they are essential to shifting the culture of our institutions, by making diversity and inclusion a part of what is counted at not only the broad institutional level, but at the level of individual leadership, decision making, teaching, student development, and scholarship.

Infrastructure
Your campus diversity infrastructure must include a diversity plan that is activated campus-wide; senior leadership that prioritizes diversity in their budget and policies; an infrastructure of officers, units, and divisions that make diversity and inclusion matters their first priority; and a lateral diversity infrastructure of committees, liaisons, and champions.

Senior leadership at the executive, dean, and governance levels are essential to implementing a major campus diversity initiative. If this level of leadership is not engaged, then the effort can be meaningful, but it will not extend across the various formal and informal structures of the campus.

Another important aspect of your infrastructure is to develop a strong strategic diversity plan. This plan should include tactics, accountability measures, incentives, and a budget. Remember, that most plans fail because participants either don’t know the goals or are unclear of how to behave differently to achieve the goal. A major aspect of your plan should focus on learning and skill development.

Form a planning team with a budget to support their work, engage senior leaders and a cross-section of students, faculty, and staff from across campus, solicit input and get campus engagement before moving forward with a new plan. Don’t re-invent the wheel. Map what is going on across campus, assess strengths and weakness areas, and build from what works, scale up great things that are already happening, and turn the lights off on efforts that may have run their course. The key is to build a dynamic diversity infrastructure for the 21st century, not simply continue legacy efforts that may be missing the mark today.

When developing your chief diversity officer and other dedicated diversity roles and units, follow the evidence on sound organizational design. Don’t just create positions with big titles, no budgets, and no ability to help catalyze change on campus. Diversity officer roles need senior leadership support, the budget to seed new initiatives, and support to create, innovate, and collaboratively disrupt the status quo.

When developing your lateral diversity infrastructure, remember to give your diversity and inclusion committees a clear charge, budget, and a mandate to get things done.

Finally, every school, college, and divisional area should have a diversity point person or liaison. This person should be able to lead change locally, as well as insure fidelity and connection to the campus-wide effort.
Incentive systems are “pull techniques” designed to create symbolic and entrepreneurial energy to drive change. Competing priorities and calls to action are prevalent at every higher education institution. Create reasons for campus partners to follow through as well as positive energy and goodwill associated with your diversity and inclusion efforts through rewards. Identify people who are initiating progressive change.

If your campus is successfully engaged in campus diversity efforts, apply for recognitions such as the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award.

In addition, create your own institutional diversity awards for teaching excellence, leadership, community service, and more. Recognition is key to creating the type of energy that can be used to get more people involved because you are building individual and institutional reputation by acknowledging the good work that is happening on campus.

It is also important to have diversity-innovation grant programs. These allow the campus community to tap into resources that provide them opportunities to be innovative and creative in their approach to change.

Resources

Every diversity plan requires resources to be successful. Leaders must make financial investments to launch new or stronger diversity efforts. This means developing fundraising initiatives and allocating money to diversity that may have been earmarked for other areas.

For example, use the remaining funds from student meal plan sales at the end of the year to feed students who are homeless and hungry. Allocate some of the earnings from institutional licensing and apparel agreements to support a campus-wide diversity and innovation fund. Consider a mere 1 percent strategic reallocation of all budgets campus-wide to finance a new diversity and innovation venture capital fund under the leadership of the chief diversity officer. These are some of many financial techniques that can be used to fund under-the-radar diversity efforts.

Remember, your greatest resources are your people. Consult the wealth of resources at your fingertips, including diversity, equity, and inclusion leaders and champions in your network. Launch your internal plan with point leaders and targeted departmental support.

Most importantly, develop strategic diversity leaders at the student, faculty, staff, and executive levels. More people today want to get involved in the change effort than ever before. They simply don’t know how.

Diversity landscapes vary significantly from one institution to another, but knowing best practices and what to avoid can save time, resources, and energy and provide direction for success. This work is important and must strategically align with individual institutional values and goals. Don’t assume that you can take a plan developed elsewhere and apply it to your institution. One size does not fit all; every organization has its own unique needs.

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TRUMP’S TENSE RELATIONSHIP WITH HBCUS

By Ginger O’Donnell

On Feb. 27, 2018, after appointing the former head of the Thurgood Marshall College Fund, Johnny C. Taylor, as chairman of the President’s Board of Advisers on HBCUs, President Donald Trump stated that his administration had “made great strides in strengthening HBCUs,” proceeding to call them “cherished and vital institutions in our country.”

In reality, Trump has demonstrated fundamental confusion about what HBCUs are and stand for, says Crystal A. deGregory, PhD, acclaimed historian, HBCU scholar, and director of the Atwood Institute for Race, Education, and the Democratic Ideal at Kentucky State University. But in spite of this fact, deGregory and other HBCU scholars largely agree that Congress, under the Trump administration, has achieved important gains for these colleges and universities.

HBCUs and the Oval Office

The U.S. Department of Education under President Barack Obama enacted several key policies that angered many HBCU leaders, including terminating summer Pell Grants and tightening requirements for the Parent PLUS loan program, a federal low-interest loan that helps parents assist their children with college costs. In addition, his administration struggled to communicate effectively with them, says Marybeth Gasman, PhD, director of the Penn Center for Minority-Serving Institutions at the University of Pennsylvania and the author and editor of more than 25 books about HBCUs.

However, despite the common perception that Obama hurt more than helped HBCUs, quantitative research by Ivory A. Toldson, PhD, president and CEO of the Quality Education for Minorities Network, shows that HBCUs ultimately benefited financially under the 44th president. Revenue from all federal student loan programs increased by $117.8 million for HBCUs during Obama’s time in office, Toldson’s research indicates.

As soon as Trump was elected, members of the HBCU community got to work in an attempt to establish a meaningful working relationship with the new president. In December 2016, the United Negro College Fund (UNCF), a philanthropic and advocacy organization for students from underrepresented racial and ethnic groups that includes 37 HBCU members, issued a 14-page memo to the president-elect titled “Ten Ways to Invest in Historically Black Colleges and Universities.” The document encouraged the renewal of traditional, non-controversial efforts such as the convening of a White House summit on HBCUs and the re-issuing of a presidential executive order in support of these institutions — a practice dating back to President Jimmy Carter.

UNCF also urged Trump to incorporate HBCUs into the 10-point “New Deal for African Americans” he promoted during his campaign. Specifically, they hoped to be included in the $1 trillion national infrastructure investment he proposed, noting the more than 700 buildings on the National Register of Historic Places that are located on HBCU campuses, many of which are deteriorating due to a lack of resources.

Another item on UNCF’s list was a request to both protect and increase the amount of funding for Pell Grants — a significant source of federal aid for HBCUs given that nearly three-fourths of their students rely on these grants. In addition, the organization asked the
Trump administration to implement educational accountability measures that take into consideration the “degree of difficulty” that HBCUs face in terms of ensuring the academic success of their frequently underprepared and disadvantaged student bodies.

To date, the majority of UNCF’s requests have gone unaddressed by Trump. However, HBCUs have been able to secure some critical funding over the past two years. But, according to HBCU leaders and scholars, everything that has been achieved thus far under this administration has been the result of a partnership between the colleges and Congress — as opposed to direct actions by the president himself.

One of the most significant accomplishments occurred in spring 2017, when a bipartisan group of Congressmen and women agreed to restore year-round Pell Grants; as a result of this action, low-income students can now receive federal funding for the summer term, helping them complete their degrees in a more timely manner. Because HBCUs do not generally have large endowments, students’ ability to access Pell Grants plays an essential role in ensuring the financial health of these institutions, experts say.

A second bipartisan Congressional achievement during Trump’s tenure has been the granting of full loan forgiveness to four HBCUs that had been affected by Hurricanes Katrina and Rita in 2005. Included in the Bipartisan Budget Act of 2018, the provision released the schools from a combined debt of more than $300 million.

Publicity Faux Pas
Despite a few significant policy gains under the Trump White House, the administration’s efforts to publicly align itself with HBCU leaders have consistently fallen flat.

Approximately two months after Trump entered office, the White House invited several dozen leaders of HBCUs to meet with Education Secretary Betsy DeVos for a listening session. “I thought it was a great idea because she doesn’t have a strong background in higher education and didn’t know anything about HBCUs,” recalls Dillard University President Walter Kimbrough, PhD.

During the event, DeVos praised HBCUs for being “pioneers of school choice” — a statement that angered many because these institutions were founded in response to segregation and racial discrimination. “It’s apparent she has never read anything about the education of African Americans or HBCUs. A total rewrite of ed. History,” Gasman tweeted following the event.

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Kimbrough, however, prefers to give DeVos the benefit of the doubt. “I think she was trying to find a way to make a connection: ‘I understand school choice, so let me apply it in this HBCU context.’ It just didn’t go the way [she planned],” he says.

Ultimately, the listening session never happened, and instead, Trump invited those in attendance into the Oval Office for what has become a somewhat awkward and infamous photo op.

In May 2017, DeVos delivered her first commencement address as Secretary of Education at Bethune-Cookman University, an HBCU in Daytona Beach, Fla. Although their efforts were ultimately unsuccessful, more than 50,000 activists signed a petition asking the school’s administration to cancel her speech. On the day of graduation, some students stood with their backs to DeVos, others heckled and booed during her address, and at one point the crowd got so loud that the university’s president, Edison O. Jackson, threatened to end the ceremony and mail graduates their diplomas.

That same month, Trump dumbfounded HBCU policy advocates with his comment about a $1.1 trillion government spending bill that included a 25-year-old federal program for HBCUs to finance construction projects on their campuses. After signing the bill into law, the president said that such funding for HBCUs may be unconstitutional because the money is allocated to schools with a particular focus on race. According to deGregory, such a statement illustrates Trump’s fundamental confusion regarding the history of HBCUs and how they operate; an institution’s designation as an HBCU is based on whether it was established before the Civil Rights Act of 1964 and strives to provide a high-quality education to students of all races and ethnicities.

Tensions between Trump and HBCU leaders continued into September 2017.

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HBCUs represent 3% of two- and four-year public and private nonprofit colleges and universities but enroll 10% of all African American undergraduates.
Every fall, the White House hosts a conference designed to promote the exchange of information between government officials and HBCU presidents. The first one hosted by the Trump administration, however, was characterized by calls from many HBCU leaders for its cancellation in reaction to the president’s response to the violent “Unite the Right” rally that had taken place one month prior in Charlottesville, Va.

As for 2018, one of the biggest indicators of the continued underlying tension was the total absence of government officials at HBCU commencements. “No cabinet secretary, no high-level administration person [spoke at] any HBCU commencement this year — to me, that tells a story,” Kimbrough says.

In addition, in August, the Education Department announced that Howard University, one of the most highly regarded HBCUs in the nation, will no longer be able to receive millions of dollars of financial aid money in advance, but rather will have to front the costs for students and seek reimbursement from the federal government. At the time, Howard President Wayne A.I. Frederick, MD, told several media outlets that he didn’t understand the reasoning behind the policy change.

Looking Forward
deGregory believes it is wise for HBCUs to be cautious about future partnerships with the Trump administration. She warns that policies that may seem supportive under Trump could have unexpected, negative consequences for the African American community. Such effects, she believes, could manifest in the form of a racially charged narrative of “look at all we did for you, and you still haven’t been able to cut it” to “something far more injurious, such as the dismantling of these institutions, through what on the surface look like partnerships or mergers.”

Furthermore, deGregory is concerned about the possibility that HBCUs will one day no longer exist. “There is talk from the Trump administration of HBCUs being less race-focused and more race-neutral,” she says, arguing that this would “mean a kind of erasure” that would make it increasingly difficult for these colleges to attract African American students. “One of the things keeping HBCUs alive in this era is that they appear to be unapologetically black spaces in a nation where blackness is perennially under attack,” deGregory adds.

For Kimbrough, the jury is still out on whether Trump is a true supporter of these institutions. He’s most concerned about what will become of Title III funding, federal money that is awarded to HBCUs on a yearly basis for a wide range of projects, from infrastructure to academic programs. “That’s going to be the first real significant test,” he says. “Everything else is sort of nice, but we’re talking about $85 million a year.”

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity.
Research and Reconciliation:
Some Universities Work to Ensure an Inclusive Future by Acknowledging Their Inequitable Pasts

By Mariah Bohanon

In recent years, some colleges and universities have set out on the long path of addressing their historic ties to systems rooted in white supremacy, including slavery, the Confederacy, and hate groups. Against the backdrop of a resurgence in white nationalism, this work has only grown in urgency and significance. At the same time, many institutions have deepened their commitment to atoning for their past by working to build a more inclusive future.

University of Virginia
The University of Virginia’s (UVA) institutional narrative has been shaped by the forces of systemic oppression. Founded in Charlottesville in 1819 by Thomas Jefferson — who played a fundamental role in shaping the ideals of American democracy despite owning 600 slaves over the course of his lifetime — the campus and surrounding community was selected by white supremacists for the 2017 “Unite the Right” rally. But despite its volatile history, UVA has established itself as an exemplar in restorative justice due to its large-scale efforts to uncover and reconcile its ties to slavery.

In April 2013, then-President Teresa A. Sullivan formed the President’s Commission on Slavery and the University (PCSU) to “provide advice and recommendations on the commemoration of UVA’s historical relationship with slavery,” says Marcus Martin, MD, vice president and chief officer for diversity and equity at UVA.

To lead this massive undertaking, UVA created a large and diverse team. With 26 members, PCSU is made up of faculty in anthropology, history, and law; UVA archivists, architects, and student researchers; experts from local historic sites, including Jefferson’s estate; and Martin and other administrators. Recognizing the importance of this project to the student body as well as the community at large, PCSU spent five years scouring UVA records and archives, meeting with stakeholders, and brainstorming ways to atone for the university’s past.

The commission’s official report, released in July 2018, is the culmination of this work. It garnered national attention for its uncovering of hard truths — namely, that Jefferson founded UVA to be an institution with “slavery at its very core,” based on his belief that “a southern institution was necessary to protect the sons of the South from abolitionist teachings in the North.” Acknowledging this historical reality, UVA is working hard to redirect its institutional narrative as one of inclusion of African Americans. The university decided the best way to begin was by first recognizing those it once enslaved.

PCSU concluded that UVA had rented or owned at least 5,000 men, women, and children before emancipation in 1865. A meticulous search of university records uncovered the names of nearly 1,000 of these individuals, which the university intends to have etched into a circular stone wall to form the Memorial to Enslaved Laborers. Known as the Freedom Ring, it is scheduled to open in 2019.

“When you look around the grounds of universities built by the enslaved, particularly in the South, nowhere do you actually see the names of the people who built these institutions; [they] have always been in the background,” says Martin. Located in one of the busiest areas of UVA’s campus, the memorial will be a visible reminder for students and the public that “the enslaved were here — they worked the gardens, prepared the food, provided childcare, cleaned the rooms,” Martin adds.

Other efforts by UVA to address its past include a walking tour of historically significant sites on campus connected to the university’s history of slavery; the creation of a short documentary about the commission’s research, titled Unearthed and Understood; and the development of courses for UVA students and learning experiences for local high school youth about slavery and its long-lasting effects on the region.

Another outcome of PCSU’s report was the creation of the Universities
Studying Slavery (USS) consortium. Forty-two colleges and universities in the U.S., Canada, and Europe have joined USS since its founding in 2015, enabling them to exchange ideas, share best practices, and plan joint efforts for achieving restorative justice on a large scale.

UVA has also renamed several campus buildings after enslaved persons who played a central role in its history and founding. Martin believes that honoring these individuals is important because it humanizes the story of slavery as well as shapes an inclusive institutional narrative — one that, he says, no longer ignores black history.

“The commission’s report brings [UVA’s history] to light so that the institution can move forward with further opportunities for atonement and repair,” he says.

Georgetown University
One of the first institutions to join USS was Georgetown University in Washington, D.C.; its Slavery, Memory, and Reconciliation project has been one of the most publicized examples of a prominent institution’s coming to terms with its unethical past. Part of this effort has involved publishing the names of 272 enslaved persons who were sold en masse in 1838 to save the university from financial ruin. Widespread media attention, coupled with genealogy research by nonprofit organizations, has enabled thousands of descendants of these individuals, who originally lived and worked on plantations belonging to the Jesuit order that ran Georgetown, to be identified.

“This [project] was an interesting case because, unlike some other universities, we weren’t so much discovering our history as shining a light on it,” says Georgetown Vice President and Chief of Staff Joe Ferrara, PhD. The past practice of Jesuit slaveholding as well as the sale of the “GU272” — as this group of slaves is commonly referred to — was well-known among historians and those familiar with the university’s history, he says. Until now, however, Georgetown had never publicized this information or the details of the 1838 sale.

The original aim of the Slavery, Memory, and Reconciliation project was not solely to identify descendants of this group but to “communicate this history [of slavery] in new and vivid ways to the members of the university community and the broader public,” says Adam Rothman, PhD,
at Georgetown since preferential admissions began in fall 2016.

Going forward, Ferrara says the university plans to work “in close consultation” with descendants on designing memorials for their ancestors as well as additional projects. “All of these things — the renaming of buildings, the [liturgy], the Georgetown Slavery Archive — are just first steps. We are looking at this as a very long-term process,” he says.

University of Wisconsin-Madison
Recently, several northern institutions have been compelled to examine their own historic ties to white supremacist establishments. In fall 2017, Chancellor of the University of Wisconsin-Madison (UW Madison) Rebecca Blank commissioned a study group to investigate two campus groups that bore the name of the Ku Klux Klan (KKK) during the early 20th century — a decision prompted by the “Unite the Right” rally.

“I think given what was happening across the country and at other major institutions, to sit so idly by knowing that a history [of the KKK] existed [on campus] and not engage would have been highly problematic for Chancellor Blank and the university community,” says Patrick Sims, deputy vice chancellor, vice provost, and chief diversity officer at the college.

UW Madison researchers determined that neither campus organization had official ties to the KKK. Studying the history of the second group, however, had been especially puzzling, Sims says, as researchers could not determine why its members chose the KKK moniker. Even more troubling for the university was the fact that two of its members had gone on to become prominent alumni who had spaces in the UW Madison student union named in their honor.

Many students and employees demanded the college immediately
rename these places. Others argued that such an action was unfairly maligning these individuals’ legacies, as each was known for advocating against segregation in their respective professions. The university ultimately decided to apply guidelines established by Yale University in 2016 for renaming campus spaces that supposedly venerate white supremacist leaders or ideologies. This protocol prioritizes the contextualization of unpleasant racist histories rather than erasing them, says Sims, which is why UW Madison decided that both men deserved recognition on campus, just not in spaces designed for student programming.

Instead, each man’s life and the history of the KKK at UW Madison and in the surrounding community will be presented in an educational format — most likely through interactive kiosks, according to Sims. In addition, the university has pledged to bolster its support for racial justice in higher education, including finding new ways to educate the campus on the history of racial and ethnic exclusion at UW Madison.

Had the university immediately removed each man’s name from the student union instead of digging deeper, Sims says the campus community “would have missed the opportunity to have the larger conversation. We wouldn’t have been able to address the culture of the time period that enabled this [KKK] organization to exist.”

University of Mississippi
Facilitating conversations about the cultural context of white supremacy is an educational obligation of colleges and universities, says John R. Neff, PhD, associate professor of history and director of the Center for Civil War Research at the University of Mississippi (UM). As an institution with a notoriously racist past — including being the site of one of higher education’s most bitter desegregation battles — UM decided in 2014 to task Neff and other UM historians with contextualizing campus spaces that venerated white supremacist leaders or ideals.

Some members of both the campus and local community objected to the project under the misguided belief that it would entail erasing parts of UM’s past, Neff says. “I think some of the opposition was in fear of what [information] we would produce or that we would tear down names or even buildings,” he says. “There was a lot of misunderstanding regarding what we were trying to do, which is
Based on the research team’s suggestions and Yale University’s guidelines, UM decided to contextualize several structures and monuments — including a Confederate statue and buildings named for slaveholders — by installing plaques that explain their historic ties to white supremacy.

UM did decide, however, to rename one campus building identified by the committee as being connected to white supremacist ideology, rather than simply adding context. Vardaman Hall was named after former Mississippi governor James K. Vardaman, who advocated for segregation and even violence against African Americans. Preserving history, Neff says, does not mean continuing to honor such an individual. The university has yet to decide upon a new name for the historic hall.

Like Georgetown and UVA, UM plans to begin addressing its historical ties to slavery as well and is currently looking at ways to raise awareness of the lives of women who were enslaved there.

“To not acknowledge our past is to lie about it, and to erase the unpleasant moments — to have no memory of them on campus — is extraordinarily dishonest,” Neff says. “The preservation of the past, while being contextualized, acknowledges that no one institution has gotten through [history] without blame.”

John R. Neff

“I think some of the opposition was in fear of what [information] we would produce or that we would tear down names or even buildings. There was a lot of misunderstanding regarding what we were trying to do, which is to be honest with our history, not denigrate or delete it.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity.
Embedded in one of the most diverse cities in the nation, the University of Houston is the second most diverse research institution in the United States. Students come to UH from more than 137 nations from across the world. Designated as a TIER 1 PUBLIC RESEARCH UNIVERSITY by Carnegie Foundation for Advancement of Teaching. University of Houston is designated a HISPANIC SERVING INSTITUTION. University of Houston is designated a ASIAN AMERICAN & NATIVE AMERICAN PACIFIC ISLANDER INSTITUTION. Houston is the fourth-most populous city in the U.S. 3 IN 3 UH has proudly won 3 HEED Awards in 3 consecutive years.
On June 18 and 19, 2018, INSIGHT Into Diversity magazine hosted the inaugural Higher Education Excellence in Diversity (HEED) Award Summit on the University of Houston’s (UH) campus. This unique “think tank” event was open to the colleges and universities that received the 2017 HEED Award and Health Professions HEED Award. Only 2 percent of higher education institutions nationwide received this honor last year.

The invitation-only event was designed exclusively for HEED Award recipients so that the seasoned chief diversity officers (CDOs) representing these institutions could come together in an environment that fostered dialogue, collaboration, and the sharing of best practices. The more than 45 colleges and universities across the U.S. that attended the summit included both large and small, public and private baccalaureate-granting institutions; law schools; community colleges; and medical, dental, veterinary, and nursing schools.

Renowned higher education expert and diversity visionary Damon A. Williams, PhD, was the keynote speaker. In addition to serving on the INSIGHT Into Diversity Editorial Board, Williams is chief catalyst for the Center for Strategic Diversity Leadership & Social Innovation and a senior scholar and innovation fellow at Wisconsin’s Equity and Inclusion Laboratory at the University of Wisconsin-Madison. In an inspiring address, he emphasized the moral courage inherent in those who dedicate their lives and careers to creating a more equitable society by championing inclusion in higher education.

INSIGHT Into Diversity based session topics on a pre-survey of CDOs from HEED Award schools as they related to the most pressing diversity, equity, and inclusion issues they face on a daily basis. Presenters on each panel were selected and invited by INSIGHT to talk about their specific programs and efforts. “We read every HEED Award application, so we know who has the best programs related to each topic and who we wanted to lead each discussion,” says Lenore Pearlstein, co-publisher of INSIGHT Into Diversity magazine.

Speakers shared how they managed to successfully address these issues on their campuses through innovative programming and initiatives. “Every panelist came prepared to talk about a unique program or initiative they had on their campus — how it works, what worked well, and what they might have done differently,” says Holly Mendelson, co-publisher of INSIGHT Into Diversity.

Richard Baker, JD, PhD, assistant vice chancellor and Title IX coordinator at UH and incoming president of the American Association for Access, Equity, and Diversity (AAAED), along with AAAED Executive Director Shirley Wilcher, JD, discussed critical factors affecting campus climate and the well-being of underrepresented students and employees. They covered topics such as shifting immigration policies and the rise of hate speech on college campuses.

“‘The summit exceeded my expectations; it was a really great opportunity to connect, learn, and feel some diversity family love. Thank you to INSIGHT Into Diversity and everyone who made it happen.’”
— Joe-Joe McManus, chief diversity officer and associate vice president of the Office of Diversity, Educational Equity and Inclusion at California State University San Marcos

“It was a pleasure getting to meet everyone in attendance, and I look forward to establishing lasting professional friendships and beginning new collaborations. Thank you for bringing us together and coordinating a meaningful summit.”
— Willette S. Burnham-Williams, university chief diversity officer and Title IX coordinator at the Medical University of South Carolina
A group of summit attendees discuss student recruitment and retention during a breakout session.

Leonard Baynes, dean of the University of Houston Law Center, and Willette Burnham-Williams, university chief diversity officer at the Medical University of South Carolina, share insights on recruiting diverse faculty.

Representatives from summit sponsors General Motors and TIAA, along with nationally recognized business coach Arquella Hargrove, discussed the bridge between higher education and corporate America. They examined in detail how colleges and universities can better prepare students with the knowledge and skills most valued by employers seeking to create equitable and inclusive workplaces.

“Delivering my presentation on the Recruiting and Retaining Diverse Faculty panel was a wonderful learning experience for me. The entire HEED Summit was exceptional, and I feel humbled to be able to participate. I am already working to implement some of the ideas that were presented by other institutions in attendance.”
— Jason F. Kirksey, vice president for institutional diversity and chief diversity officer for Oklahoma State University

The summit concluded with Ashley Hamm, a licensed professional counselor specializing in stress management for

CALIFORNIA STATE UNIVERSITY, FULLERTON
is committed to recruiting and retaining a high-quality, diverse and inclusive faculty and staff, to prepare our students to succeed in a global society.

Proud recipient of the 2018 Higher Education Excellence in Diversity (HEED) Award


WELCOME TO OPPORTUNITY

“The way that everyone comes together defines USC. It’s about more than academics. No matter your background or where you come from, you can realize your dream.”

TAYLOR WRIGHT
GOOSE CREEK, SOUTH CAROLINA
SENIOR / PUBLIC HEALTH

At the University of South Carolina, we give students the opportunity to excel in everything they do, supporting their academic, extracurricular and community endeavors. A shy high school student with just 46 seniors in his graduating class, Taylor Wright became the voice for 24,000 undergraduates as Carolina’s student body president.

Responding to busy professionals. She conducted a workshop on self-care for diversity practitioners, which focused on avoiding burnout and managing a better work-life balance.

Both Pearlstein and Mendelson agree that the key factor in the summit’s success was the enthusiasm attendees had for engaging and collaborating with one another with regard to achieving the strategic goals of their respective institutions.

“It was amazing to see medical school CDOs learning from community college CDOs,” says Pearlstein. “Everyone was there for the same reason, but I don’t think anyone expected to walk away with so much motivation to begin modeling the programs and initiatives they learned about from their peers. It was two fantastic days of listening, learning, and forming new bonds and friendships.”

The University of Cincinnati will host the 2019 HEED Award Summit in June 2019.

“"The inaugural HEED Summit was one of the best learning exchanges I have attended. I use that term deliberately because it distinguishes the summit from other events. We were right down in the weeds with our daily challenges and successes. I am energized and re-dedicated! Thank you for organizing a summit rich in content and high-value.”
— Janet Park Balanoff, associate vice president for equity and diversity and Title IX coordinator at Seminole State College of Florida
"We have made successful efforts to increase the diversity of our students and faculty, consistent with our commitment to providing a learning environment that positively transforms lives. Today, Queens College serves students who trace their ancestry to over 150 countries, served by a world-class faculty with scholars from the best colleges and universities. Come and visit us at www.qc.cuny.edu.”

Queens College President Félix V. Matos Rodríguez
COMMITTED TO INCLUSIVE EXCELLENCE

Clemson University has been ranked by *U.S. News & World Report* among the top-25 public universities in the nation for 11 straight years. The University has been classified as a Carnegie R1 research university that creates economic opportunities. Faculty, staff and students contribute to Clemson’s national reputation as a great place to study, live and work, and the University invites others to learn more about career opportunities at clemson.edu/careers. To promote inclusive excellence, the University’s Men of Color National Summit works to increase the number of African-American and Hispanic males who finish high school and attend college.

**CLEMSON LEADING THE WAY**

- **Call Me MISTER®** increases the pool of available teachers from a broader, more diverse background.
- **The Charles H. Houston Center for the Study of the Black Experience in Education** examines issues that impact the educational experiences of African-Americans.
- **Clemson Career Workshop** supports college readiness of high-achieving students from diverse populations.
- **Emerging Scholars** helps establish a college-going culture among students from the state’s economically disadvantaged areas.
- **The Erwin Center Summer Scholars Program** gives students from HBCUs and other universities an opportunity to engage with marketing, advertising and communication professionals.
- **The Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students' needs while providing diverse and experiential learning opportunities.
- **PEER/WISE** provides collaborative experiences for underrepresented students and women in science and engineering.
- **Tiger Alliance** mentors and prepares African-American and Hispanic high school males for college entrance and success.

*April 25–26, 2019*

The summit is open to high school and college students, community leaders and professionals. The 2019 summit features 30 breakout speakers and incredible keynotes: Melissa Harris-Perry, Geoffrey Canada, Ron Estrada, Pedro Noguera and Freeman Hrabowski

clemson.edu/menofcolor

**National Media Sponsor**

**INSIGHT Into Diversity**
The award-winning UHLC Pre-Law Pipeline Program is designed to increase the diversity of law school applicants for undergraduate students who are first-generation, low income, or members of groups underrepresented in the legal profession. The Pipeline Program provides law school preparatory resources — LSAT preparation, introductory law school classes, internships, and professional development sessions. Students participating in this program will be equipped with the tools to handle better the demands of the LSAT and their potential law school careers.

To learn more about the University of Houston Law Center Pre-Law Pipeline Program, visit law.uh.edu/pipeline.

Recipient of the Higher Education Excellence in Diversity Award by INSIGHT into Diversity magazine for 2016, 2017 and the only law school in 2018
Beyond a Quality Education

By Alexandra Vollman
The University of Delaware celebrates our individual and collective achievements and embraces diverse backgrounds, capabilities, values and viewpoints.

Our commitment to inclusive excellence guides us everyday—in our recruitment efforts, in our classrooms, offices and laboratories and in our actions. Together we are making progress toward a more diverse and inclusive campus. After winning its first HEED award in 2017, UD is proud to receive a second HEED award in 2018.
Institutions of higher education in the United States are no longer solely bastions of thinking and learning. Modern colleges and universities must excel not only in this traditional role but also in the areas of social, financial, cultural, and professional support that so many students today demand and expect. Some institutions are answering this call by creating campuses, programs, and policies that help ensure affirming spaces and experiences for students and employees of all backgrounds and cultures to live, learn, work, and grow together.

**INSIGHT Into Diversity** Higher Education Excellence in Diversity (HEED) Award recipients represent the best of these institutions. They understand that providing this type of environment requires a strategic, holistic, and comprehensive approach to diversity, equity, and inclusion.

This year, we are thrilled to announce that 96 U.S. colleges and universities have proven their commitment to this work and are being recognized with the **INSIGHT Into Diversity** HEED Award for their efforts. Of these, 13 are also being honored as Diversity Champions for ranking in the top tier of HEED Award recipients.

Now in its seventh year, the HEED Award evaluates colleges’ and universities’ commitment to diversity and inclusion across their campuses. Recipients include both two- and four-year, public and private institutions, including liberal arts colleges, research universities, HBCUs, Minority-Serving Institutions, a graduate school, a law school, technical...
The University of Louisville is a great place to learn, work, and invest because we celebrate diversity, foster equity and strive to achieve inclusion. Our goal as an institution is to enable all members of the campus community to achieve their highest potential.

#WeAreUofL

For more information on how UofL embraces diversity, visit louisville.edu/diversity.
colleges, and a system office. Though unique in their own ways, these institutions have in common a dedication to helping all individuals thrive on and off their campuses — students, faculty, staff, and administrators as well as members of the local community.

Their recognition of diversity is broad, encompassing not just a person’s racial or ethnic background but also veteran status, disability status, nation of origin, gender, religion, sexual orientation, gender identity, age, life circumstances and experiences, and socioeconomic status, among other characteristics.

Efforts by HEED Award schools to serve individuals of those identities and intersections of those identities go beyond just recruitment and retention to focus on financial, academic, and professional support; social connectedness and a sense of belonging; cultural competence; health and wellness; community outreach; social justice and activism; events and celebrations; diversity education; and campus climate. Through a combination of programs, policies, services, and facilities in those areas, HEED Award recipients continue to meet the needs of today’s diverse students and employees.

As the world and individual needs and aspirations continue to evolve, HEED Award institutions will continue to persevere and set the bar for other colleges and universities, understanding that in order to prosper in higher education today, they must do more than just offer a quality education. They must continue to evolve as well, providing the support necessary for all to thrive.

Alexandra Vollman is the editor-in-chief for INSIGHT Into Diversity.
At Ohio University, we search for sameness in our differences and celebrate the chasm that lies between. We empower those who for too long have felt powerless, and seek to understand in a world where too many feel misunderstood. We do this because we know that breaking down barriers and changing perceptions is not a “pipe dream,” but a prerequisite for global harmony. Diversity enhances our collective experiences and we will not stop until inclusion comes naturally to all.

We do all this for the betterment of society, not for award recognition; but when you are a leader, people notice. Our president, Dr. M. Duane Nellis, has made diversity and inclusion our #1 strategic pathway and is unwilling to rest until we lead the nation in these important efforts. We are honored to accept the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award, in recognition of OHIO’s commitment and progress.
RECIPIENTS OF THE 2018 INSIGHT INTO DIVERSITY HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2018 DIVERSITY CHAMPIONS

Clemson University
Columbia University in the City of New York
Florida State University
Indiana University Bloomington
Metropolitan State University of Denver
Oklahoma State University
Rochester Institute of Technology
Texas Tech University
The University of Alabama at Birmingham
University of Cincinnati
University of Kentucky
University of North Carolina Greensboro
Virginia Polytechnic Institute and State University

2018 HEED AWARD RECIPIENTS

Adelphi University
Amherst College
Anne Arundel Community College
Arkansas State University
Ball State University
Berea College
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Los Angeles
California State University, Northridge
California State University San Marcos
Case Western Reserve University
Central Washington University
Clark University
Cuyahoga Community College
East Carolina University
Eastern Kentucky University
Eastern Washington University
El Paso County Community College District
Framingham State University
Georgia Institute of Technology
Greenville Technical College
Indiana State University
Indiana University-Purdue University Indianapolis
Kansas State University
Kent State University
Metropolitan State University
Miami Dade College
Millersville University
Morgridge College of Education at the University of Denver
Mount Holyoke College
North Carolina State University
Northeastern University
Ohio University
Old Dominion University
Oregon State University
Pikes Peak Community College
Queens College–CUNY
Raritan Valley Community College
Saginaw Valley State University
Seminole State College of Florida
Southern Illinois University Edwardsville
Stockton University
Stony Brook University
SUNY Buffalo State College
SUNY Old Westbury
SUNY System Administration
Swarthmore College
Texas Christian University
The University of Alabama at Tuscaloosa
The University of North Carolina at Chapel Hill
The University of North Texas
The University of Texas at Austin
The University of Tulsa
Union College in New York
University at Albany – State University of New York
University of California, Riverside
University of Central Florida
University of Colorado Boulder
University of Delaware
University of Georgia
University of Houston
University of Houston Law Center
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Louisiana at Lafayette
University of Louisville
University of Michigan–Ann Arbor
University of North Carolina Greensboro
University of North Carolina Wilmington
University of Pittsburgh of the Commonwealth System of Higher Education
University of South Carolina
University of West Florida
University of West Georgia
Virginia Commonwealth University
West Virginia University
Western Michigan University
Whitworth University
Widener University
William & Mary
William Marsh Rice University (Rice University)
William Rainey Harper College (Harper College)
Winston-Salem State University
A Legacy of Access, Opportunity and Success

Kansas State University has long maintained a demonstrable commitment to diversity and inclusion. Since 1863, as the nation’s first operational land-grant university, K-State has heralded “full educational privileges” with open enrollment to all students regardless of gender, race or creed. From the very beginning, our commitment to access, opportunity and success has remained unchanged.

K-State strives to be an institution of higher learning that values and champions the contributions, interests and narratives of diverse cultural and social groups. We prepare our students for global citizenry through an increased depth of understanding and critical examination of issues and topics along the diversity continuum. No matter your field of expertise or professional goals, K-State offers an unbeatable combination of opportunity and support. K-State has been recognized at the national level for our diversity and inclusion efforts. We also have a long history of offering institutional awards for diversity.

National Awards

- **2014-Present** — Insight Into Diversity Higher Education Excellence in Diversity (HEED) Award
- **2016-Present** — Big XII Most Outstanding Black Student Union (12 of the last 13 years)
- **2017** — Campus Pride Best of The Best Top 25 LGBTQ Friendly Colleges and Universities
- **2017** — College Choice 50 Best Colleges for LGBTQ Students
- **2017** — Advocate Magazine Top 10 Trans-supportive Colleges in the U.S.
- **2017** — 8th Annual Compete Sports Diversity Award (Petey Awards)
- **2018** — Insight Into Diversity Inspiring Programs in STEM Award
- **2018** — Business Insider Top 20 Best College Towns
- **2018** — No. 2 in Livability’s Top 100 Best Places to Live

Institutional Awards

- **1978-Present** — Commerce Bank Presidential Diversity Award for Faculty and Staff
- **1996-Present** — Commerce Bank Presidential Diversity Award for Students
- **2003-Present** — University Outstanding Department or Unit Award for Enhancing Diversity

Leadership Opportunities

Dean, College of Veterinary Medicine
Dean, College of Agriculture and Director, Kansas State Research and Extension
Dean and CEO, Kansas State Polytechnic

Learn more about careers at K-State. [k-state.edu/careers](http://k-state.edu/careers)
Discover, Inquire, & Grow
With the goal of building a culturally diverse community that is appreciative, sensitive, and understanding, California State University, Northridge’s Discover, Inquire, & Grow in Los Angeles initiative emphasizes the artistic expressions, traditions, and historical significance of various cultures. Group activities provide an opportunity for students and faculty to discuss cultural issues in a safe and open environment, encouraging a link between classroom learning and the campus’s culturally diverse environment.

Diversity Theater
Diversity Theater at Rochester Institute of Technology presents interactive learning workshops that use theater to engage participants in meaningful experiences within the context of diversity and inclusion education. The program strives to present the complexities of and insights into the nature of diversity in a global context to members of the campus community. Theater, film, and performing arts all serve as vehicles to educate, motivate, and address sociological, psychological, and cultural diversity issues to enhance the community’s capacity to recognize the most basic elements of humanity that bind us together.

Dare to Be Diverse Film Series
A collaboration between three campus units at SUNY Buffalo State College, the six-part Beyond Boundaries: Dare to Be Diverse Film Series is organized around categories of diversity such as race, gender, class, sexual orientation, and abilities, with an emphasis on intersectionality. Films shown in 2018 have included I Am Not Your Negro, Dalya’s Other Country, This is Gay Propaganda, and Lake of Betrayal. The goal of the series is to provide a multicultural experience while creating an opportunity for open dialogue among students, faculty, staff, and members of the Buffalo community.

Wildcat Dialogues
Wildcat Dialogues at Kansas State University (K-State) is an event that brings together nearly 1,000 first-year students with faculty, staff, and administrators for a night of courageous conversation to help build a connection for intercultural learning and celebrate the K-State family. Attendees hear stories about the K-State experience from a diverse panel of student-leaders, which is followed by small group discussion facilitated by members of the campus community at all levels. The event is an opportunity to reflect on the value that all identities and perspectives bring to campus.

DNA Discussion Project
The DNA Discussion Project at the University of North Carolina Wilmington was created to encourage greater understanding about the construction of race and the perception of ethnicity using the science of genetics and family heritage as the common platform. Small groups of faculty, staff, students, and community members volunteered to participate in DNA testing. Prior to receiving their DNA results — which included estimated percentages of ethnic heritage — they were asked what they knew about their ancestry. Afterwards, participants shared their reactions to the information and discussed concepts of identity and heritage.

Inclusive Leadership Conference
Swarthmore College hosts an annual Inclusive Leadership Conference for all of its residential peer leaders, training them to work with and support diverse populations. During the year, these students — typically around 140 — work to build their intercultural capacities and explore and reflect on topics of diversity, equity, and inclusion through continuing education sessions. The goal is for students to become self-aware and critically conscious of their identities, positionality, privilege, and power as well as how they think about and value difference.
Cultural Competency

CULTURAL COMPETENCY PURSUIT
The University of North Florida’s Cultural Competency Pursuit curriculum is designed to improve members of the campus community’s awareness and understanding of other cultures. It includes an introduction to the concepts of equity, diversity, and inclusion as well as six core competency courses of varying lengths: race and ethnicity; religious, spiritual, and secular worldview identity; LGBTQ identities; gender inclusion; military veteran identity; and dis/ability inclusion. The curriculum culminates with a capstone course. Initially only offered to faculty and staff, the core class has been expanded to include students.

DIVERSITY IN THE CURRICULA
The University of North Carolina at Chapel Hill offers the opportunity to teach and learn about diversity and inclusion by integrating both topics into more than 200 courses in the curricula. Examples include the diversity supercourse “Intersectionality: Race, Gender, Sexuality and Social Justice,” which is team-taught by faculty in the College of Arts and Sciences and has 250-plus students; and “Leading for Racial Equity: Examining Structural Issues of Race and Class,” a graduate-level seminar course taught at the Gillings School of Global Public Health.

CROSS-CULTURAL COMPETENCY
The University of West Florida recently expanded its Cross-Cultural Competency face-to-face training for employees. It is now available as a massive open online course and is free and available to anyone who registers. Upon completion, participants receive a digital badge; those completing all sessions can also earn a certificate. Courses include: Awareness, Acceptance, Respect; The Global Village; disABILITY; Gender and Sexuality; and Religious Diversity.

Leadership Development

Inclusive Leaders Academy
Launched in 2017, the Inclusive Leaders Academy at Georgia Institute of Technology is a professional leadership and legacy development program for staff, faculty, administrators, and research leaders to help them become more inclusive leaders. It is designed to enhance self-awareness, social intelligence, and co-active leadership, which have been identified as critical competencies for leadership development and agility. Last year, the curriculum expanded to focus on an individualized path of self-guided learning, interactive practice, and knowledge integration through wisdom labs, group coaching sessions, and dialogues.

Equal Opportunity Institute
The award-winning Equal Opportunity Institute at North Carolina State University increases participants’ knowledge of equal opportunity issues in the workplace and helps them develop the skills to navigate diverse working and learning environments. The yearlong certificate program offers faculty, staff, students, and the public workshops on topics such as equal employment opportunity, protected classes, microaggressions, unconscious bias, and more. Graduates can return to take three or more additional workshops each year. Other campus units, including the campus police force, have incorporated the program into their training.

Diversity Education and Inclusive Excellence
In 2016, the University of Louisville opened a new office to direct its training and development efforts around diversity, implicit bias, and cultural competency. Called Diversity Education and Inclusive Excellence, the new unit has conducted 482 workshops for thousands of participants since opening. It has also launched an internship program, a youth social justice summer camp, and critical conversations that center on a social justice-themed book or other topic.
Equity and excellence are the hallmarks of higher education—hallmarks we are committed to at Indiana University.

That is why we are proud to announce the creation of the Indiana University Black Philanthropy Circle. Comprised of men and women dedicated to helping Black students achieve their dreams, the Black Philanthropy Circle cultivates philanthropic leadership and drives funding to support higher education issues affecting Black communities.

If you would like to become an advocate for positive change and work with people who share this commitment, visit go.iu.edu/BlackPhilanthropyCircle to learn more.
Strategic Initiatives & Policies

BCAMP CONSORTIUM
The BCAMP Consortium is designed to foster a culture of diversity and inclusion in the science departments at the University of Albany – State University of New York. It includes Diversity and Inclusion Climate Committees that analyze data on diversity and inclusion, develop recruitment and retention strategies, and establish protocols to ensure an inclusive environment. Additionally, speakers’ sessions and department roundtables address diversity and inclusion gaps, and a Dialogue in Action Science Series provides a mechanism for faculty to have ongoing conversations about diversity and inclusion issues.

DOMESTIC PARTNER BENEFITS
Cuyahoga Community College is the first community college in Ohio to provide domestic partner healthcare benefits for all of its employees, including those who are LGBTQ+. In addition to offering equality of choice, this provision signifies to applicants and employees that the college values and embraces diversity.

SYSTEM-WIDE DIVERSITY PLAN
A leader in diversity and inclusion in higher education, SUNY System Administration instituted a system-wide policy in 2015 requiring each of its 64 campuses to hire a chief diversity officer as well as develop a comprehensive diversity plan to boost student and faculty recruitment and retention. Additionally, faculty and staff participate in cultural competency training, and students have the option to self-identify their sexual orientation and gender identity as well as indicate whether they are a first-generation college student, active military or veteran, or have a disability. The data help campuses track academic outcomes and provide support where needed. Annual progress reports provide insight into whether or not a campus has met its goals.

INCLUSIVEVT
At Virginia Polytechnic Institute and State University, the expectation that faculty, staff, and students own the individual responsibility for promoting a welcoming, accessible, and diverse campus climate is what drives the university’s InclusiveVT campaign. An institutional and individual commitment to the university’s motto, Ut Prosim (“that I may serve”), InclusiveVT holds each unit responsible for ensuring diversity, access, and inclusion of and for all. Every college has a diversity committee charged with thinking strategically about this work, as well as an InclusiveVT representative who strives to promote a welcoming, inclusive climate in their respective school.

DIVERSITY AND INCLUSION GRANTS
The Office of the President and the Office of Institutional Diversity at the University of Georgia regularly seek proposals for the New Approaches to Promote Diversity and Inclusion grants. Drawing from $250,000 in private funds dedicated by President Jere Morehead, grants of $10,000 and $25,000 are awarded for the implementation of new diversity and inclusion initiatives and projects that support the recruitment, retention, and academic success of underrepresented and underserved current and prospective students.

THE RICE INVESTMENT
Announced in September, the Rice Investment is a generous financial aid initiative at William Marsh Rice University that increases access to an affordable, quality education for low- and middle-income students. Beginning in fall 2019, students from middle-income families will receive scholarship aid to cover full tuition if their household earns $130,000 per year or less. Half-tuition scholarships will be available for those whose families earn between $130,001 and $200,000. In addition, students with family incomes below $65,000 will not only have the full cost of tuition covered but also all of their mandatory fees and room and board.

ILLINOIS COMMITMENT
In fall 2018, the University of Illinois at Urbana-Champaign (UIUC) announced a new initiative to make education more accessible to residents of Illinois. The Illinois Commitment is a tuition promise plan that makes it easier for potential students from lower- and moderate-income families to attend UIUC. Beginning with incoming freshmen and new transfer students in the fall of 2019, all tuition and campus fees will be fully covered for four years if an in-state student’s annual family income is $61,000 or less.
At Texas Christian University, we're proud to be recognized as a 2018 HEED Award winner. As we celebrate the progress we've made, we continue to hold ourselves accountable to continue important work to foster diversity, equity and inclusion on campus and beyond.

Explore stories about how Horned Frogs are making a difference at LeadOn.tcu.edu.
Educational & Informative

**Widener Partnership Charter School**

In 2006, in partnership with community leaders and area residents, **Widener University** launched the Widener Partnership Charter School, Pennsylvania’s first university-based charter school. Students in kindergarten through eighth grade use Widener’s Wolfgram Memorial Library as well as resources made available through the university’s Center for Education, the Center for Social Work Education, and the Institute for Graduate Clinical Psychology. Widener recently created a scholarship program for graduates of the charter school who meet the university’s admissions requirements.

**Self-Esteem and Higher Education Leadership Academy**

**Eastern Washington University**’s Self-Esteem and Higher Education Leadership Academy (SHE) is designed to empower female high school sophomores and juniors with the tools for personal and professional life and career success. SHE is based on the theory that exposure to higher education, mentors, role modeling, and planning will improve persistence toward high school completion and encourage college attendance. A one-day conference, SHE features interactive workshops, a Girls Rock luncheon, a keynote address, and engaging interactions with mentors.

**Youth Leadership Institute**

The Great Lakes Bay Regional Youth Leadership Institute at **Saginaw Valley State University** provides opportunities for high school leaders from diverse racial, cultural, and socioeconomic backgrounds to work with mentors to gain leadership training and acquire the skills necessary to become the next generation of community leaders. The institute represents a long-term investment in the individual and collective futures of the diverse youth in the Saginaw community who might not otherwise have this opportunity.

**Back to School Fiesta**

A nearly 20-year collaboration among several campus units at **Texas Tech University**, the Back to School Fiesta invites area K-12 students and their families to experience the campus. The event includes free food, entertainment, and bilingual events and activities and has served thousands of students. This year, more than 1,400 children and their families engaged with campus and community partners who provided educational information on topics including college admissions, child-care resources, financial aid, and health and wellness.

Service

**Mobile Food Market**

In partnership with Southern Colorado Care and Share, **PPCC Cares at Pikes Peak Community College (PPCC)** organizes monthly mobile food markets that are open to students, staff, and community members. Food distribution is completed on a first-come, first-served basis, and thus far, the market has distributed 90,156 pounds of food to 8,202 people. PPCC Cares also serves the campus community by offering support services for those in need. (photo by Dwan Petti)
Civic Engagement

Entrepreneurship and Community Development Clinic
Students in the Entrepreneurship and Community Development Clinic at the University of Houston Law Center are helping revitalize the Third Ward community that encircles the main campus by assisting small businesses, startups, and nonprofit organizations with everyday legal matters. Under the supervision of a law faculty member, they gain invaluable hands-on experience drafting contracts, negotiating lease and loan agreements, and developing employment policies while contributing to the economic initiatives underway in this underserved neighborhood.

Global Ambassadors Program
The Florida State University (FSU) Center for Global Engagement’s Global Ambassadors Program provides international students and visiting scholars the opportunity to become cultural ambassadors for their countries by engaging in speaking opportunities throughout Tallahassee at community organizations, in K-12 schools, and in FSU classes. During the 2017-2018 academic year, the center recruited and trained 19 international students who sought community engagement by presenting about their home countries and cultures.

Service Learning
One aspect of the higher education degree program at Morgridge College of Education at the University of Denver is two courses that address theories and research on a variety of issues related to college preparation, education systems and structures, and inequalities in college access, student retention, persistence, and success. Students also engage in service-learning projects with community partners — completing 15 hours each quarter — where they put into practice what they’ve learned in the classroom. Every year, students collectively complete more than 425 hours of service with community partners and Denver area students, families, and schools.

Community Action, Learning and Leadership
SUNY Old Westbury’s award-winning Community Action, Learning and Leadership Program seeks to effect change both in the local community and within students themselves. This experience promotes civic engagement while building the capacity of partner organizations to meet the needs of their community constituents. Student groups are designed to be diverse in ethnicity, background, and experience to promote values of intercultural understanding and community development, and projects are developed to enhance student learning, provide faculty research opportunities, and meet real community needs.

A vast array of students, faculty and staff found their way to UNC Greensboro, an institution known for leadership and excellence in diversity and inclusion. UNC Greensboro is proud recipient of the 2018 Higher Education Excellence in Diversity Award.
**Social Justice & Activism**

**Inclusive Sustainability Initiative**

California State University San Marcos is leading efforts to promote inclusive sustainability in the California State University System. The Office of Inclusive Excellence and the Safety, Health, and Sustainability Office work together to achieve common goals at the intersections of environment, economics, and social justice. The Inclusive Sustainability initiative uses the Association of American Colleges & Universities’ model of inclusive excellence to promote an understanding of how sustainability and social justice are intricately connected.

**Awakening Our Democracy**

The Awakening Our Democracy Series at Columbia University in the City of New York is a dialogue series focused on disparities and social justice issues that are at the forefront of both the university’s and the nation’s consciousness. Sponsored by the Office of University Life, the event has recently covered topics including “Borders, Bans and Belonging,” “Beyond #MeToo,” “Free Speech on Campus,” and “Climate Change Activism and Advocacy.”

**MoZone**

A peer-education program, MoZone at Mount Holyoke College is led by student-leaders who provide hands-on training and facilitate interactive dialogue through a social justice curriculum. It is designed to create a shared understanding of difference and diversity of experience and to provide a space where students can engage in difficult conversations about issues of equity and inclusion. MoZone hosts workshops on topics ranging from race and ethnicity to religion and spirituality as well as sponsors various educational programs, such as Ally Week.

The project provides students a combination of practical legal experience, theory, intensive training, and supervision not available in most traditional law school courses or legal jobs.

**Social Justice Collaborative**

The Social Justice Collaborative is a collective of campus academic departments and administrative offices that work together to support Stony Brook University’s ongoing commitment to diversity and inclusion and to maintaining a positive campus climate. It was created in response to increased student interest in social justice education and seeks to inform students, faculty, and staff about ways they can expand their knowledge of oppression and social justice issues and engage in promoting social justice within and beyond campus. Academic and experiential learning opportunities help students develop a critical consciousness, analyze and deconstruct power and oppression, look for common interests, and build coalitions and solidarity for social change.

**Immigrant Rights Project**

The Immigrant Rights Project at The University of Tulsa (TU) is a one-semester, six-credit-hour clinical education program in which TU law students represent noncitizens in immigration matters. Clients include asylum seekers, victims of domestic violence and other crimes, unaccompanied minors, or others subject to removal and immigration detention.

**Martin Luther King Jr. Committee**

Western Michigan University’s Martin Luther King (MLK) Jr. Committee is dedicated to furthering social justice by engaging in meaningful education, research, and service initiatives as well as coordinating events across campus and in the Kalamazoo community. Events for middle and high school students have included a poetry celebration, art competition, book bowl, and a public school visitation — all with a social justice theme. The committee has also hosted community reflections, a commemorative MLK walk, a citywide celebration, a teach-in, convocations, youth social justice awards, and more.

**Social Justice Leadership Certificate**

Designed to build skills and capacities in full-time faculty and staff, the Social Justice Leadership Certificate program at William Rainey Harper College prepares them to lead and support initiatives related to diversity and inclusion. Participants learn to orient the community toward an awareness of social justice in all areas of the college while implementing a social justice lens in supporting student success and employee engagement. The program also helps faculty and staff develop the skills needed to build community and support for employees striving to advance diversity and inclusion.
THE GOAL OF A UNION COLLEGE EDUCATION
IS NOT TO ENTER WITH A LIFE PLAN AND AVOID ANYTHING THAT COULD POSSIBLY DISRUPT IT.
RATHER, THE POINT IS FOR STUDENTS TO FIND OUT WHO THEY WANT TO BE BY EXPLORING MANY PATHS.
MANY OF US KNOW THAT IT WAS A COURSE WE DID NOT WANT TO TAKE THAT OPENED OUR EYES TO
A NEW PATH OR HELPED US BETTER UNDERSTAND WHY THE PATH WE WERE ON WAS THE RIGHT ONE.

—INAUGURAL ADDRESS, SEPTEMBER 8, 2018
New Children’s Hospital at MUSC creating contract opportunities and jobs for minority and diverse businesses.

MUSC has committed to spending $52 million in contracts with small, women- and minority-owned business enterprises (SWMBEs) during construction of the MUSC Shawn Jenkins Children’s Hospital and Pearl Tourville Women’s Pavilion. When construction on the estimated $385 million project is completed and the doors open in 2019, the structure will be among the most well-equipped and technologically advanced facilities in the nation.

Currently, MUSC is on target to spend in the range of $12 million with African-American-owned businesses during phases one and two of construction. Supplier diversity was cited as one important aspect of the Medical University of South Carolina’s institutional commitment to diversity and inclusion by the MUSC Board of Trustees.

In addition to opportunities related to hospital construction, minority vendors are encouraged to inquire about other service and supply contracts available.

For information, contact Jean-Marc Villain, Director of Supplier Diversity, at villainj@musc.edu.
Lactation Rooms
In an effort to be supportive of new mothers, Ohio University has designated lactation rooms on its Athens, Dublin, Eastern, Southern, and Lancaster campuses. These are equipped with hospital-grade breast pumps and, in most cases, a refrigerator, microwave, noise-cancelling machine, and gliders with ottomans. The university also recently purchased a freestanding, mobile lactation pod for its Convocation Center.

Mind Matters Initiative
Launched by California State University, Los Angeles President William A. Covino and his wife, Debbie, the Mind Matters initiative takes a comprehensive, university-wide approach to helping students manage stress and anxiety as well as reducing the stigma associated with mental health issues. They are able to access mental health awareness training, counseling services, and peer mentoring as well as yoga, guided meditation, and therapy pets. More than 700 campus employees have been trained under the initiative to recognize signs of stress among students, resulting in greater awareness as well as an increased willingness by students to seek help.

Wicker Wellness Center
At Union College in New York, the Wicker Wellness Center provides holistic services — those focused on the mind, body, and spirit — for all members of the campus community. With a mission to meet the needs of diverse groups, the center offers a Diversity and Inclusion Course, which examines the intersectionality of mental health and diversity, and works with other campus units to enhance staff understanding of the unique issues faced by underrepresented students. The center’s services include counseling groups geared toward first-generation students and those that explore cultural differences.

We’re driving the change we wish to see in the world.

At Northeastern, a global research university and leader in experiential learning, excellence springs from the principles of diversity, inclusion, and equity for all.

Our community of faculty, staff, and learners is highly collaborative and culturally agile. And with five campuses, international research collaborators, and 3,100 co-op partners, we’re dissolving boundaries all over the world.
CAMPUS LIFE

Images from the 2018 HEED Award recipients

California State University, San Marcos
Swarthmore College
Anne Arundel Community College
University of West Georgia
SUNY Buffalo State College
Framingham State University
California State University, Northridge
Southern Illinois University Edwardsville
The University of North Texas
William Marsh Rice University

The University of North Texas
Southern Illinois University Edwardsville is more than a university. It’s a welcoming community of students, faculty and staff from different places, cultures and backgrounds. Together we’re advancing our education and our society.

siue.edu/diversity
Named one of the most diverse universities in the nation by the Wall Street Journal, CSUN delivers award-winning undergraduate and graduate programs to nearly 40,000 students annually. A social elevator and national leader in granting bachelor's degrees to Latino students and enrolling deaf and hard-of-hearing students, CSUN has developed many programs to positively impact students' lives. CSUN's NIH-funded Maximizing Access to Research Careers (MARC) program increases the number of competitively prepared, traditionally underrepresented students for research careers in basic biomedical sciences. The Discover, Inquire, & Grow in Los Angeles (DIG LA) program helps build a culturally diverse community through group activities such as museum visits and art exhibitions, providing an opportunity for students and faculty to discuss cultural issues in a safe and open environment. The Experience Confidence and Enjoyment in Learning (ExCEL) program provides resources to make students aware of some of the psycho-social challenges that may be interfering with their academic success so they can identify, address and overcome these challenges. CSUN is where individuals rise — and through them, we all do.

Visit CSUN.EDU to see how CSUN makes a world of difference for our students and all of Southern California. Apply today to join our dynamic team of educators and professionals.
Events & Celebrations

Recognitions

Trailblazer Project
The Case Western Reserve University (CWRU) Trailblazer Project, now in its second year, is an ongoing effort to recognize and celebrate female and underrepresented CWRU alumns who have made significant contributions to their professions, communities, the nation, or the university. The project, which displays portraits of these individuals on campus, is a realization of a desire expressed by students and others to see a broader representation of alumns within campus common spaces. New portraits are unveiled each year.

Affinity Graduations
Indiana University-Purdue University Indianapolis celebrates the success of its many diverse graduates with affinity commencement ceremonies that recognize their unique cultures, languages, and identities. These events include the Asian Student Graduation, Celebration of Black Graduates, Latin@ Graduation, Lavender Graduation (for the LGBTQ+ community), Long Moon Month (for Native Americans), and Veterans Graduation.

Community-building

BOOM!
At Mount Holyoke College, a day of community is set aside each academic year for BOOM! (Building On Our Momentum), a multifaceted learning conference. On this day, the college cancels all classes and closes all offices, enabling the entire campus to come together to think deeply and collectively about how they engage with one another. While the theme and format for BOOM! vary each year, the initiative’s purpose is for everyone to share and create a collective vision for diversity, equity, and inclusion.

Perkins Live and Trabant Now
The Perkins Live and Trabant Now events promote student participation in late-night, substance-free, weekend programming at the University of Delaware Perkins and Trabant student centers. Attracting upwards of 3,000 students every fall semester, these encourage positive social connections among students and other members of the university. Inclusion is a large focus of the programming as diverse student organizations plan some of the events. Participants have said the program helps them feel like part of the campus community.
**Recruitment & Retention**

**Faculty & Staff**

**Faculty Resources**

Faculty retention efforts at the University of Houston have included mentoring opportunities; informative symposiums, forums, and workshops on topics such as the tenure process; faculty resource groups for minorities; and other resources. The university has also invested heavily in the recruitment process with the development of a recruitment tool kit as well as mandatory training for all search committee and department chairs and deans.

**Diversity Faculty Fellows**

Anne Arundel Community College (AACC) established the Diversity Faculty Fellows program to increase the racial and ethnic diversity of faculty and to promote community college career opportunities as desirable options for members of underrepresented groups. The goals of the program are to establish a pipeline of highly qualified faculty, promote the campus as an accessible and desirable workplace environment for underrepresented groups, and provide students diverse role models. In addition to receiving one-on-one coaching and mentoring from experienced faculty, fellows receive a small stipend and attend a professional development conference.

**Resident Scholars Program**

To address potential turnover rates in upper administration and ensure that faculty members are key drivers of campus culture, the University of West Georgia recognized the need to integrate them into diversity and inclusion efforts. The Center for Diversity and Inclusion’s Resident Scholars program addresses this challenge by directly involving faculty in diversity, equity, and inclusion decisions. The program also champions scholarly work related to community and social issues, and faculty are selected to lead a project of their interest that is rooted in diversity and inclusion.

**High Schoolers**

**ACT Prep Camp**

Knowing that scores on college entrance exams are not always indicative of the true skills of diverse students, Arkansas State University sponsors ACT Prep Camp, a free weekend intensive residential program designed to prepare rising high school seniors from underrepresented groups to take the ACT. Staff from various campus departments help orient participants, who also enjoy additional perks during their visit and have the opportunity to tour campus facilities.

**L@S GANAS**

Created with a Hispanic-Serving Institution STEM grant from the U.S. Department of Education, the University of Illinois at Chicago’s L@S GANAS (Latin@s Gaining Access to Networks for the Advancement of Science) program supports high-achieving high school juniors and seniors. They engage in peer mentoring, transition coaching, celebrations of their scientific and cultural heritage, community outreach, and long-term research experiences. Through the Scientific and Cultural Heritage Initiative, L@S GANAS participants discover the connections between science, Latin American heritages, and the Latinx identity and learn to use their cultural identity as an asset to their research and scientific career.

**ALIANZA**

The University of North Carolina Greensboro’s faculty and staff organization for Latino and Hispanic issues, ALIANZA, has served as the university’s partner in recruitment and retention since 2013. Members assist with designing and implementing CHANCE, the summer pre-college program for students from Latinx backgrounds. Between 2017 — when it launched — and 2018, CHANCE doubled in size to include 120 Latinx students and expanded to a weekend residential camp for prospective students.

**Cincinnati Public Schools Ambassadors**

Believed to be the first program of its kind in the nation, the University of Cincinnati’s (UC) Cincinnati Public Schools (CPS) Ambassadors program employs a team of high-achieving students from CPS high schools to serve throughout the school year as peer resources in the college search and selection process. Ambassadors are compensated $10 an hour for all UC-supervised activities, and those who decide to attend UC receive a $2,000 grant.
MALE INITIATIVES
In 2016, Berea College developed a trio of initiatives focused on its male student population, with the goal of improving retention rates and increasing participants’ knowledge of and pride in their heritage. The Black Male Leadership Initiative, the Appalachian Male Initiative, and the Latino Male Initiative are focused on improving first-to-second-year retention rates for these students. Through a first-semester course that highlights campus resources and addresses opportunities and challenges in higher education, students learn how to succeed on campus and beyond. They also have access to peer support systems and a safe space to recognize their cultural identities.

DESTINATION: GRADUATION
Seminole State College of Florida partners with Heart of Florida United Way to provide comprehensive campus support for low-income students through Destination: Graduation. Services include rent assistance, help with car repair, referrals for low-cost healthcare, and access to the campus food pantry. United Way case managers also connect them with longer-term resources such as affordable housing or transportation.

Undergraduates

Graduate & Doctoral Students

BRIDGE TO THE DOCTORATE
The University of Alabama at Birmingham (UAB) is one of 15 universities to receive a National Institutes of Health grant to help increase the number of minority students entering careers in biomedical research and expand partnerships with HBCUs. Administered by the Alabama Louis Stokes Alliance for Minority Participation at UAB, the Bridge to the Doctorate program provides underrepresented minority students — in their first two years of graduate study — an annual stipend of $30,000 in addition to tuition, fees, health insurance, an assigned faculty mentor, and the opportunity to attend at least one professional scientific meeting each year.

EARLY ASSURANCE AGREEMENTS
In 2015, Winston-Salem State University (WSSU) became the first HBCU in the nation to offer Early Assurance Agreements to guarantee admission into two of its signature graduate programs — physical therapy and occupational therapy — for WSSU undergraduates who meet certain criteria. The programs aim to promote equity in graduate education and support the university’s commitment to increasing the number and diversity of healthcare providers. In fall 2017, the Division of Nursing began offering a similar program, guaranteeing admission to freshmen who meet certain requirements.
Support

Academic & Social Support

ACADEMIC DIVERSITY OUTREACH

Academic Diversity Outreach (ADO) at Kent State University is made up of student employees who provide intentional outreach and support to diverse students, helping connect them with scholarships, research opportunities, internships, and peer-to-peer mentorship. They also encourage cross-campus collaboration and the sharing of best practices in support of students across the university’s many colleges and schools. The ADO Action Team, for example, consists of ADO staff from each college and other members of campus who are responsible for cultivating a sense of belonging and ensuring academic success among students from traditionally underrepresented backgrounds.

M.I.S.S. & BROTHER2BROTHER

To improve retention, graduation rates, and career readiness for students of color, Framingham State University has two unique student organizations that provide well-rounded support systems. M.I.S.S. is designed to keep Motivation, Intersectionality, Solidarity, and Sisterhood (M.I.S.S.) at the forefront of female students’ collegiate experiences, while Brother2Brother is focused on engaging, encouraging, and empowering men of color in the pursuit of academic excellence at the university. Both organizations create a community of peers committed to campus engagement, academic achievement, professional development, mentorship, and fellowship. Through educational and co-curricular experiences, these groups encourage members to succeed personally and professionally.

YOU FIRST AT VCU

First-generation students and their families have the opportunity to learn about and engage in the collegiate experience through You First at VCU, a network of programs and initiatives within the Division of Strategic Enrollment Management at Virginia Commonwealth University (VCU). Offerings include services designed to provide an introduction to campus life, connect students with peers and professors, and identify resources for achieving academic success and personal wellness. In addition, the You First at VCU student organization gives guidance and support through a thriving network of peers and role models who are also first-generation.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

As home to the National Technical Institute for the Deaf (NTID) — the first and largest technological college in the world for hearing-impaired students — Rochester Institute of Technology (RIT) has long been a leader in providing innovative education for this population. NTID offers associate degree programs for deaf and hard-of-hearing students and provides support and access services for those who are hearing-impaired who study in RIT’s other eight colleges. RIT also has the largest staff of sign language interpreters of any college program in the world as well as tailored support services, including tutoring, advising, and personal counseling specifically designed for students who are hearing-impaired.

PRIDE ALLIANCE

Since 2013, the Pride Alliance has served as a place of community and affirmation for LGBTQ+ students at The University of North Texas (UNT). The alliance’s office features dedicated staff members who host trainings on campus and in the community for LGBTQ+ allies. They also continuously seek to find new ways to alleviate the challenges faced by LGBTQ+ individuals, such as providing free gender-affirming clothing for queer and transgender students. The alliance’s donation-based OUTFits Clothing Closet offers these items and other gender-affirming resources to ensure all members of the UNT community feel welcome and supported in their identities.

UNDOCUMENTED STUDENT SERVICES

California State University, East Bay shows solidarity with its growing undocumented student population through the UndocuAlly program, which trains faculty, staff, and student volunteers to help these individuals succeed. In addition, the Undocumented Student Virtual Center offers guidance regarding resources such as low-cost DACA renewal assistance, scholarships, and counseling. The university has also hosted campaigns to encourage students to renew their DACA status and has pushed for better support of undocumented young people more broadly by hosting speakers who are immigrants rights activists and calling on Congress to save the DREAM Act.

VETERANS INITIATIVE

The Veterans Initiative at Cuyahoga Community College provides services for nearly 7,000 student-veterans and community members annually. This population, which is approximately 35 percent female and 35 percent members of underrepresented groups, receives free services including academic assessments and guidance for developing college and career plans. The Veterans Education Access Program provides free academic skills training and preparatory coursework to help these individuals and their families become college-ready. In addition, events like the annual Veterans Experience Action Center are designed to help improve quality of life for local veterans by offering assistance with educational benefits, procuring medical services, and more.

PEACE

The Prevention Education and Advocacy Center (PEACe) at Southern Illinois University Edwardsville (SIUE) is a robust approach to addressing gender-based violence on campus. The center’s many violence prevention efforts include trainings and events designed to educate students on healthy relationships and sexuality, bystander intervention, and the intersection of gender-based violence and diverse populations. PEACe also empowers the
MSU Denver was named a 2018 “Diversity Champion” by Insight into Diversity for our “unyielding commitment to diversity and inclusion throughout our campus community, academic programs and at the highest administrative levels.”


Myron Anderson, Ph.D.
Associate to the President for Diversity
msudenver.edu/diversity-champion

At Metropolitan State University of Denver, we firmly believe in inclusive leadership. Work isn’t being done in a vacuum, but inclusively by a cross-section of the campus sitting around a table. Inclusive leaders are accountable for their actions, open to new ideas, and forward-thinking when offering an opinion or solving an issue.
Framingham State University, located just 20 miles outside of Boston, Massachusetts, is committed to Inclusive Excellence through collaborative and sustainable partnerships with faculty, staff, students and the greater community.

Framingham State University is honored to be recognized for the fourth year as a recipient of the INSIGHT into Diversity prestigious 2018 Higher Education Excellence in Diversity (HEED) award.

At FSU, we encourage a supportive, diverse and collaborative environment in which we learn from each other. FSU provides a culturally relevant education that includes a beautiful campus with nearly 60 undergraduate and graduate programs, a highly personalized teaching environment, and unparalleled commitment to excellence in diversity and inclusion.

Support Continued

SIUE community to support survivors of sexual assault, stalking, and other forms of gender-based violence; faculty and staff are trained to identify and assist these students, and a Coordinated Community Care Response Team regularly assesses the campus’s ability to meet their needs.

Professional Development & Support

College of Management

Metropolitan State University’s College of Management prepares students for careers in an increasingly diverse and connected world. As the most diverse university in the Minnesota State System, Metro State is uniquely positioned to prepare its students to be the business leaders of tomorrow. The College of Management offers an abundance of flexible degree programs taught in a learning environment where people with different backgrounds, experiences, and talents are valued and encouraged. By instilling these values in the classroom, Metro State prepares students to lead workplaces that uphold the principles of equity and inclusion, thus improving the lives of both employees and employers.

Inclusion Leadership Program

The Inclusion Leadership Program is a yearlong leadership development initiative designed to enrich the educational experiences of a select group of talented students at Oklahoma State University (OSU) as well as high school students from Oklahoma. The annual cohort consists of up to 25 OSU sophomores and 25 high school seniors. Through mentoring, they develop an understanding of the characteristics and actions necessary to produce excellence in leadership by identifying personal strengths, recognizing areas for growth, and developing an action plan. Students are also exposed to various theories of leadership.

Division of Diversity and Community Engagement

Underrepresented students gain life-changing, international professional experience with the help of the Division of Diversity and Community Engagement at The University of Texas at Austin (UT Austin). The division’s global programs connect underrepresented students with internships that teach them about social entrepreneurship, urban economic development, and leadership in some of the world’s most rapidly changing cities. These project-based internships allow them to study issues like water supply and land distribution challenges in Cape Town, South Africa, thus preparing them for global careers tackling some of the world’s most pressing issues.

Black Leaders Accessing Consciousness through Knowledge

African American students at Northeastern University can spend three days immersed in career preparation experiences through the annual Black Leaders Accessing Consciousness through Knowledge alternative spring break. The unique event includes professional development workshops and career planning tailored to the black professional interested in acquiring skills to navigate and move up in the workplace. Field trips to some of Boston’s most innovative workplaces — including Boston
City Hall, GE, and the MIT Media Lab — also provide students with exposure to career opportunities as well as African American role models in a range of fields.

**Financial Support**

**BEAVER COMPLETION GRANTS**

Recognizing the significant financial barriers some students face to degree completion, Oregon State University (OSU) created the Beaver Completion Grants program, which provides micro-grants to students who demonstrate financial need and are approaching graduation but are unable to continue their studies due to unpaid account balances. In the past year, OSU has awarded more than $56,000, helping 67 students remain enrolled. These grants are also helping OSU and other members of the University Innovation Alliance assess whether this type of financial strategy could be implemented at other institutions to improve retention and persistence rates.

**DIVERSITY AND INCLUSION RESEARCH AND SCHOLARSHIP PROGRAM**

The Diversity and Inclusion Research and Scholarship Program at East Carolina University is a faculty development and seed grant program that provides funds to departments with faculty who engage in research projects related to diversity, equity, inclusion, or cultural competence. Faculty members may apply for financial assistance for diversity-related research expenses as well as reassignment from teaching for up to one academic year. Sponsored by the Office for Equity and Diversity, the program aligns with the university’s overall mission to “discover new knowledge and innovations to support a thriving future for eastern North Carolina and beyond.”

**MULTICULTURAL & PRESIDENT’S STUDENT SUCCESS SCHOLARSHIPS**

Adelphi University proudly offers two new and innovative scholarship programs to support the success of diverse students.

Multicultural Scholarships are awarded to underrepresented students who excel in African, Black, and Caribbean Studies; math and science; or nursing. An additional Multicultural Scholarship annually supports one entering student who is dedicated to community advocacy despite having to overcome significant academic or personal hardships. In addition, the new President’s Student Success Scholarship provides critical assistance to juniors and seniors who have suffered financial setbacks that would otherwise prevent them from continuing their studies.

**WOLVERINE PATHWAYS PROGRAM**

Middle and high school students in the Detroit metropolitan area have the opportunity to receive a full, four-year tuition scholarship to the University of Michigan-Ann Arbor through the Wolverines Pathways program. This unique pre-college program offers educational sessions on topics such as global health and civil rights and that teach skills like financial literacy; rigorous test coaching and SAT prep are also provided. Currently, 569 students in underserved school districts in the Detroit area are enrolled as Wolverine Scholars. Those who complete the program through 12th grade and are admitted to the university receive the full-tuition scholarship.
SAGINAW VALLEY STATE UNIVERSITY IS PROUD TO BE RECOGNIZED IN 2018 AS A RECIPIENT OF THE INSIGHT INTO DIVERSITY HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD

At SVSU, we proudly embrace opportunities for our students, faculty and staff to meet and learn from others whose identities, perspectives and experiences are representative of the world. We are dedicated to providing supportive environments focused on student success. The university’s community engagement activities drive regional and institutional success, and SVSU continues to strengthen those efforts each year.
The Hispanic/Latinx Voices in Academia Conference at Clemson University promotes the success and leadership of Hispanic and Latinx scholars in higher education. The 2018 inaugural event celebrated these individuals’ achievements and served as a platform for new and stronger institutional collaborations between Clemson and like-minded partners at universities across the Southeast to support and sustain the growing Latinx community in research and teaching.

The Women’s Leadership Conference, held every March at the University of Louisiana at Lafayette, is a community-wide commemoration of Women’s History Month. It features nationally recognized speakers, breakout sessions led by scholars and business professionals, and an awards luncheon recognizing trailblazers working to advance women’s equity. The goals of the conference are to provide personal and professional development, cultivate support networks, and celebrate the achievements of community leaders.

Originally launched by the University Police Department as a program to celebrate diversity, the Multicultural Showcase at Millersville University has grown as a campus tradition. The event takes place during International Education Week and celebrates the backgrounds and cultures of both Millersville’s domestic and international student populations. The celebration has led to the permanent display of flags on campus from students’ countries of origin.

In observance of the 50th anniversary of the Stonewall Uprising, which marked the beginning of the modern LGBTQ+ civil rights movement, Seminole State College of Florida is planning an event for June 2019, during LGBTQ+ Pride Month. It will feature a speaker series, theater production, diversity workshop, and more. In addition, faculty have also incorporated aspects of LGBTQ+ history and progress into the curriculum, and a committee of faculty, staff, and students designed monthly programs for the 2018-2019 academic year.
Cultural-Diversity Advocates

The Cultural-Diversity Advocate (CDA) is a unique on-campus leadership role bestowed upon eligible students at Whitworth University. These individuals are selected through a competitive process and trained as community builders and dialogue facilitators. Every residence hall has several CDAs who host monthly cultural programs and facilitate dialogue in which race, ethnicity, and culture can be constructively discussed across opposing viewpoints. They also serve in an advisory role for fellow students seeking resources and assistance with issues pertaining to equity and inclusion both on and off campus.

President’s Commission on Human Relations and Equity

The President’s Commission on Human Relations and Equity at California State University, Fresno includes a number of programs designed to foster conversation and the sharing of diverse perspectives to ensure an inclusive campus. One such program is Forums for Inclusion, Respect, and Equity; this annual two-day event features diverse scholars whose ideas serve to expand participants’ understanding of research and theory on diversity issues in higher education and society at large. Another program, Conversations on Inclusion, Respect, and Equity, features monthly lunches that allow students, faculty, and staff to share their experiences as well as concerns regarding inclusion, respect, and equity on campus.

UPSIDE Award

The University Prize for Strategic, Inclusive and Diverse Excellence (UPSIDE) Award is presented to outstanding University of Pittsburgh schools, divisions, initiatives, or programs making a significant contribution to increasing diversity and inclusion. The award acknowledges those who seek to increase access to and full participation in all aspects of the university by underrepresented groups. Creative and inspiring proposals for future initiatives, particularly those developed with cross-unit partners, are highly considered. The selection committee also looks for proposals that take innovative approaches to either increasing recruitment and retention of diverse employees and students or advancing graduation and promotion rates for these groups.

Survey on Campus Culture and Community

Clark University initiated a Survey on Campus Culture and Community as part of a data-driven strategy to achieve inclusive excellence and fulfill the university’s promise of being a community where all can thrive. The survey enhanced understanding of the various experiences of students, faculty, staff, and administrators, especially those belonging to historically marginalized groups. It also benchmarked institutional data and compared Clark’s policies, strategic initiatives, and outcomes with those of peer institutions.

#AmherstIBelong Campaign

Inspired by the diversity and passion of its students, Amherst College created the #AmherstIBelong campaign and Belonging Dialogues in fall 2017 to explore identity and belonging within the campus community. As part of the campaign, the university interviewed and photographed a range of students to highlight the many ways to be and belong at Amherst, with the goal of celebrating and cultivating an equitable community among people who are different from one another. Taking place in 2017-2018, the Belonging Dialogues series was an opportunity for faculty, staff, and students to connect across difference, strengthen relationships, and build a community rooted in a culture of caring.
Workplace Training
After the results of an employee campus climate survey underscored the need for more programming on topics dealing with civility and respect in the workplace, Stockton University initiated training to directly address these areas. The university’s human resources office developed targeted training modules including “Bullying, Implicit Bias, Harassment, Inclusion, and Professional Behavior” to help employees better understand these concepts and aid them in building a more respectful and inclusive culture. These training modules are co-facilitated by faculty and staff in partnership with the Office of Human Resources and are presented at department meetings.

Inclusive Communities of Practice
The Office of Diversity, Equity, and Community at the University of Colorado Boulder hosts weekly discussion sessions dedicated to deepening the university’s commitment to creating inclusive pedagogy and workplaces. Known as the Inclusive Pedagogy Community of Practice and the Inclusive Workplace Community of Practice, these semi-structured sessions allow any student, faculty, or staff member to attend, speak from experience, and learn new strategies for engaging across difference. Topics include dealing with racially insensitive comments in the classroom and accessibility in the workplace, among others.

Contextualizing Art
University of Kentucky President Eli Capilouto and his leadership team are committed to continually assessing the campus climate to identify new opportunities for furthering belonging. In 2015, he met with students who raised concerns about race and inclusion, particularly regarding an on-campus mural they found offensive. They believed that the 1934 mural sanitized images of slavery, minimizing its dehumanizing effects. The university formed a committee to explore resolutions, which resulted in commissioning artist Karyn Olivier to create Witness, artwork that adds context to the mural while furthering provocative conversations about art in public spaces.

Ensuring equitable access for all.
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As Argos, we celebrate the diversity of our campus and global community. Further your own cross-cultural skills by enrolling in our new, free online course.

uwf.edu/crosscultural
We are UNT
With more than 38,000 students, the University of North Texas is one of the most diverse institutions in the nation. All UNT students receive a global-minded education driven by an appreciation of other cultures and opportunities to study abroad.

The Division of Institutional Equity and Diversity is committed to inclusive excellence. Our goal is to champion equity, access and engagement to create a welcoming campus community where diverse faculty, staff and students thrive.

BROAD HORIZONS.  BRIGHT FUTURES.

Learn more at edo.unt.edu.
At East Carolina University®, we are the innovators, the challengers, the ones who step forward undeterred. We forge ahead with proven leadership initiatives with a goal of achieving an inclusive academic culture that engages our students, staff and faculty.

We lead as an institution and as a regional engine by integrating diversity through our programs, our people and our pride. It is an honor to be recognized again this year with the INSIGHT into Diversity Higher Education Excellence in Diversity award.

Diversity begins with leadership
who face financial hardships. CARE offers preparation, orientation, and academic support programming for first-generation college students who are disadvantaged due to their socioeconomic and educational backgrounds. The center’s mission is to help students enroll, persist, and graduate by providing them with resources, tools, and a network of support to aid in their academic and personal development.

**Center for Engagement, Service, and the Public Good**

The Center for Engagement, Service, and the Public Good supports California State University, Los Angeles’ mission of community engagement and public service. Established in 2014, it oversees innovative and transformative initiatives designed to enrich local communities, including California’s only in-person bachelor of arts degree completion program for students incarcerated in state prison. The center also leads community engagement and service-learning projects in which faculty, students, staff, and local organizations collaborate to improve the quality of life in local underserved communities.

**Arab American Cultural Center**

The first center of its kind in the U.S., the Arab American Cultural Center at the University of Illinois at Chicago (UIC) was born out of the tireless efforts of Arab students and faculty. These individuals — determined to create a space for building community and contributing more fully to UIC — established the center in 2017. It seeks to affirm the diverse needs of Arab American students and increase awareness about their culture and history. The center also provides a safe space for solidarity among those in this community while promoting social justice, equality, and inclusivity on UIC’s campus and in the greater Chicago area.

**Center for Racial, Ethnic and Religious Understanding (CERRU)**

The Center for Racial, Ethnic and Religious Understanding (CERRU) is a diversity education hub, providing nonviolent communication tools for students and employees of Arab American Cultural Center. The center’s proactive support for these students includes a new mentorship program designed to help LGBTQ+ freshmen navigate their first year. It also organizes numerous events throughout the academic year to inform the campus community about LGBTQ+ culture; in 2017-2018, this effort included hosting presentations by influential transgender speakers. Through frequent cross-campus collaboration, the center engages community members seeking to better understand LGBTQ+ issues and concerns.

**Queens College-CUNY**

To bridge social differences and create a more equitable society. Staff teach methods for negotiating social identities, eliminating personal biases, finding common ground, and working with others to effect positive social change in the classroom and beyond. The center also hosts events that explore views on controversial issues as well as community workshops. CERRU operates on the belief that cultivating the ability to listen, even when people are not in agreement, can transform divisive debate into an opportunity for creativity and innovation.

**LGBTQ+ Culture Center**

Students can discover resources and a welcoming environment at the LGBTQ+ Culture Center at Indiana University Bloomington. The center’s proactive support for these students includes a new mentorship program designed to help LGBTQ+ freshmen navigate their first year. It also organizes numerous events throughout the academic year to inform the campus community about LGBTQ+ culture; in 2017-2018, this effort included hosting presentations by influential transgender speakers. Through frequent cross-campus collaboration, the center engages community members seeking to better understand LGBTQ+ issues and concerns.
Arkansas State University
Advancing Diversity and Community Engagement

2018 Higher Education Excellence in Diversity (HEED) Award Recipient

AState.edu
Emergency Medicine Physician

The Department of Surgery, Division of Emergency Medicine at the University of Utah is seeking a board-certified/board-eligible emergency physician who is interested in joining the faculty at the rank of assistant or associate professor. Candidates with academic faculty experience and a track record in research and education are strongly encouraged to apply. We are also seeking individuals willing to serve in a nocturnist role.

University Hospital is a Level 1 Trauma Center and the Intermountain West’s only academic health care system. The hospital serves Utah and five surrounding states, representing the largest referral area in the continental United States. University of Utah Health is consistently ranked #1 in quality nationwide, and the emergency department is expanding its faculty due to the rapid growth in patient volume.

The Division of Emergency Medicine maintains a highly competitive three-year academic residency program, a broad research portfolio with multiple extramural grants and fellowships in EMS, Global Health, Palliative Care, Research Sports Medicine, Ultrasound, and Wilderness Medicine.

We offer a competitive salary, comprehensive benefits package, and generous retirement plan. Academic appointment in the University of Utah School of Medicine and salary will be commensurate with experience.

Interest applicant must apply at:
http://utah.peopleadmin.com/postings/78905

Interested applicants may submit their CV and cover letter to Ryan Dest at ryan.dest@hsc.utah.edu.

The University of Utah HSC 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 the mission of the University of Utah Health Sciences Center.

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

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

Academic-Affiliated Community Physician

The Division of Emergency Medicine at the University of Utah Health Sciences Center is recruiting for one additional physician to staff a new community-based “freestanding” emergency department in South Jordan, Utah, approximately 25 miles south of the main campus. The University of Utah is the primary medical teaching and research institution in the state and opened this new facility in January, 2012. The South Jordan Health Center includes comprehensive primary and specialty care, an outpatient surgical center, and our 16 bed ED. Candidates must be board certified/prepared and have an interest in education of residents and medical students. Competitive salary with an excellent benefits package offered.

Interested applicants must apply at:
http://utah.peopleadmin.com/postings/79521

If you need additional information, please contact:
Stephen C Hartsell, MD, FACEP
Division Chief
Division of Emergency Medicine
Department of Surgery
University of Utah School of Medicine
(801) 587-5804
stephen.hartsell@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.
**Academic-Affiliated Community Physician**

The Department of Surgery, Division of Emergency Medicine at the University of Utah Health Sciences Center is recruiting for a FT Clinical Attending (Adjunct Track) to staff University-affiliated community hospital emergency department at Sweetwater Memorial Hospital in Rock Springs, WY. This hospital is located in a rural community that will also be used to train medical students, residents, and fellows. Direct access to the University of Utah Medical Center is available by EMR, telemedicine, and air medical transport. Opportunities for part-time work, off site-CME, and blended academic practices are also available.

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

**Interested applicants must apply at:**
http://utah.peopleadmin.com/postings/79191

For questions contact:
Stefanie Grundy
stef.grundy@utah.edu

The University of Utah HSC 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 the mission of the University of Utah Health Sciences Center.

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. Applicants with disabilities are encouraged to apply. If you need reasonable accommodation in the application process, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm 135, (801) 581-8365.

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

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**Ursinus College**

Ursinus College is a highly selective, independent, co-educational, residential liberal arts college located about 25 miles northwest of center city Philadelphia. Ursinus College is committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students.

Ursinus College invites applications for the following tenure-track positions beginning in Fall 2019:

- Art History, Non-western specialty
- Computer Science
- Organic Chemistry
- Statistics
- World History

Complete job descriptions and application guidelines can be found at: http://www.ursinus.edu/jobs

Ursinus is an EO/AA employer. Ursinus College does not discriminate on grounds of race, color, national origin, gender, sexual orientation, gender identity or expression, religion, age, creed, ancestry, veteran status, marital status, disability, or other classification protected by applicable law in the administration of any of its educational programs or activities or with respect to employment.
School of Visual Arts, Boston University, Assistant Professor, Graphic Design; full-time position; salary commensurate with experience; excellent benefits; non-tenure track.

Assistant Professor, Graphic Design
The Department of Graphic Design in the College of Fine Arts at Boston University invites applications for a full-time faculty appointment at the rank of Assistant Professor non-tenure-track with a pathway for promotion and long-term contracts.

The Graphic Design program seeks a candidate with a strong professional practice and investment in teaching to build on and advance the program’s record of success across the BFA and MFA curricula.

We view graphic design education as an adaptable and evolving discipline and seek a colleague who engages in new schools of thought across traditional graphic design and emerging media. A successful candidate thinks of design broadly and wishes to cultivate cross disciplinary opportunities across the University that expand the model for design education.

Our pedagogy emphasizes experimentation, practicality and criticality and social and cultural awareness and engagement. Our program incorporates topics across print and screen-based media throughout its three-year core graphic design and typography sequence where we blend conceptual exploration with practice-based solutions. Additional electives, such as Advanced Typography, Visual Systems, Information Design and Exhibition Design complement the core curriculum situated within the University’s liberal arts setting—and together provide a comprehensive and diverse academic experience.

We believe that the cultural and social diversity of our faculty, staff, and students is vitally important to the distinction and excellence of our research and academic programs. To that, we are especially eager to have join our ranks a colleague who supports our institutional commitment to ensuring BU is inclusive, equitable, diverse, and a place where all constituents can thrive.

Responsibilities
• Teach six courses a year across the BFA and MFA curricula
• Maintain an active professional practice and/or research program at local, national and international scales
• Actively advance department, curricular and extra-curricular engagements, from new course development to cross-disciplinary collaborations
• Serve on University committees and contribute to the intellectual rigor from departmental through university levels

Qualifications
• An MFA and 3-5 years of professional experience
• Expertise in graphic design and typography across traditional and emerging media
• Fluency in two to three practice areas, such as Advanced Typography, Graphic Design Theory and History, Visual Systems, Information Design, Exhibition Design, Interactive Design, Web Design, Motion Graphics, Drawing into Animation, etc.
• University level teaching experience is desirable

Applying
Please upload a letter of application, a CV that lists contact information for three references, a statement of teaching philosophy, as well as 15-20 images of your professional work and not more than 15 images of your students’ work to: http://bucfa.slideroom.com. Please do not upload more images than requested. No email applications.

Also indicate in your letter of application whether or not you will be attending the College Art Association Annual Conference.

Application deadline: December 8, 2018

We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor.

Senior Lecturer
University of Pennsylvania
The Department of Mathematics at the University of Pennsylvania invites applications for at least one Senior Lecturer position for a four year period starting in Academic Year 2019-20; renewable contingent on satisfactory performance and approval of the Dean. The main responsibilities will be teaching undergraduate mathematics lectures, mentoring and training of student workers and teaching assistants, teaching support, and assisting general undergraduate mathematics instruction and curriculum development. The successful candidate will have a Ph.D. in Mathematics or a closely related field, a strong interest and demonstrated success in undergraduate teaching and curriculum development, and outstanding organizational and interpersonal skills.

Applications should be submitted online through MathJobs.org and include the following items: cover letter, curriculum vitae, teaching statement, and at least 3 reference letters from individuals familiar with the applicant’s teaching and general commitment to undergraduate education.

Review of applications will begin on October 15, 2018 and will continue until the position is filled.

The Department of Mathematics is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see: http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html ). The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

Calabi-Simons Chair in Mathematics and Biology
University of Pennsylvania
The Departments of Mathematics and Biology invite applications at the level of Associate or Full Professor for the Calabi-Simons Chair in Mathematics and Biology. This is a permanent endowed chair for which we are seeking an exceptional mathematical biologist or a mathematician with strong biological interests. The chair-holder will help build excellence in this field at Penn and provide leadership in enhancing interactions between the Mathematics and Biology departments. Responsibilities include teaching undergraduate and graduate courses in Mathematics and Biology and conducting research in the field. The Simons Foundation provides generous programmatic funds, which could support graduate students and postdoctoral fellows as well as seminars and conferences.

Applications should be submitted online through mathjobs.org and include the following items: a cover letter, a vision statement on building a program in mathematics+biology, curriculum vitae, research statement, and a publication list.

Review of applications will begin on October 15, 2018 and will continue until the position is filled. It is anticipated that the position will start July 1, 2019.

The Departments of Mathematics and Biology are strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to creating a more diverse faculty (for more information see: http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html ). The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

Please address any questions to: personne@math.upenn.edu.
Open Faculty Positions
College of Engineering and Science

The vision of the College of Engineering and Science at Louisiana Tech University is to be a world leader in integrating engineering and science in education and research. The College is experiencing significant growth in several program areas and is undertaking an aggressive faculty recruiting campaign to attract culturally and academically diverse faculty of the highest caliber. Construction of a new $40M integrated engineering and science education building providing the College an additional 128,000 square feet of educational space is underway with an anticipated occupancy for fall 2019. To build a diverse workforce the college encourages applications from individuals with disabilities, minorities, veterans and women.

Multiple faculty positions are anticipated for the 2019-20 academic year in the following degree programs:

- Biomedical Engineering
- Chemical Engineering
- Chemistry
- Civil Engineering
- Construction Engineering Technology
- Computer Science
- Cyber Engineering
- Electrical Engineering
- Instrumentations & Control Systems Engineering Technology
- Industrial & Systems Engineering
- Mathematics & Statistics
- Micro and Nanosystems Engineering
- Mechanical Engineering
- Physics

All professional ranks (Assistant, Associate, and Full Professor) will be considered. Lecturer (non-tenure-track) positions are also available for highly qualified teaching faculty. Applicants must have a doctorate or complete one by their start date in the relevant area or a closely related field. Successful tenure-track candidates are expected to actively participate in multidisciplinary research efforts in the College; initiate, build and sustain an externally funded research program; and supervise masters and doctoral students. Excellent written and oral communication skills, strong teaching skills, and a commitment to high quality professional service and active participation in college responsibilities are expected. The College is especially interested in qualified candidates who can contribute, through their research, teaching and/or service, to the diversity and excellence of the academic community. The University is a doctoral granting public institution that enrolls nearly 13,000 students from 48 states and 69 countries.

Research activity is leveraged through one or more of the College’s multidisciplinary centers of excellence in micro and nanotechnology, biotechnology and biomedical applications, cyber security, trenchless technology, STEM education or applied physics research. See the College website for more information: http://coes.latech.edu.

Interested applicants should compile a single PDF that includes a 1) cover letter; 2) curriculum vitae; 3) statement of research interests and goals; 4) description of teaching experience and interests; and 5) the names and contact information for at least three references. The PDF file should be submitted electronically to facsearch@latech.edu with the subject line “<Last Name, First Initial>- COES faculty search”. Review of applications is ongoing and will continue until suitable candidates are identified. The anticipated starting date for most positions is September 1, 2019. Louisiana Tech University is an EEO/AA employer.

Louisiana Tech University adheres to the equal opportunity provisions of federal and civil rights laws, and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability. The Title IX Coordinator is Carrie Flournoy, President’s Office, P.O. Box 3168, Ruston, LA 71272; phone: 318-257-3785; email: flournoy@latech.edu.
RICE

“Our values are represented in the letters of our university’s name. These values are intended to guide our behavior and define our culture. I hope we all are dedicated to bringing them to life in our everyday work, studies and activities, both on and off campus.”

— Rice University President, David W. Leebron
This year, the city of Rochester, N.Y., is celebrating the 200th anniversary of Frederick Douglass’ birth. As part of this celebration, Olivia Kim, an adjunct professor in the Rochester Institute of Technology’s (RIT) School of Art, created 13 sculptures of the abolitionist leader with the help of members of the RIT and local communities. The monuments make up a self-guided tour to sites around the city that are significant to Douglass’ life and work.

Kim recently spoke with INSIGHT Into Diversity about the project and what it means to her.

What inspired you to create these monuments?

I felt that remembering Douglass’ life story could help the world today. Douglass was a rare historical figure who was lucky enough to see positive change happen within his own lifetime. I think we need to remember that our own individual efforts really can move mountains.

What work went into designing and creating the sculptures?

First, I made a trip to the Special Collections Archives at the University of Rochester (UR) to see all the available images of Douglass. I wanted to see his body language and posture, and I got to study how his face changed over the course of [his life]. I then visited the marble bust of Douglass at UR and the monument by Stanley Edwards in Highland Bowl. [I used] a 3D scan of the original monument ... as a general reference for building the [framework]. I manually measured over 80 landmarks to help make my version of an older Frederick Douglass.

Ken Morris Jr., the great, great, great grandson of Douglass, posed for me so that I could begin the clay of Douglass’ head, and I used alginate casts of Morris’ hands to incorporate into the overall sculpture.

Overall, it took nearly two and a half months to sculpt the original clay model, then two to three weeks to make the rubber mold. It took an average of one to two weeks for casting and finishing each sculpture.

What role did the community play in the creation of these monuments?

I put out a call for volunteers on [social media], and over the course of six months, more than 130 people graciously gave their time to help. People ages 8 to 80, from all walks of life and diverse professions, came to help. My studio assistant, Princess Tumushabe, a sophomore majoring in medical illustration at RIT, was instrumental.

What impact do you hope the monuments have?

I hope when people look into the eyes of Douglass, they will find the courage to ask themselves if they truly know what they are. Douglass was able to pierce through the physical and mental bondage that still affects many in our world today. I hope that the members of the Rochester and RIT communities will recognize that we as individuals need to examine ourselves and become accountable for our actions: Do we truly live freely, or are we enslaving ourselves? How can we identify slavery versus freedom? The struggle to understand ourselves and the world around us will surely lead us on a precarious path of self-evolution.

I also hope that the process of making these monuments will show the community the importance of working with your hands, ... The act of taking a material and transforming it is very akin to Douglass’ desire to transform our nation.

— Alexandra Vollman
“Building a diverse university community is not the work of a moment. It requires sustained commitment, concerted effort, and the attention of us all.”

–Lee C. Bollinger, President of Columbia University

A diverse University community is essential to achieving academic excellence. Fostering the uninhibited exploration of competing ideas and beliefs—expressed by people of different backgrounds and perspectives—makes possible the distinct brand of scholarship, learning, research, and public service that are Columbia’s reason for being.
With resources like faculty mentors, industry coaches and hands-on experience, West Virginia University students land dream jobs and internships at Fortune 500 companies. Think Facebook, Amazon, Marathon Petroleum, GE and Disney. Or they become entrepreneurs like fashion designer Farai Simoyi, who designed for Beyoncé and Nicki Minaj with her unique creations.

MOUNTAINEERS GO FIRST.
People make all the difference at the University of North Florida.

The University of North Florida is proud to be recognized again as a Diversity Champion and four-time recipient of the INSIGHT into Diversity Higher Education Excellence in Diversity (HEED) Award.

At UNF, different backgrounds and perspectives among faculty, staff and students create a rich and dynamic environment for learning and growing. Innovative research, experiential learning and community partnerships not only promote intellectual and cultural growth, but also position UNF students for lifelong success and leadership in the region — and around the globe.

Learn more at www.unf.edu.
The will to change things.
To stand up.
Demand something better.
And then make it happen.

UAB. Powered by will.

Epidemiologist Olivia Affuso, Ph.D., has a question for women who exercise regularly: What keeps you moving? More than 50 percent of American women are sedentary, fueling obesity, diabetes, and more. So Affuso, a dedicated ultrarunner, is studying the secrets of women who stay active. Those insights will help shape smarter physical activity advice—for all.