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IN THIS ISSUE

April 2022

40

DEI in Accreditation:

Are higher education accrediting agencies adding diversity, equity, and inclusion requirements to ensure colleges are advancing educational access and workforce balance?

By Mariah Bohanon

SPECIAL REPORT: SCHOOLS OF EDUCATION

PAGE 32:

Introducing the 2022 *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award Winners

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SOCIAL JUSTICE
DATA VISUALIZATION
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Scan the QR code to watch the video on her exhibit.

Mariam Hasan, a Virginia Tech senior in the Honors College majoring in biomedical engineering, wove together artistic data visualizations, videos, and text to tell the story of "COVID-19 as Social Murder: An Investigation of Racialized Bodies in America," an exhibition at the Armory Gallery on campus in February 2022. When higher incidences of COVID-19 started to rise among racialized minorities, particularly Black Americans, due to structural barriers to health care, Hasan was inspired to research environmental health, structural racism, and social murder. Her research led her to create an exhibition at the intersection of medicine, social justice, engineering, design, and art. "My goal is to use this kind of data-based art as a gateway into getting people interested in this information and be constantly engaged with it, like I am," she said.

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Texas Christian University and the TCU School of Medicine Receive Multiple *INSIGHT Into Diversity* Awards

On February 22, Texas Christian University (TCU) and the TCU School of Medicine (TCU SOM) held a ceremony to celebrate being named recipients of the 2021 *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award and Health Professions HEED Award. In attendance were faculty, staff, students, and members of the board of trustees. Lenore Pearlstein, co-publisher of *INSIGHT*, presented the awards to Victor Boschini, TCU's chancellor, and Stuart Flynn, TCU SOM dean. Pearlstein also presented the 2021 *INSIGHT Into Diversity* Inspiring Programs in STEM Award to Zoranna Jones, assistant dean for the TCU School of Interdisciplinary Studies, for the TCU STEM Scholars program. Many of the students in the program were in attendance.

From left to right: TCU Chancellor Victor Boschini, Assistant Dean for the TCU School of Interdisciplinary Studies Zoranna Jones, TCU SOM Associate Dean of Diversity and Inclusion and Professor of Medical Education Lisa McBride, *INSIGHT* Co-publisher Lenore Pearlstein, and TCU SOM Dean Stuart Flynn

Paul Quinn College Admits Students and Family Members in Unique Recruiting Approach

More than 400 students from area high schools in Fort Worth, Texas, were surprised with acceptance letters to Paul Quinn College during a basketball event in February. But in a new admissions approach, the historically Black college is also admitting the students' family members.

Paul Quinn is a faith-based institution and is considered the nation's only federally designated urban work college. It is defined as a four-year liberal arts school that requires students to participate in a "comprehensive work-learning service program for all four years of enrollment," according to the Work Colleges Consortium.

"Every Pell Grant student that is admitted with a 3.0 or better will get to bring TWO members of their family with them to the college," Paul Quinn officials recently tweeted. "With this new admissions approach, we are ending the cycle of intergenerational poverty. One student will no longer be disproportionately responsible for the hopes, dreams, and financial resources of their family. We are creating paths for the entire family to succeed."

Family members who are selected to enroll must meet basic admissions criteria and can pursue an online bachelor's degree or certificate in a new credentialing program at the school called PQCx. Paul Quinn President Michael Sorrell told *The Texas Tribune* that the school directs family members toward online education because of the anticipation that they are already working in jobs that would make full-time, in-person learning unsustainable.

Sorrell has referred to the admissions approach as a "village program" that lifts financial burdens from low-income and marginalized students.

"We believe that higher ed's hero narrative for first-generation and Pell Grant students is doing more harm than good," Sorrell said in a press statement. "That is why our new admissions philosophy is so important. It weds common sense to compassion and produces success for the people who deserve to win."

The admissions strategy is part of a partnership between Paul Quinn and five Fort Worth Independent School District (FWISD) institutions: Dunbar High School, Eastern Hills High School, O. D. Wyatt High School, Young Men's Leadership Academy, and Young Women's Leadership Academy.

"Paul Quinn is showing [students] their dreams can be realized," FWISD Superintendent Kent Paredes Scribner said in a press release, "and their families are also welcome to come and learn alongside them."

Despite Pandemic Hardships, College Graduation Rates are Increasing

The national six-year college completion rate reached 62.2 percent in 2021, according to a recent report from the National Student Clearinghouse Research Center (NSCRC). The new rate is 1.2 percentage points higher than the previous year and 1.5 points higher than two years ago.

The data includes "all students who enter postsecondary education for the first time each year, enrolling full time or part time at two-year or four-year institutions, and completing a degree at any U.S. degree-granting institution," according to the NSCRC.

Among racial groups, Black students made the greatest advancement. Nearly 45 percent of African Americans starting college in fall 2015 graduated by June 2021, an increase of 1.9 percentage points from the previous year. Just over half of Latinx students graduated within six years, at 50.5 percent — a 1.2 percentage point increase. College completion rates for White students grew by 1.1 percentage points, to 69 percent. Asian American graduates saw the least growth, from 73.4 percent in 2020 to 73.7 percent in 2021.

Nontraditional students made the greatest gains in their six-year completion rates. Those aged 24 and older who began college in fall 2015 graduated at a rate of 50.5 percent, a 2.5 percentage point increase from those starting in fall 2014. For traditional college-age students, the overall graduation rate was 64.1 percent.

Rhode Island and Vermont each had the highest six-year completion rates in the nation, at 74.4 percent. Alaska had the lowest, at 35.2 percent. Nevada had the second lowest completion rate, at 44.5 percent — still a significant increase of 4.6 percentage points from the previous year.

Factors such as gender and enrollment type affected the likelihood of a student's graduating within six years. Nearly 65 percent of women earned their degrees, compared with 58.6 percent of men; the data did not track nonbinary or other genders. Full-time students graduated at a rate of 83 percent, compared with only 20.8 percent of those attending part time.

"Shifting student demographics and enrollment patterns may have contributed to the [completion] rate increases," the report states.

Students, Community Members Call for University of Chicago to Pay Reparations to City's South Side Residents

In early February, a group of University of Chicago (UChicago) students, local activists, and community residents held a virtual event calling on the university to pay reparations to the South Side Chicago community. The groups involved included the student-led UChicago Against Displacement (UCAD) organization and community groups Southside Together Organizing for Power, Not Me We, and the Community Benefits Agreement Coalition, which partnered with the university's Center for the Study of Race, Politics, and Culture to host the event.

In an open letter, UCAD proposed a list of demands that calls on UChicago to do the following:

- Provide $50 million each year in grant funding over 20 years, totaling $1 billion, to support long-term affordable housing in the area
- Contribute $20 million annually to fund local schools and rental assistance programs
- Reaffirm its agreements to not expand into the Woodlawn and Washington Park neighborhoods
- Bolster its employer-assisted housing program for working-class and low-income employees
- Support the expansion and creation of STEM programs in local schools

Along with the demands, UCAD's letter in *The Chicago Maroon,* the university's student newspaper, highlighted the school's dark history regarding slavery, gentrification, and racially discriminatory housing practices as major factors in the need for community reparations.

"We at [UCAD], too, believe that the South Side is owed reparations," the essay reads. "The University exists as a legacy of chattel slavery. Moreover, it has been an active participant in segregation, redlining, and supporting developments that work to isolate the University from its neighbors and put Southsiders at risk of displacement from their homes."

A UChicago spokesperson responded to the op-ed and noted the university's commitment to the South Side but did not address the specific demands.

"One of the University of Chicago's most fundamental and critical relationships is with Chicago's South Side," the spokesperson told *Block Club Chicago*, a local publication. "… The [u]niversity has engaged with community concerns over many years and is taking many of the steps that community residents and elected officials have suggested."

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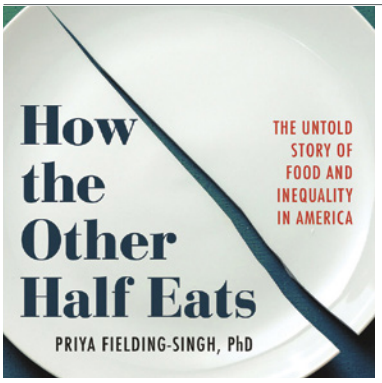

READ: ***How the Other Half Eats: The Untold Story of Food and Inequality in America***
Using groundbreaking research and her own experiences as a biracial, South Asian American woman, sociologist and ethnographer Priya Fielding-Singh examines how inequality manifests in the way people eat. Through profiles of four families from various educational, economic, and racial and ethnic backgrounds, Fielding-Singh dispels the myth that access to healthy food is the only challenge to eating well. Instead, she outlines how racial stereotypes, the pressure to adhere to societal norms, and other cultural factors can affect food choices and lead to nutritional and health disparities. *Published by Little, Brown Spark*

WATCH: ***March***
Following the stories of several students in Prairie View A&M University's 300-member marching band, this docuseries from The CW television network provides a behind-the-scenes look at competitive band culture at historically Black colleges and universities (HBCUs). Over eight episodes, "March" shows the students' high-pressure journey trying to maintain a rigorous academic schedule while also meeting the demands of performing in the nation's top-ranked HBCU band. In addition to chronicling the experiences of these students — who range from drum majors to flag team members — the series also explores the marching band's important role in the university's history. *Streaming on cwtv.com*

LISTEN: ***Southlake***
In 2018, a video showed high school students in the quiet suburb of Southlake, Texas, chanting the N-word, which led Black residents to speak out about their own experiences with racist harassment and bullying. After the school district vowed to make changes and introduced a Cultural Competence Action Plan, backlash swept through the town — turning it into a battleground for the critical race theory debate. Through investigative reporting and personal interviews, this six-part podcast series documents how diversity education became the catalyst for major conflict in a town that seemed idyllic on the surface. *Available on all major podcast apps*

What is equity in higher education?

Does it mean fairness and the ability to participate fully without artificial barriers to one's success as a student, faculty, or staff member? Eliminating racial inequities and creating inclusive learning environments is everyone's responsibility.

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National Association of Diversity Officers in Higher Education

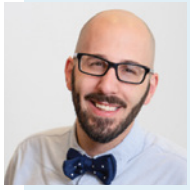
NADOHE

Leading Higher Education Towards Inclusive Excellence

ARKANSAS

Patrice Sims, PhD, will serve as the inaugural assistant director of justice, equity, diversity, and inclusion for the College of Engineering at the University of Arkansas in Fayetteville. Sims was department administrative manager for the Center of Excellence for Poultry Science at the university.

COLORADO



Rame Hanna has been selected as vice chancellor for diversity, equity, and inclusion at the University of Colorado Colorado Springs. Hanna previously served as director of diversity and inclusive excellence at Worcester Polytechnic Institute in Massachusetts.

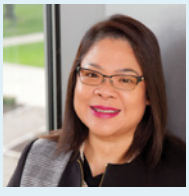
FLORIDA

Richmond Wynn, PhD, has been appointed vice president and chief diversity officer at the University of North Florida in Jacksonville. Wynn was director of the university's counseling center.

INDIANA

Rahul Shrivastav, PhD, has been named executive vice president and provost at Indiana University Bloomington. Shrivastav previously served as vice president for instruction at the University of Georgia in Athens.

MICHIGAN



Connie Tingson Gatuz, PhD, has been selected as associate vice president for student life at the University of Michigan in Ann Arbor. Tingson Gatuz was vice president for student affairs and mission integration at Madonna University in Livonia.

MISSOURI

LaTonia Collins Smith, EdD, is the first African American woman to be appointed president of Harris-Stowe State University in St. Louis. Collins Smith previously served as provost and vice president of academic affairs at the university.

Alejandra Gudiño will serve as director of diversity, equity, and inclusion at Columbia College. Gudiño was inclusive education coordinator for the Division of Inclusion, Diversity, and Equity at the University of Missouri in Columbia.

NEW YORK

Jennifer Jarvis has been selected as vice president for student affairs and enrollment management at Queens College of the City University of New York. Jarvis previously served as assistant vice president for student affairs at the college.

Lisa Vollendorf, PhD, has been appointed president of Empire State College in Saratoga Springs. Vollendorf was interim provost and chief academic officer at the University of Northern Colorado in Greeley.

NORTH CAROLINA

Donyell Roseboro, PhD, has been named chief diversity officer at the University of North Carolina Wilmington. Roseboro previously served as associate dean of teacher education and outreach at the university.

OREGON

Robin Holmes-Sullivan, PhD, is the first African American and first woman to be appointed president of Lewis and Clark College in Portland. Holmes-Sullivan was vice president for student life and dean of students at the college.

TEXAS

Jonathan Benjamin-Alvarado, PhD, has been selected as senior adviser to the chancellor and chief inclusion officer at Texas Christian University in Fort Worth. Benjamin-Alvarado previously served as assistant vice chancellor of student success at the University of Nebraska Omaha.

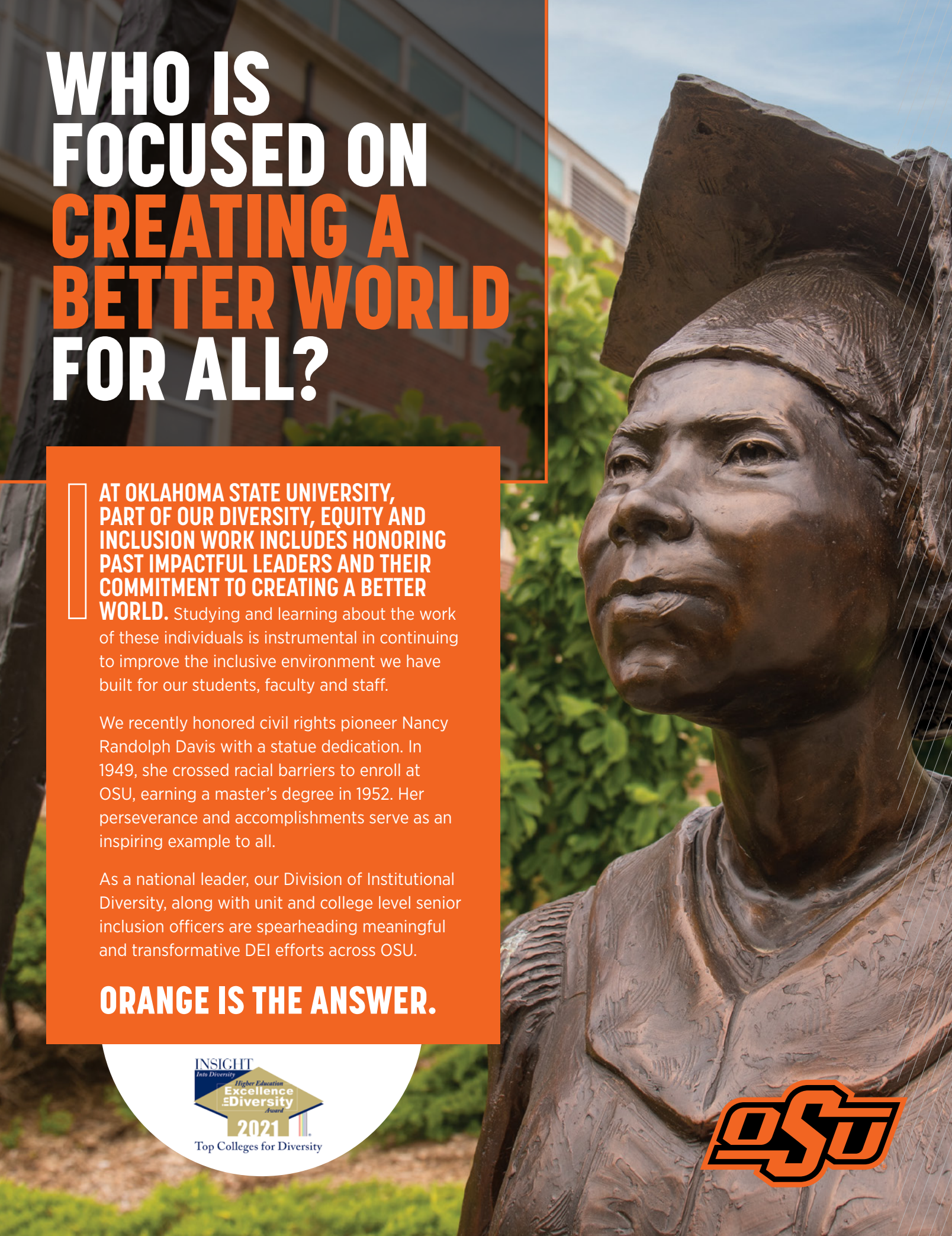
Jennifer Evans-Cowley, PhD, is the first woman to serve as president of the University of Texas at Arlington. Evans-Cowley was provost and vice president of academic affairs at the University of North Texas in Denton.

WASHINGTON

Sarah Bolton, PhD, has been named president of Whitman College in Walla Walla. Bolton previously served as president of the College of Wooster in Ohio.

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

WHO IS FOCUSED ON CREATING A BETTER WORLD FOR ALL?



AT OKLAHOMA STATE UNIVERSITY, PART OF OUR DIVERSITY, EQUITY AND INCLUSION WORK INCLUDES HONORING PAST IMPACTFUL LEADERS AND THEIR COMMITMENT TO CREATING A BETTER WORLD. Studying and learning about the work of these individuals is instrumental in continuing to improve the inclusive environment we have built for our students, faculty and staff.

We recently honored civil rights pioneer Nancy Randolph Davis with a statue dedication. In 1949, she crossed racial barriers to enroll at OSU, earning a master's degree in 1952. Her perseverance and accomplishments serve as an inspiring example to all.

As a national leader, our Division of Institutional Diversity, along with unit and college level senior inclusion officers are spearheading meaningful and transformative DEI efforts across OSU.

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OSU

Students Who Sought Help from College Counseling Centers in 2020-2021

The Center for Collegiate Mental Health (CCMH) at Pennsylvania State University recently published its annual report on campus counseling centers for the 2020-2021 academic year. The data was provided by 180 centers representing 153,233 students across a variety of higher education institutions who sought mental health support between July 1, 2020, and June 30, 2021.

4 in 10 clients had never sought mental health counseling before college

Students by Year

Freshman = 16.8%
Sophomore = 18.8%
Junior = 22.3%
Senior = 21.2%
Graduate/Professional = 19.7%

Gender

Women = 67%
Men = 29.7%
Nonbinary = 1.9%

83% of appointments were virtual

Other Demographics

International students = 6%
First-generation students = 22.6%
Students with disabilities = 9.3%
Veteran students = 1.1%

Only 0.1 % of clientele at campus counseling centers are faculty and staff members

Racial/Ethnic Diversity

	Students	Percent
African American/Black	8,761	8.9%
American Indian or Alaskan Native	489	0.5%
Asian American/Asian	9,589	9.7%
Hispanic/Latinx	9,448	9.6%
Native Hawaiian or Pacific Islander	194	0.2%
Multiracial	4,813	4.9%
White	63,531	64.5%
Self-identify	1,626	1.7%

Sexuality

	Students	Percent
Asexual	1,871	2.0%
Bisexual	12,278	13.2%
Gay	2,712	2.9%
Heterosexual/Straight	65,956	70.8%
Lesbian	1,924	2.1%
Pansexual	2,122	2.3%
Queer	1,938	2.1%
Questioning	3,371	3.6%
Self-identify	940	1.0%

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National HIV Conference
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The Enrollment Crisis for Men Continues to Worsen

Colleges and education leaders try to find solutions for recruiting and supporting male students, especially those who are already underserved.

By Mariah Stewart

In October 2021, researchers at the Brookings Institution declared that the gender gap in higher education has widened to the point of becoming a "male college crisis," with many men lacking the support necessary to achieve a postsecondary degree.

While women have outpaced men in college enrollment and completion rates for decades, the pandemic appears to have worsened this disparity, especially for men of color and those from underserved backgrounds in both urban and rural areas.

In fall 2021, the gender gap hit its peak, with men representing only 4 in 10 college students. Now, more advocates and education experts are joining in the call for policymakers to pay heed to this problem as growing numbers of young men — primarily those who are already low-income and disadvantaged — find themselves left behind academically and financially.

"We had a problem before the pandemic hit, but the pandemic has exacerbated problems profoundly," Donald Guy Generals, president of the Community College of Philadelphia, said during a national webinar on Black male students hosted by the National Alliance of Community and Technical Colleges in July 2021. He listed "finances, preparedness, and community support" as three factors preventing this demographic from enrolling and finishing degree programs.

Brookings researchers have stated that "[c]losing the gender gap in education will require interventions every step of the way," and many experts agree that better support must be provided for male students starting in early childhood. Some theories suggest the decline in underrepresented men begins in K-12 education, as boys overall are more likely to be held back, drop out, and struggle with reading skills. By high school, young men across demographic groups tend to earn lower GPAs than young women in English, math, social sciences, and science, according to research by ACT Inc.

In Florida, where the number of men in college decreased by more than 20 percent between the fall 2019 and 2020 semesters, the state education department has taken official steps to better support male students. The state launched the Task Force on Closing the Achievement Gap for Boys to examine evidence-based strategies for improving literacy rates and more. The Florida College Access Network, a statewide organization hosted by the University of South Florida System, and the Helios Education Foundation have issued joint recommendations that include focusing on early literacy and providing boys with challenging, college-level coursework. They also state that families "need more and better information about planning for college and college costs, a step that is too often overlooked. This includes reaching out to ensure that more families know about the Free Application for Federal Student Aid and can get help completing it."

On a smaller scale, individual colleges, systems, and campuses have taken steps to address the issue. In November 2021, the Compton Community College District in California hired an inaugural director of Black and Males of Color Success. The American Rescue Plan-funded position is "responsible for offering strategic direction in improving academic success, retention, and graduation rates" according to the school's website.

While large colleges and universities have long hosted unique support programs for men of color, adopting this focus at two-year institutions may be key to improving educational gender equity. These schools "serve as the primary pathway into public institutions for male students of color," according to the Postsecondary National Policy Institute. Black, Latinx, Native American, and Pacific Islander men are all more likely to attend community college.

Others see the problem as requiring intervention on a broader scale. In a September 2021 article, the *USA Today* Editorial Board called on the White House to recognize the urgency in the educational gender gap and what it means for the future of many young American men. "The Department of Education, under the Biden administration, needs to launch the search for answers," the board wrote, "and Congress should ensure potential remedies that emerge are put into practice."

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity.*

College enrollment for Black men decreased by more than 14 percent between the spring 2020 and 2021 semesters, according to the National Student Clearinghouse Research Center.

Recommendations for Community Colleges

The Association of Community College Trustees has issued recommendations for urban and rural community colleges to support educational outcomes for underserved men. Recommendations include:

- **Provide more remote classrooms and online learning for students who do not live near a college**
- **Partner with high school students to support dual enrollment and encourage young students to consider college**
- **Increase internship and apprenticeship opportunities**
- **Foster a sense of community among male students**
- **Provide opportunities to connect college and careers and recognize students' skills from prior work experience**
- **Ensure students have access to all available financial resources and support services**

HIGHER EDUCATION INSTITUTIONS RESPOND TO THE RUSSIA-UKRAINE CONFLICT

By Erik Cliburn

In the days and weeks following the February 24 Russian invasion of Ukraine, colleges and universities across the U.S. were quick to respond with various student- and institution-led acts of condemnation. These included student demonstrations, fundraising campaigns for Ukrainians, divesting of Russian companies, and the suspension of joint international programs with Russia. Most efforts were aimed at expressing solidarity with the Ukrainian people, including Ukrainian students in the U.S., while denouncing the aggression of the Russian government.

One of the most notable responses came from the Massachusetts Institute of Technology (MIT), which severed its relationship with Skolkovo Institute of Science and Technology (Skoltech), a private graduate research institution near Moscow. MIT helped establish Skoltech in 2011 and in 2016 further cemented the partnership with the MIT Skoltech Program, which recruited Russian students and faculty and supported joint research, among other endeavors.

While many lauded the institute's decision, some MIT officials expressed regret that the terminated relationship would negatively affect their Russian colleagues who have no say in the invasion. "We affirm our steadfast belief in our colleagues at Skoltech," an MIT statement reads. "They are fellow scholars who have devoted themselves to an ethos of openness and who have contributed their own expertise and knowledge to build a unique and pioneering academic center in Russia."

The conflict has also had an impact on some U.S. study abroad programs, as multiple countries have begun restricting flights arriving from Russia and issuing travel advisories for nations bordering Ukraine. Middlebury College, for example, canceled its international study program with Russia mid-semester and urged students to return immediately, citing safety concerns.

State governors across the country, including those in California, Colorado, Illinois, Ohio, and Virginia, called on public university endowment funds, pension systems, and other investment groups to divest holdings in Russian securities. Shortly thereafter, University of Colorado Boulder (CU Boulder) officials announced their plans to disinvest in Russian companies. In total, the university sold off approximately $6 million in holdings made through mutual funds and long-term investment pools. CU Boulder President Todd Saliman also announced that the institution will not fund or conduct any research tied to Russian entities.

"Like so many others, we have watched in horror as this invasion has brought senseless violence and aggression to the region," Saliman said in a news release. "We are looking for ways to show our support for the people of Ukraine and believe that cutting our investments is the right thing to do."

In California, Gov. Gavin Newsom (D) called on the University of California (UC) and other state-funded institutions to sanction the Russian government by halting the investments from their retirement systems into Russian companies. The UC retirement system, the California State Teachers' Retirement System, and the California Public Employees' Retirement System collectively hold nearly $1.5 billion in investments linked to Russia.

At many U.S. campuses, students led demonstrations and protests against the attack on Ukraine. Campus community members at the University of Illinois at Urbana-Champaign (UIUC) as well as Harvard, Pennsylvania State, Purdue, and Stanford Universities appeared in droves to show solidarity with Ukraine and demand that their institutions speak out against the Russian government's actions.

One of the more direct, personalized efforts to support Ukrainians came from Northwood University (NU), a private institution in Michigan. On March 1, NU launched the Freedom through Aspire Fund, a fundraising effort to financially support Ukrainian students studying in the U.S. by covering their education and emergency expenses. Within one week of its creation, the fund received more

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than $28,000 from 172 donors.

The fund was established in response to a plea from the family of a Ukrainian NU student and tennis player, Iryna Trystan. In a letter to administrators, Trystan's family, who were still in war-torn Ukraine as of early March, asked the university to support Iryna while she applied for asylum in the U.S. She told a local news station that she is also receiving emotional support from three of her Russian teammates at NU.

"We're good friends, and I hate to see other people hating Russians for being Russian, because it's not their fault," Trystan said in the interview. "It's not their fault the president of Russia decided to invade Ukraine and do horrible things."

Most college and university responses have been targeted at the Russian government rather than its citizens and students who study in the U.S. However, a small group of lawmakers, including Democratic Reps. Eric Swalwell of California and Ruben Gallego of Arizona, have called for the expulsion of all Russian students studying at U.S. higher education institutions.

At many U.S. campuses, students led demonstrations and protests against the attack on Ukraine. Campus community members at the University of Illinois at Urbana-Champaign (UIUC) as well as Harvard, Pennsylvania State, Purdue, and Stanford Universities appeared in droves to show solidarity with Ukraine and demand that their institutions speak out against the Russian government's actions.

"We're just hoping that students take away how this is personally affecting a lot of us," Larysa Brandys, vice president of the UIUC Ukrainian Student Association, told Illinois Public Media at a campus demonstration. "Putin needs to be stopped. [At] these rallies, we don't intend to stop him, but we intend to show support for our country and for Ukrainian people."

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*.

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Northwestern

New State Anti-Riot Bills May Pose Problems for Student Demonstrators

By Mariah Stewart

As students and faculty come together on campuses across the U.S. to protest Russia's invasion of Ukraine, their right to publicly assemble and demonstrate may hang in the balance. In recent months, some state and federal conservative lawmakers have proposed contentious anti-riot laws in response to demonstrations for the Black Lives Matter movement and other social justice causes.

Such laws may pose unique problems for colleges and universities as student activism is on the rise, according to research by education consulting firm EAB.

"We saw thousands of people taking to the streets, and we also saw a lot of conservative lawmakers feeling threatened by that," Judith Scully, a Stetson University law professor and racial justice advocate, told WUSF Public Media in September. "And their response was to propose legislation that would limit the ability of individuals to actually exercise their First Amendment rights to protest."

More than a dozen states have enacted nearly 40 such laws since 2017 that deter demonstrators from exercising the right to peaceably assemble, according to the International Center for Not-For-Profit Law (ICNL). The legislation ranges from new felony classifications, larger fines, updated definitions of rioting, the prohibition of protests near gas pipelines and other "critical infrastructure," and the release of police accountability in the event of a death or injury during a protest, ICNL reports.

In Iowa, for example, three bills are currently pending that increase the penalties for protest-related actions such as obstructing sidewalks, streets, or other public spaces. The proposed legislation introduces new felony offenses for intentionally defacing or altering public property, including monuments or statues, and also strengthens legal protections for drivers who injure protesters that block roadways.

The Iowa American Civil Liberties Union has condemned the bills, saying they would allow the government to halt progress on racial justice issues and are "wholly inconsistent" with the U.S. and Iowa Constitutions.

In an effort to see how colleges and universities, which generally uphold rights to freedom of expression, are responding to the new anti-riot laws, *INSIGHT* contacted more than 10 higher education institutions in states where protest-related legislation is pending, proposed, or has passed.

Only the University of Iowa responded, referring *INSIGHT* to the school's webpage on free speech, which offers links to state policies and other information.

"Spontaneous and unorganized outdoor demonstration activities may occur unscheduled so long as such activities occur without prior promotion, solicitation, or purposeful attempt to attract or solicit the public," the page states.

One of the strictest pieces of recent anti-riot legislation is Florida's "Combating Public Disorder Act." Republican Gov. Ron DeSantis touted the bill as "the strongest anti-rioting, pro-law enforcement piece of legislation in the country" when he signed it into law in April 2021. The bill includes increased penalties for existing crimes committed during what is deemed a "violent assembly," misdemeanor charges for destruction of public or historic memorials, and a legal defense for drivers who run over a protestor if they say they felt threatened.

"It's going to be very dicey figuring out how this law gets applied without starting to really strip peaceful gatherings for the purposes of speech," Howard Wasserman, a professor at the Florida International University College of Law, told the website *Law360*.

Only a few months later, in September, a federal judge blocked the legislation, saying that it was unconstitutional and "encourages arbitrary and discriminatory enforcement."

"Its vagueness permits those in power to weaponize its enforcement against any group who wishes to express any message that the government disapproves of," Chief Judge Mark Walker wrote in his dissent. "If this court does not enjoin the statute's enforcement, the lawless actions of a few rogue individuals could effectively criminalize the protected speech of hundreds, if not thousands, of law-abiding Floridians."

In October, a spokesperson for the governor told media outlets that DeSantis will file an appeal. In the meantime, Florida currently has another protest-related bill pending that was introduced in January 2022 and gives law enforcement the authority to designate "special event zones" and require protest organizers to pay "all relevant costs and fees associated with designating and enforcing" the zones.

Nationwide, nearly 50 anti-riot bills are currently pending.

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*.

ANTI-PROTEST LAWS TARGETED AT STUDENTS

The state of Illinois has a bill pending that would require students to be punished with at least one year of suspension if they have been found guilty twice "for infringing on the expressive rights of others" by such actions as protesting a campus speaker, the International Center for Not-For-Profit Law reports. Other states, including Alaska, Arkansas, and California, have pushed for similar campus-related protest bills but were struck down in legislative session.

Black Men Participating in College Sports May Be More Vulnerable to Sexual Abuse

By Erik Cliburn

As of 2021, more than 25 percent of current and former student-athletes reported being sexually assaulted or harassed by someone in a position of power, according to a survey conducted by the nonprofit organization Lauren's Kids. This startling statistic, along with several highly publicized sexual abuse cases involving coaches, team doctors, and other powerful members of athletic departments at the University of Michigan (UM), The Ohio State University, Pennsylvania State University, and San Jose State University, just to name a few, demonstrate the severity and scope of sexual violence in college athletics.

Although these instances of abuse have affected student-athletes from a wide range of backgrounds, Black men may be disproportionately susceptible to sexual assault due to their overrepresentation in the largest college sports — football and basketball — and their reliance on athletic scholarships to cover education expenses.

In 2020, a group of 40 Black men who were former athletes at UM stated that they were "particularly vulnerable" to decades of sexual violence because of their race and lower socioeconomic backgrounds. The men said they were abused by Robert Anderson, a former team physician in UM's athletics department, who sexually assaulted more than 1,000 college athletes who came to him for medical appointments and sports physicals throughout his nearly 40-year-long career. Anderson died in 2008 and never faced repercussions for his actions. Approximately 40 percent of the students he assaulted were Black men, according to attorney Mike Cox, who represents 174 victims in a federal court mediation against the university.

"Most if not all these men from the 1970s and '80s were first-generation college students. They came from depressed socioeconomic backgrounds, and their only lifeline was these athletic scholarships," Jamie White, an attorney representing some of Anderson's victims, told Michigan newspaper *MLive*. "So, for those reasons, these men literally just [bore] what Anderson would do, because, as they will say, there weren't any options. They will unilaterally say that had they not cooperated with these sports physicals, they would have lost their scholarships."

Nearly one in five Black men in the U.S. has experienced some form of sexual violence, according to the Centers for Disease Control and Prevention's National Intimate Partner and Sexual Violence Survey. Yet this demographic is less likely to report such abuse, often because of a fear of being perceived as weak or, in contrast, being viewed as the aggressor, according to advocates.

"Showing emotion about being abused? It's not well accepted," said Brian Johns, a survivor and activist, in a RAINN.org interview. "As a Black man, you've been broken down so much that you have to put on a face of being strong. We have a lot of pain that is unattended to."

Underreporting of sexual misconduct is especially common among Black men athletes, either due to fear of retaliation or a misplaced trust in their athletics staff, according to several survivors and experts. Jon Vaughn, a Black man and former NFL and UM player as well as one of the many survivors of Anderson's exploitation, told CNN that it took him years to recognize Anderson's behavior as abusive. After realizing he had been victimized, Vaughn said it was hard for him to discuss it because of the way society stereotypes Black men.

The underreporting of sexual violence and its disproportionate effect on this demographic is compounded by the fact that little is done to protect student-athletes. In a 2020 lawsuit filed against the NCAA, defense attorneys acknowledged that abuse was a serious issue in college athletic departments across the country but argued that the association has no legal responsibility to prevent it. "The direct negligence-based claims should be dismissed because the NCAA does not owe a related legally cognizable duty to plaintiffs," attorneys stated in the filing.

Many survivors and advocates are demanding that the NCAA change its stance and establish regulations to stop the sexual exploitation of college players by figures of authority. Some have called on the association to establish a third-party investigation process for sexual assault accusations and zero-tolerance policies for sexual abuse. Elizabeth Fegan, an attorney representing three former sexually abused student-athletes, has argued publicly that, because colleges and universities have long ignored widespread misconduct within their athletic departments, it is imperative that the NCAA act as a regulatory body to ensure student-athletes have proper protection.

"The NCAA has the ability to impose sanctions on its members and has done so for infractions such as using non-coaching staff members in coaching roles," Fegan said in a news release. "The time is ripe for the NCAA to address the elephant in the room and put in place policies that will protect its NCAA student-athletes."

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*.

Jewish Advocacy Groups Taking Steps to Protect Students in Face of Rising Anti-Semitism

Students and supporters say colleges must do more to track hate incidents and create safe, inclusive campus communities.

By Mariah Stewart

In January, a gunman took four people hostage during a Shabbat service at a Reform Jewish synagogue in the small town of Colleyville, Texas. After the devastating event, Colleyville was just one of dozens of cities nationwide to report that someone in their community was distributing hate-filled, anti-Semitic flyers.

The rise in anti-Jewish hate is reflected on college campuses, where researchers say anti-Semitic incidents may be at an all-time high. An August 2021 survey by the advocacy group Alums for Campus Fairness found that nearly 80 percent of Jewish students and recent graduates have "either experienced or heard firsthand about a fellow student making offensive or threatening [anti-Semitic] comments in person." Nearly 70 percent of survey respondents said they avoid certain places, events, or situations on campus because of their Jewish identity.

In response to this worsening crisis, a bipartisan group of 39 Congress members issued a letter in February to the U.S. Department of Education's Office for Civil Rights (OCR) asking the agency to better protect Jewish students nationwide.

"This wave of anti-Semitism has had a detrimental impact at many American colleges and universities," the lawmakers wrote. They accuse the OCR of being slow to respond to reports of anti-Semitism, "with some complaints filed as far back as 2018 and still pending." The group also requested that the Biden administration issue a rule on an executive order released by the Trump administration in December 2019 that would withhold federal funding for higher education institutions that fail to combat anti-Jewish discrimination.

Jewish on Campus (JOC) is a student-run organization that fights to eradicate anti-Semitism on college campuses. Pictured left to right are JOC leaders Nicole Beckman, Julia Jersey, Rebecca Schneider, Roy Epstein Koch, Micah Gritz, and Michal Cohen. Photo courtesy Shahar Azran

While the White House has yet to respond directly to this challenge, Jewish advocacy groups across the U.S. are taking steps to support and protect college students. Hillel International, the world's largest Jewish college organization, recently partnered with ADL, formerly known as the Anti-Defamation League, to launch multiple campus initiatives. In November 2021, the groups hosted a national online conference on anti-Semitism in education, and they are currently developing training for students and Hillel leaders to recognize and respond to hate incidents. They are also creating a centralized incident reporting system for all students.

"[An institution's] underreporting and failure to take action is one of the most serious issues that Jewish students face," says Mark Rotenberg, JD, Hillel International's vice president of University Initiatives and Legal Affairs. "Most DEI offices don't have the expertise in dealing with anti-Semitism."

Mark Rotenberg

In 2021, Hillel launched the Campus Climate Initiative to gather data on the educational environment for Jewish students, establish best practices for combating campus anti-Semitism, and train college administrators and staff. Thus far, more than 20 schools have participated in the initiative, including Rutgers University, Tufts University, and the University of Wisconsin System.


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UNIVERSITY

"Higher education institutions need to assess and evaluate the campus climate for their Jewish students honestly and directly," Rotenberg explains. "That can be done through focus groups, surveys, and listening to the lived experiences of the Jewish students on campus."

Because the Jewish community is diverse and anti-Semitism takes so many different forms, one key to combating this hatred is simply educating people about what it is and how it manifests, according to experts.

"One thing about anti-Semitism, especially as it intersects with Whiteness, is that it gets really complicated, and a lot of people don't understand it," explains Elissa Buxbaum, ADL's national education director of College and University Programs. "Anti-Semitism can function in an insidious way that's not as outright as a swastika."

For example, many student groups have adopted policies that exclude the participation of Zionists and Zionism, or the belief that Jewish people should have their own nation. As a result, many Jewish students may feel isolated if they have family connections or other ties to Israel, says Vlad Khaykin, ADL's national director of Programs on Anti-Semitism.

"Just like [in the U.S.], we can appreciate America and still not like the government's policies," he explains. "But what sometimes happens on campus is that some student groups will say the fact that you have any sort of feelings of support for Israel's existence disqualifies you from participating."

Rotenberg recommends that colleges looking to better support their Jewish students should first clearly define anti-Semitism and then adopt "the three A's" to combat it: awareness, allyship, and action. He notes how schools such as Columbia University have taken proactive measures to improve support and campus climate — for example, by changing their academic calendars to accommodate Rosh Hashanah, one of the holiest holidays of the year for Jewish people.

Advocates also call on colleges to ensure that Jewish students are full participants in any decisions regarding their inclusion and protection.

"Oftentimes, when universities are making a decision about how to combat anti-Semitism, the students are left out," says Michal Cohen, chief marketing officer for Jewish on Campus (JOC), a national student group. "We know the best way to combat it and what will work and what won't. Even more than that, it can't be [done with] one Jewish student out of thousands, because the Jewish community is so diverse, and in order to understand how anti-Semitism can manifest, you need as many Jewish people at the table as possible."

A first-generation Israeli American, Cohen says being a Jewish student in today's climate can be extremely challenging. "Jewish students sometimes have to give up a part of their identity in order to fit in," she explains.

Michal Cohen

Several months before Cohen's December 2021 graduation from American University (AU), neo-Nazi graffiti was found in a dormitory bathroom. After a school investigation determined that the source of the graffiti was "inconclusive," Cohen wrote an op-ed for *The Washington Post* expressing her frustration with the lack of apparent concern and transparency regarding the incident. She and other students met with AU administrators to discuss what anti-Semitism looks like and how to teach resident assistants to recognize it on campus.

Among other efforts, the school has established initiatives that include "training our resident advisors on anti-Semitism and holding listening sessions and discussions with AU Jewish students, faculty, and staff to inform our work to fight anti-Semitism," the university said in a statement to *INSIGHT*.

Cohen says she regularly talks with current AU students about how to combat anti-Semitism and that the school has much yet to do. Through her work with JOC, she is hoping to empower more people in the Jewish academic community to tackle this issue.

Most recently, JOC created an ambassador program where teams of students can connect with their peers about hate incidents. "By talking with the students on the ground who know their campus the best, we're able to formulate a plan that will really work," Cohen says. Part of that plan is discovering the source of anti-Semitic incidents and creating a report for campus administration that includes suggestions for how to respond.

"We're able to really gain a better picture of how anti-Semitism manifests on campus. What does it look like? Who's perpetrating it? What is the sentiment that students are feeling?" Cohen explains. "There's not a lot of research and reports about this on campus specifically, and we really want to be at the forefront to showcase what it looks like."

"Higher education institutions need to assess and evaluate the campus climate for their Jewish students honestly and directly. That can be done through focus groups, surveys, and listening to the lived experiences of the Jewish students on campus."

For more information on preventing and reporting anti-Semitism on college campuses, visit adl.org. Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*. Elissa Buxbaum is a member of the *INSIGHT Into Diversity* Editorial Board.

PRIORITIZE DIVERSITY IN YOUR HIRING PROCESS

Don't be swayed by low pricing for diversity "boosts" on other job boards. Job posts to external websites receive very little traffic and are often not higher education focused.

The best way to let jobseekers know you are truly intentional about diversifying your institution's workforce is by posting open positions with a diversity-only job board such as *INSIGHT Into Diversity's* Career Center.

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Jesse L. Moore

2022 SUPPLIER DIVERSITY AWARD

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Clemson University

University of Central Arkansas

University of Kentucky

University of Pennsylvania

University of Washington

Introducing the 2022 *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award Winners

The last year has seen more colleges and universities increase their focus on supplier diversity, with many introducing plans to expand diversity, equity, and inclusion (DEI) efforts within their procurement offices. Others, such as the University of Kentucky, are bolstering their programs even further by creating staff positions centered solely on strengthening engagement with minority-owned businesses.

As supplier diversity programs become more prevalent across higher education, some universities are already demonstrating exceptional and consistent commitment to this work. We are proud to recognize these institutions with the *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award for their efforts in enhancing representation among large-scale construction contracts and prioritizing DEI in all their campus-wide purchasing decisions. These schools have implemented comprehensive strategies that also take into consideration the importance of developing the next generation of diverse entrepreneurs by providing access to business incubators, workshops, and other programming intended to help companies grow and thrive.

The recipients of the 2022 award were selected based on their level of support and engagement with businesses owned by underrepresented entrepreneurs, including those who are women, veterans, LGBTQ, or from underrepresented ethnic and racial backgrounds.

Congratulations to the 2022 *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award Winners!

About Jesse L. Moore

The *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award is named in honor of longtime advocate and economic development pioneer Jesse L. Moore. The first director of supplier diversity at Purdue University, Moore increased the university's spending with diverse suppliers by more than 300 percent since 2005, among many other achievements. He began his work in 1985 for Community Action Against Poverty, Inc. Moore has served as a leader in promoting supplier diversity and the success of minority-owned businesses across a wide range of industries. His numerous honors include the Indiana Governor's Award for Achievement in Civic Leadership and Community Service, the City of Lafayette Distinguished Citizen Award, the Purdue University Distinctive Service Award, and more.

ARIZONA STATE UNIVERSITY
Tempe, Arizona

Arizona State University's (ASU) Diverse and Small Business Program continues to expand opportunities to engage with underrepresented vendors through internal and external training and workshops, collaborations with outside organizations, and more. External engagements include partnering with supplier diversity councils and hosting comprehensive multi-session workshops for minority-owned and small businesses focused on developing successful partnerships with ASU and similar institutions. ASU also encourages engagement with diverse suppliers through a variety of successful methods such as annual reporting shared with key department leadership, required second-tier reporting for strategic suppliers, and required second-tier quarterly reporting for large construction projects.

Right: The Arizona State University campus

CLEMSON UNIVERSITY
Clemson, South Carolina

Clemson University's longstanding dedication to minority-owned businesses is evident through the university's creation of the Diversity Procurement Initiative in 2006, an official supplier diversity program in 2013, and the position of executive director for supplier diversity in 2019. The university has also adopted South Carolina's goal of ensuring that businesses owned by underrepresented individuals represent a minimum of 10 percent of state agency procurement contracts and services. All campus units are encouraged to include supplier diversity goals in their official strategic diversity plans. In addition, contractors are required to submit a minority participation plan with their construction project proposals.

Left: Diverse entrepreneurs and corporate partners participate in matchmaking sessions during the Minority Business Enterprise Summit at Clemson University.

EMORY UNIVERSITY
Atlanta, Georgia

In January 2020, Emory University established the Business Diversity Advisory Council to address the need to boost engagement and spend with diverse suppliers. The addition of leadership in this area allowed the university to increase spending with underrepresented vendors exponentially. Emory's supplier diversity program has also helped to reinvigorate engagement with all campus units and local diverse business organizations to promote and provide opportunities with minority-owned businesses. Senior leadership is actively involved in this program as Emory, the largest employer in metro Atlanta, works to make a greater impact in the amount of business conducted with diverse vendors.

UNIVERSITY OF CENTRAL ARKANSAS
Conway, Arkansas

The Minority Vendor Partnership Initiative (MVPI) at the University of Central Arkansas was established in 2014 to make it easier for minority-owned businesses to learn how to work with and secure contracts with the university. Since its creation, the MVPI has provided entrepreneurial support to more than 800 underrepresented vendors in the form of 29 different educational, professional development, and networking programs. Recently, the initiative conducted research into how women of color navigate the entrepreneurial ecosystem in Arkansas and has made this topic a central focus of its statewide advocacy efforts.

Left: Members of the Minority Vendor Partnership Initiative committee. Front row, pictured left to right: Kristy Carter, Cassandra McCuien-Smith, and Shaneil Ealy. Back row, pictured left to right: Candice Maxwell, Meghan Payne-Cowan, Angela Webster, Reuel Shepherd, and Elizabeth Gayfield. Photo courtesy Chelsea Brown

UNIVERSITY OF CONNECTICUT
Mansfield, Connecticut

The University of Connecticut (UConn) Supplier Diversity Program (USDP) was launched in 2005 with the mission to expand enrollment and participation of small and minority-owned businesses on university contracts. More than 600 university staff members have completed the e-learning course "Embracing Supplier Diversity at UConn," and the USDP provides multiple tools and programs to assist purchasing decision makers in the solicitation process. One such tool, the SMBeCONNECT website, ensures that vendors, consultants, and contractors can connect to the buying professionals in procurement. In addition, USDP staff participate on panels, interviews, webinars, and more throughout the state and surrounding region.

Above: University of Connecticut Supplier Diversity Program team members Veronica Cook (left) and Victoria Novak (right) represent the school at an outreach event.

UNIVERSITY OF DAYTON
Dayton, Ohio

For more than a decade, the University of Dayton (UD) has been a Committed Buying Organization and celebrated donor for the Dayton Area Chamber of Commerce Minority Business Partnership, which aims to grow the local economy by supporting underrepresented business owners. UD has also continuously worked with diverse suppliers throughout major construction and renovation projects on campus, exceeding its supplier diversity goal by another 20 percent in the construction of a community building and center for performing arts. As part of the 2021 University Anti-Racist Action Plan, UD established a procurement advisory council to increase spending with minority-owned businesses by 20 percent and small businesses by 25 percent over a five-year period.

A Man with a Mission

Clemson University's Men of Color National Summit would like to congratulate University of Maryland, Baltimore County president Freeman A. Hrabowski III on his well-deserved retirement.

Hrabowski's dedication to inclusion, education, community and leadership mirrors the values of the Men of Color National Summit, and we were honored to welcome him as a keynote speaker in 2019, when he inspired young men to do great things.

Just as the Men of Color National Summit continues its goal of steering young men of color to college success and beyond, Hrabowski's legacy of excellence will be felt as he begins this new chapter.

Learn more about the Clemson University Men of Color National Summit and its history by visiting *clemson.edu/menofcolor*, and join us in celebrating President Hrawbowski.

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UNIVERSITY OF KENTUCKY
Lexington, Kentucky

Following the expansion of its supplier diversity efforts in 2020, the University of Kentucky (UK) has launched or been involved in several unique initiatives that support diverse businesses in the state. For example, UK's Supplier Diversity Manager sits on the committee for the Commerce Lexington Access Loan Program, which dispersed nearly $4 million in Economic Recovery Funds to 269 local businesses, 37 percent of which were women-owned and 29 percent minority-owned. As part of its Equitable Economic Development program, the university created an equity mapping tool that helps procurement and supplier diversity officials track outreach efforts and progress within certain neighborhoods and business zones.

Right: The University of Kentucky campus

UNIVERSITY OF PENNSYLVANIA
Philadelphia, Pennsylvania

The University of Pennsylvania (Penn) has been a longtime supporter of supplier diversity, dating back to its Buy West Philadelphia Program created in 1986. More recently, Penn launched a pilot program that extends payment terms to nearly 1,000 of its diverse suppliers, as well as a marketing and communications effort designed to increase the university's procurement in Philadelphia by growing and engaging with diverse businesses. Penn also uses a custom search engine that allows university offices to search for and locate approximately 12,000 suppliers by diverse classifications, including minority-, woman-, veteran-, and LGBTQ-owned businesses.

Left: Hundreds attend the University of Pennsylvania's annual Supplier Diversity Forum and Expo, which brings together university buyers with local minority-owned businesses.

UNIVERSITY OF TENNESSEE
Knoxville, Tennessee

The University of Tennessee Offices of Procurement Services have been implementing supplier diversity initiatives since 2015. The institution's four procurement offices work to develop strategies that are tailored to each supplier's unique needs. For example, the procurement team on the university's rural campus takes the time to meet with small business owners in their workplaces, while the team for the Health Science Center invites suppliers to make presentations on campus to departments that use their services. All four teams foster beneficial partnerships with local and state agencies and collaborate to increase the utilization of diverse vendors.

UNIVERSITY OF WASHINGTON
Seattle, Washington

In addition to providing outreach and training to minority-owned businesses, the supplier diversity program at the University of Washington (UW) emphasizes the importance of including students in the procurement process. Through a partnership with the UW Michael G. Foster School of Business, students can intern in the procurement office to gain real-world learning experiences while also influencing the university's purchasing choices. The business school also offers a program that helps diverse business owners raise funding and navigate the challenges of being an underrepresented entrepreneur. Companies that have completed this program have gone on to obtain supplier contracts with UW.

Left: The University of Washington campus

DEI in Accreditation:

Are higher education accrediting agencies adding diversity, equity, and inclusion requirements to ensure colleges are advancing educational access and workforce balance?

By Mariah Bohanon

Moving the needle on diversity, equity, and inclusion (DEI) at institutions of higher education has long been a challenge for senior diversity officers. Financial and human resources can be thin, and at times DEI is just a checkbox for many colleges and universities.

One way to truly give support for the difficult work being done every day by DEI professionals is to add DEI requirements to accreditation standards.

INSIGHT recently researched the standards for the largest accreditation organizations in higher education and found that most included very little language related to these principles in their current standards.

On January 1, 2022, the Council for Higher Education Accreditation's (CHEA) first requirement in support of DEI took effect.

CHEA, which represents more than 6,000 U.S. colleges and universities and recognizes six major U.S. regional accreditors, recently realized that many of these organizations "have always had a strong interest in promoting diversity, equity, and inclusion, but they were not bound by a standard or requirement," says President Cynthia Jackson-Hammond, EdD.

Cynthia Jackson-Hammond

"There were sort of individualistic expectations, but without standards to prescribe a course of action, it was left up the accreditors as to how they would manifest DEI, not only in their own organizations, but with their institutions," she explains. "Now, when you are recognized by CHEA, the expectation is that you manifest aspects of DEI and that you have evidence to that effect."

CHEA added a new substandard under its major standard for Accreditation Structure and Organization. It states that every recognized accrediting organization must demonstrate that it "manifests a commitment to diversity, equity, and inclusion." The association offers several examples for evidence of this commitment, including:

- The make-up of organization staff, board, committees, and site review teams fosters reflecting membership diversity
- The organization's accreditation standards foster diversity of theories, points of view, and experiences in academic programs
- The organization has a value statement regarding DEI in its official statement
- The organization has evidence of integration of DEI in policies and procedures

CHEA, which oversees dozens of programmatic accreditors in addition to regional agencies, also adopted its first statement on DEI in May 2021, noting that the very words "diversity, equity, and inclusion" had become "aggressively polarizing" despite being "inextricably linked to quality assurance in higher education."

Hammond says that affirming CHEA's commitment to these principles was a priority for her when taking office in August 2020, after serving as the longtime president of the historically Black Central State University. The cultural and educational turmoil of that year brought the importance of these issues to the forefront for CHEA and its member schools, she explains.

The association's decision to add DEI substandards for their members represents a major step in advancing accreditation standards across the country.

U.S. medical schools have long been subject to DEI criteria for accreditation, and groups such as the American Bar Association and American Veterinary Medical Association have recently added additional requirements or strengthened existing measures in this area, yet such principles have been largely absent from the broader world of higher education. Many regional agencies address these topics through generalized and lackluster language in their standards and have few if any defined requirements, while others omit them altogether.

"Many of the accrediting organizations that we recognize had already begun to have this kind of conversation. … There were many who were on the cusp of creating some new standards to reflect that and who applauded the work that CHEA was doing to move that needle, and some are in the process of looking at where they are and making modifications," explains Jackson-Hammond.

(Article continues on page 44)

The Accreditation Process

"Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs. This quality review process occurs on a period basis, usually every three to ten years. Typically, it involves three major activities:

- **A self-study by an institution or program using the standard of criteria of an accrediting organization**
- **A peer review of an institution or program to gather evidence of quality**
- **A decision or judgment by an accrediting organization to accredit, with conditions, or not accredit an institution or program."**

The Council for Higher Education Accreditation

Accreditation Agencies' DEI Standards

INSIGHT **reviewed the accreditation standards for the following organizations, searching for language referring to diversity, equity, and inclusion requirements for institutions of higher education. Specifically, the organizations were assessed for the following three requirements:**

- **Recruitment and retention policies for diverse students**
- **Recruitment and retention policies for diverse faculty and staff**
- **The incorporation of diversity and inclusion in curriculum**

Organization	Does Address	Does Not Address
Accrediting Commission for Community and Junior Colleges	None	
Accreditation Council for Pharmacy Education	Having a diverse student body	Recruitment and retention policies for diverse faculty and staff; incorporating diversity and inclusion in the curriculum
American Association of Colleges of Nursing	Integrating diversity, equity, and inclusion in the nursing curriculum	Recruitment and retention policies for diverse students, faculty, and staff
American Bar Association	Non-discrimination policies for student admissions and equal opportunity policies for students, faculty, and staff	Recruitment and retention policies for diverse students, faculty, and staff; incorporating diversity and inclusion in the curriculum
American Dental Association, Commission on Dental Accreditation	Appropriate levels of diversity among students, faculty, and staff; efforts to attract and retain students, faculty, and staff from diverse backgrounds; comprehensive strategies to improve the institutional climate for diversity; culturally competent health care in the curriculum and in practice	
American Veterinary Medical Association	Non-discrimination policies in accordance with the law; promoting an inclusive institutional climate that fosters diversity in the student body; commitment to diversity and inclusion through student recruitment and admissions policies; incorporating diversity and inclusion in curriculum	Recruitment and retention policies for diverse faculty and staff

Organization	Does Address	Does Not Address
Association to Advance Collegiate Schools of Business	Teaching diverse perspectives in an inclusive environment	Recruitment and retention policies for diverse students, faculty, and staff; incorporating diversity and inclusion in the curriculum
Liaison Committee on Medical Education	Focused recruitment and retention efforts to achieve diversity among students, faculty, and staff; anti-discrimination policy; incorporating culturally competent health care in curriculum	
Higher Learning Commission	Provide opportunities for civic engagement; demonstrate inclusive and equitable treatment of diverse populations; foster a climate of respect; composition of faculty and staff reflects human diversity	Recruitment and retention policies for diverse students
Middle States Commission on Higher Education	Climate that fosters respect among students, faculty, staff, and administration; curriculum that includes the study of values, ethics, and diverse perspectives	Recruitment and retention policies for diverse students, faculty, and staff; incorporating diversity and inclusion in the curriculum
New England Commission of Higher Education	Diversity among governing board members; enrollment of diverse students; equal opportunity goals; diversity, equity, and inclusion among faculty and staff; non-discrimination policies	Incorporating diversity in curriculum
Northwest Commission on Colleges and Universities	Equity and closure of achievement gaps for students; measurements of effectiveness for student achievement used to inform strategies and allocate resources to mitigate gaps	Recruitment and retention policies for diverse faculty and staff; incorporating diversity and inclusion in the curriculum
Southern Association of Colleges and Schools Commission on Colleges	None	
WASC Senior College and University Consortium	Increasing diversity, equity, and inclusion through policies, curriculum, hiring and admissions criteria and practices; integration of diversity, equity, and inclusion in curriculum; faculty and staff diversity	

Gretchel Hathaway, PhD, vice president for DEI at Franklin and Marshall College, has served on multiple accreditation committees and says that accreditors should realize they are doing a disservice to students, faculty, and campus employees if they have not added these types of standards.


Gretchel Hathaway

"If an accreditation office hasn't embraced [DEI] as a priority, they're not helping institutions to advance," she explains. "These offices or agencies should really pay attention to the fact that they actually have the power to make a difference for higher education institutions."

Many colleges and universities will not give due attention or support to DEI efforts until they are required by an accreditor, she says. Hathaway also believes that most academic DEI officers agree that these principles must be included in accreditation standards because they are inherent to providing a quality education and workplace.

She encourages agencies to consider unique aspects of DEI when deciding how to assess campuses. Concepts such as interfaith inclusion or the diversity of accreditation committees — including ensuring there are DEI experts involved — should not be overlooked, she says.

Some organizations have already started addressing this need. The Higher Learning Commission (HLC), which serves as the regional accreditor for Midwestern states, launched the Peer Corps Diversity Initiative in 2015 for its reviewers "to be representative of the backgrounds of students, faculty, and staff at its member institutions," according to the HLC website. The group achieved 18 percent diversity in 2020, and advancing this goal "continues to be front and center to [their] recruitment efforts," a spokesperson told *INSIGHT* in an email.

Other regional agencies have also made some progress in recent years. While many still lack explicit DEI standards, some — such as the Northwest Commission on Colleges and Universities (NWCCU) — have integrated these principles into their standards and are supporting institutions in meeting their heightened expectations.

NWCCU has some of the most robust DEI requirements among the nation's major accreditors. Its 2020 Standards state that colleges and universities must "articulate (their) commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establish a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators." Several substandards focus explicitly on equity gaps and inclusion.

"We're the first [regional accreditor] and one of the only major ones that actually have this very clearly delineated," says NWCCU President Sonny Ramaswamy, PhD.

After Ramaswamy took office in 2018, the commission went through an 18-month review process for its standards that included listening sessions and surveys with its colleges and universities, NWCCU volunteers, DEI experts, and other stakeholders across the U.S. Much of the conversation focused on how the commission could help educators improve their efforts to support student success across all demographics. "They said to us that we need to stand up for all in issues of diversity, equity, and inclusion," Ramaswamy explains.


Sonny Ramaswamy

When NWCCU sent its new requirements focused on DEI to its member institutions for approval, the response was overwhelmingly positive, he says.

The new standards prioritize the use of aggregated data for tracking DEI efforts and student success and implementing data-informed approaches for improving educational equity. To support NWCCU schools in fulfilling these responsibilities, the commission began working with the Bill and Melinda Gates Foundation to develop tools and resources that make such approaches feasible for its members. It now offers workshops, webinars, and an online Data Equity Academy open to any college that shares these goals. While the new accreditation standards officially went into effect just over two years ago, many members have participated in these opportunities, and the NWCCU is "beginning to see the needle move" on DEI in areas where it was once lacking, Ramaswamy says.

"It is best to engage the community of people that you work with, listen to what it is they want to achieve, and go from there. Don't come in from the top down and say, 'We're going to do things this way.' It's got to be from the bottom up," he states.

Ramaswamy recommends that accreditors ask their institutions about their DEI goals and how they, as the accrediting body, can best support them in achieving these aspirations. Being a collaborative partner and offering assistance for institutions to meet high DEI standards are necessary steps if accreditors want to truly help member institutions succeed, he explains. The NWCCU has more than 160 diverse campuses, ranging from small tribal colleges to large state universities — each beholden to its own stakeholders, regional demographics, and state and local regulations — so being flexible and supportive is essential in ensuring each school meets its goals.

Medical school accreditation standards have long focused on DEI. Past research on the effectiveness of incorporating DEI into accreditation has largely centered on academic medicine, as the Liaison Committee on Medical Education (LCME), the accrediting arm of the American Medical Association and Association

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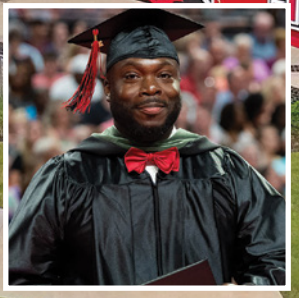

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of American Medical Colleges, has included DEI requirements in its standards since 1997.

Though the committee cannot legally mandate specific diversity requirements, its standards "are framed to address decision points that directly or indirectly promote diversity" by compelling schools to develop policies and pipeline programs for recruiting and supporting underrepresented students and employees, according to a December 2021 article in the *AMA Journal of Ethics*. It emphasizes flexibility in adhering to these criteria so that each college's diversity policies can "reflect local differences, including those imposed by their legal and regulatory environments."

A recent LCME analysis concluded that "[d]iversity standards in medical education accreditation do not guarantee diversity but do stimulate schools' activities to recruit and retain diverse students and faculty." The commission stated that "[a]mong the many groups that could contribute to a diverse physician workforce, accreditors should and do have a role."

Lisa McBride, PhD, associate dean for diversity and inclusion and professor of medical education at Texas Christian University School of Medicine (TCU SOM), says the LCME has been successful in implementing DEI standards because it provides a roadmap for institutions to achieve their goals in this area. Unlike most other accreditors, the commission has a framework and specific expectations, such as requiring each medical school to craft their own diversity policies and identify which underrepresented groups it will target when it comes to student, faculty, and administrator recruitment and retention. TCU SOM's diversity approach, for example, includes racially underrepresented groups as well as a focus on low-income students and women in senior leadership positions.


Lisa McBride

Furthermore, the LCME requires each school to prove its commitment to underserved populations by providing evidence of "ongoing, systematic, and focused recruitment and retention activities," says McBride, who has worked in DEI for undergraduate campuses as well as academic medicine. "And you have to explain how these help you achieve your mission and appropriate diversity outcomes, so you can't just cheat the [system]."

Medical schools know that the commission is serious about these requirements because they can meet all other standards for accreditation and still be placed on probation if they fail to meet DEI expectations, she adds.

"You have to demonstrate [these efforts] from an assessment standpoint, and everything is measured," McBride explains. "Other [accreditors] are just now getting into the diversity element in the last six years or so, but still don't require you to demonstrate at the assessment level."

The LCME is motivated to enforce these standards to help fulfill its goal of achieving health equity, which requires recruiting a more diverse medical workforce, she says. If other accrediting agencies would adopt similar standards, it would motivate regular colleges and universities to take real action in support of DEI.

As it stands now, however, most accreditors would be forced to place many of their schools on probation because they would fail to meet such strict requirements, according to McBride. Still, she encourages any agency or college that wants to advance DEI to look at the LCME's framework and consider which aspects would help them propel their work in this area.

"I don't think DEI will ever get taken as seriously [with other accreditors] as it is in medicine," she says, "but even a little bit of movement would be awesome."

As it stands now, however, most accreditors would be forced to place many of their schools on probation because they would fail to meet such strict requirements, according to McBride. Still, she encourages any agency or college that wants to advance DEI to look at the LCME's framework and consider which aspects would help them propel their work in this area.

Editor's Note: INSIGHT Into Diversity *contacted additional higher education accrediting organizations for this story. The Southern Association of Colleges and Schools Commission on Colleges declined to comment. The Middle States Commission on Higher Education, New England Commission on Higher Education, and WASC Senior College and University Commission did not respond to requests for comment.*

Mariah Bohanon is the senior editor of *INSIGHT Into Diversity*. Gretchel Hathaway, PhD, and Lisa McBride, PhD, are members of the *INSIGHT Into Diversity* Editorial Board. For more information about NWCCU's Data Equity Academy, visit nwccu.org/academy.

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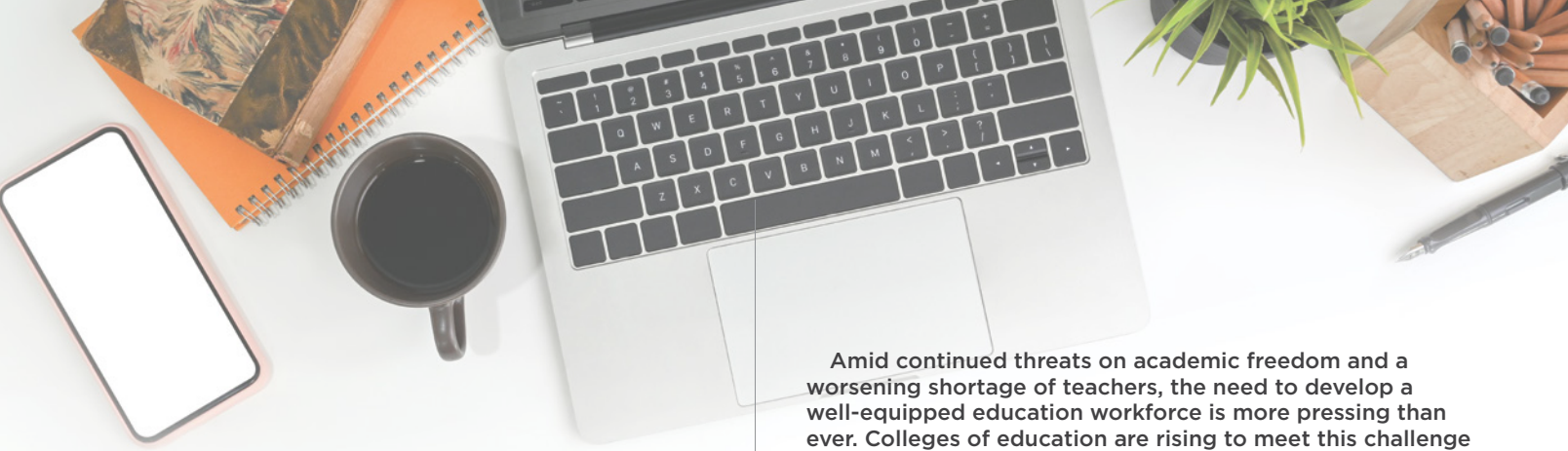


SPECIAL REPORT: Schools of Education

Amid continued threats on academic freedom and a worsening shortage of teachers, the need to develop a well-equipped education workforce is more pressing than ever. Colleges of education are rising to meet this challenge by pioneering new methods to prepare student-teachers for the realities of working in today's classroom. Many of these schools are prioritizing equity-minded and anti-racist teaching practices in their curricula — even in the face of political pressure — to ensure future educators are ready to serve America's diverse K-12 population.

In this issue, *INSIGHT* highlights the advocates, scholars, and students who are leading these efforts for a more inclusive and successful future by fighting bans on diversity-centered books and materials, promoting trauma-informed curriculum, recruiting and supporting underrepresented educators, and more.

The U.S. would have 30,000 more teachers of color if students of color were represented equally among education graduates, according to the Center for American Progress.

While the gender gap among education majors has narrowed, women still far outpace men in the teaching profession. Just over 80 percent of new teaching degrees and certificates are awarded to women and 19 percent are awarded to men, according to the most recent data from the American Association of Colleges for Teacher Education.

Grand Valley State University to Research Diversity Among K-12 Teachers

A four-month fellowship cohort at the Grand Valley State University (GVSU) Center for Educational Partnership will soon begin work on research and outreach efforts to better attract, support, and retain future K-12 educators of color. The center at GVSU was chosen as one of 10 institutions for the 2022 Steelcase Social Innovation Fellowship, which will provide funding to participants to address the racial inequities and challenges within the education field that deter underrepresented teachers.

"We already face a quick turnaround in the first three years, and we see that about 19 percent of educators of color who come in each year will leave the profession," Chasity Bailey-Fakhoury, an associate professor of education, told the *Grand Valley Lanthorn*, GVSU's student newspaper. "We want to try to mitigate that, so you have to create an environment that's welcoming and supportive and where folks have a sense of belonging."

Fellows will research the best methods for supporting future educators of color during their time in college and in the beginning of their teaching careers. They will also address some of the historical barriers that have prevented underrepresented students from pursuing careers in education.

Along with the fellowship, officials within the GVSU College of Education are engaging with a group of diverse students to establish the student-led Educators of Color Network. The organization hopes to further provide future underrepresented teachers the opportunity to make their voices heard on campus and assist in making the college more equitable.

"I think the great potential for me is that this kind of work that we're doing and other places are doing could have a positive systemic change in the way we do teacher preparation and hire and retain teachers at the state level," Mei Mah, associate director of the Center of Education Partnerships, told the newspaper. "If we can find this information and share it with the state superintendent and state legislators, we can help them know the importance of this and make overarching change."

5th ANNUAL TEACHING BLACK HISTORY CONFERENCE

July 22–24, 2022

mother AFRICA

Each year, hundreds of educators, parents, librarians and others who share a love of Black history convene to learn the best curricular and instructional practices in Black history education. Interactive sessions are led by teachers who share strategies in teaching Black history. Attendees also enjoy keynote speakers who present on topics related to the conference theme. This year's theme is Mother Africa. Participants can join us in Buffalo or online.

For more information on participating in the conference, visit:

ed.buffalo.edu/black-history-ed

University at Buffalo
Center for K-12 Black History and Racial Literacy Education
Graduate School of Education

AACTE Launches Online Racial and Social Justice Hub

The American Association of Colleges for Teacher Education (AACTE) recently launched an innovative online resource known as the Racial and Social Justice Hub.

The new website is "a place to learn, grow, inquire, and share resources with one another that address social injustices and advocate for the preparation of profession-ready educators," according to an AACTE press release. It offers links, educational and training materials, calls to action, and more focused on fighting censorship in the classroom, supporting LGBTQ students, and combating racism. Materials are designed for current K-12 and college educators as well as students preparing to earn teaching degrees.

The association asserts that "P-20 students must learn about the blemishes on our nation's record alongside our successes to fully appreciate our democracy and the need for continuous growth and improvement." The Racial and Social Justice Hub was designed to promote the teaching of truth and embracing of facts in American classrooms — two fundamentals that "are under attack," the release states.

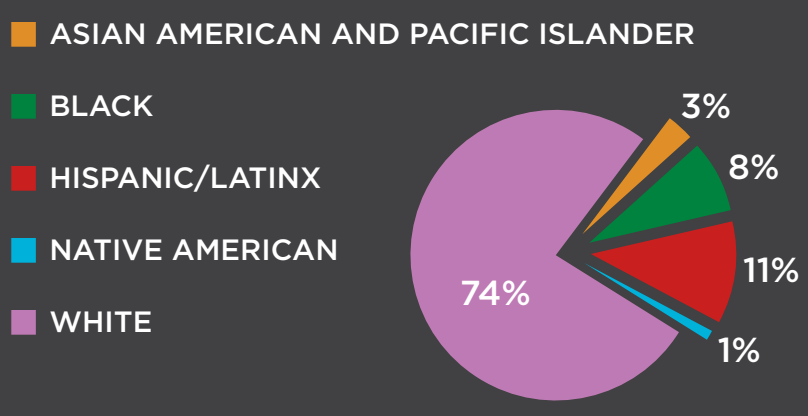
"Even in challenging times, when new legislation that aims to strip school districts and educators of their autonomy to serve all students in all schools is being introduced faster than the headlines can keep up, there is hope," according to the AACTE. "The educator preparation community must capitalize on this moment where education is at the forefront of each family's mind, and this is done best through collective action."

The hub allows users to easily access resources such as AACTE advocacy letters to lawmakers and political leaders regarding education-related legislation, including Title IX, Deferred Action for Childhood Arrivals — or DACA — policies, and the Build Back Better agenda. In addition, it serves as a one-stop location for users to find racial justice-related teaching materials, including webinars, advocacy toolkits, and informational resources from partner organizations such as PBS and the Aspen Institute. Educators can also access content on advocating for the rights of transgender students, research on LGBTQ youth, and more.

The association is also asking users to complete a survey regarding social justice issues, resources, and organizations that they would like to see included in the new hub. For more information, visit aacte.org/racial-and-social-justice-resource-hub.

BY THE NUMBERS

Undergraduate Education Majors by Race/Ethnicity



Note: Does not add to 100% due to rounding and to students for whom race/ethnicity is unknown. Source: National Center for Education Statistics

"The strategy for me is to have students read these books and judge them objectively for the content that's actually in them rather than encountering these rhetorical arguments out of context."

Jason Griffith, PhD, associate professor at Pennsylvania State University College of Education, in "Education Professors Fight Back Against Bans on Divisive Topics" on page 30

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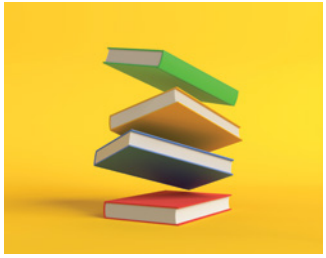


Education Professors Fight Back Against Bans on Divisive Topics

By Lisa O'Malley

Activist Malala Yousafzai's autobiography, a coloring book of traditional African symbols, and a "Sesame Street" special on racism. In 2020, the Central York School District in Pennsylvania voted to ban these, and a slew of other teaching materials, because the subject matter was thought to be too divisive for young students.

The ban would eventually be overturned in 2021, but it marked the beginning of a growing conservative movement to censor teachers from discussing topics deemed too controversial for K-12 education — including race, religion, gender, and sexuality. As lawmakers and school administrators across the country attempt to limit what topics can be covered in classrooms, college of education faculty are growing concerned about the potential impacts these bans will have on teacher education. Some professors are already beginning to incorporate lessons on how their students can navigate these potential roadblocks in their future careers.

This was the case for Jason Griffith, PhD, an associate professor specializing in child and adolescent literature at the Pennsylvania State University (Penn State) College of Education. Griffith learned about the ban in York County, located only two hours away from Penn State, around the same time he joined an educators' pilot group for *The 1619 Project: Born on the Water,* a lyrical picture book that "chronicles the consequences of slavery and the history of Black resistance in the U.S.," according to *The New York Times.* As part of this group, Griffith was charged with finding methods to incorporate the book into his curriculum, even though he was aware it could likely end up on banned materials lists because it is based on *The New York Times'* controversial 1619 Project.

Jason Griffith

To expose his students to this conundrum, beginning last fall Griffith had undergraduates in his language and literacy education classes read *The 1619 Project: Born on the Water.* His objective is to convey the importance of students coming to their own conclusions about the value of controversial teaching materials based on experience with the material rather than hearsay.

"The strategy for me is to have students read these books and judge them objectively for the content that's actually in them rather than encountering these rhetorical arguments out of context," Griffith says. "What I question, in terms of the broader debate, is whether or not a lot of the people that are critiquing and banning these books have actually ever read them."

Griffith says he tries to highlight the "windows and mirrors" concept developed by Rudine Sims Bishop, a renowned scholar in multicultural children's literature, for his students as they prepare to become K-12 teachers. This theory posits that children's books can serve as either mirrors to reflect and validate one's own identity or as windows to new perspectives.

Ideally, all students should encounter both types of literature. In reality, representation of differences in children's books remains lacking. Approximately one in four children's books in the U.S. are centered on racially diverse characters, according to 2018 data from the University of Wisconsin-Madison's Cooperative Children's Book Center. Banning works about underrepresented characters and historical figures makes it even harder for students to access literature that shows them cultures, ideas, and experiences different from their own, Griffith says.

"It is our responsibility as a school board to represent the community and govern the design of rigorous, age-appropriate academic programs for grades K through 12. What we are attempting to do is balance legitimate academic freedom with what could be literature/materials that are too activist in nature, and may lean more toward indoctrination rather than age-appropriate academic content."

The Central York School Board, September 2021

"It looks like there are lawmakers and school board members who are trying to promote the 'mirror' texts [that reflect] their own perspectives and ban the 'window' texts," he says. "They're not seeing the value in fostering

reflections of various identities."

Thus far in 2022 alone, lawmakers have introduced 103 bills aimed at restricting what educators in public schools can say and teach in their classrooms, according to the free speech group PEN America. Although the majority of this legislation has been directed at K-12 public schools, academic censorship is a growing concern in higher education too. Of the bills introduced this year, 49 specifically target colleges and universities. Many of these concentrate on eliminating the teaching of critical race theory (CRT), an academic concept used to explain how systemic racism has shaped the U.S. legal system.

Several schools of education, including those at the University of California, Riverside, and Utah State University, recently held virtual workshops and other events with CRT scholars to shed light on this issue and dispel the idea that K-12 teachers are using it to sow racial divisions.

Jason Griffith (right), an associate professor of education at Pennsylvania State University (PSU), is helping future teachers learn how to navigate book bans and other controversial topics in the classroom. Photo courtesy of Jim Carlson/PSU College of Education

For some colleges of education, the faculty themselves are facing the same censorship issues that they are teaching their students about.

In August 2021, the Alabama State Board of Education passed a resolution banning CRT. Republican lawmakers filed legislation to remove the theory from all state schools, colleges, and

agencies. One bill goes so far as to make teaching CRT a fireable offense.

Professors at the University of Alabama (UA) College of Education have been vocal critics of the proposed legislation. The college's Diversity, Equity, and Inclusion Committee sent letters to state higher education officials asking for their support in condemning the measures and highlighting the disastrous effects it could have on teacher education.

"If something like that goes through, it would drastically impact not only what we teach in college classrooms — how we prepare our students — but also the kinds of training that we can conduct," Sara McDaniel, a UA professor of special education and the committee's chair, told *The Birmingham News*.

In the letter, the committee argues that banning CRT holds back "the state, students, families, and educators" by restricting access to important training that allows future teachers to "see systems, practices, and policies that do not support equitable education for all students."

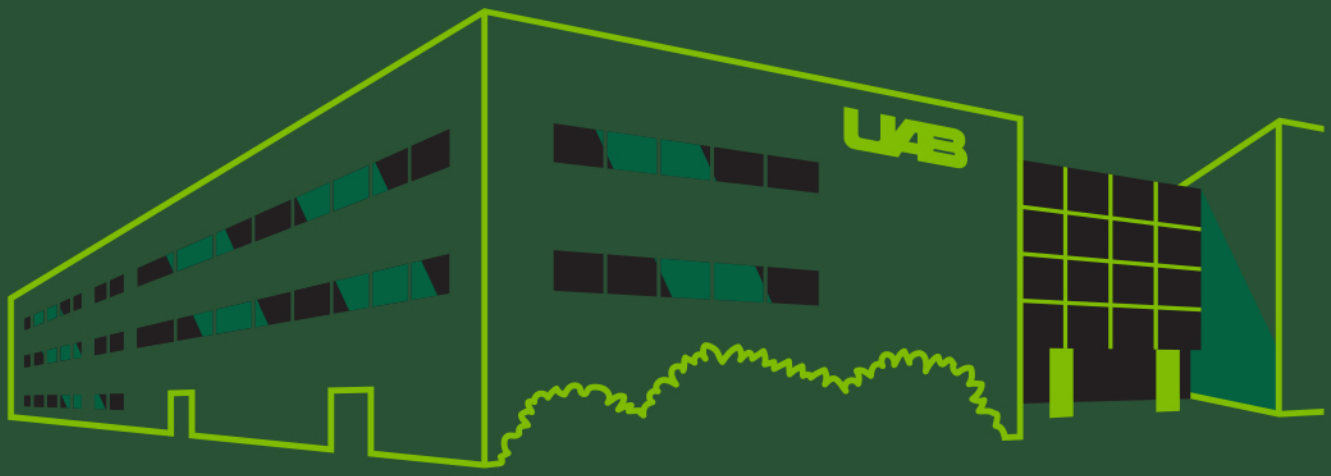
While it remains to be seen how these types of bills will affect college of education curricula going forward, the pressure on professors to help students prepare for potential controversies in their classroom while trying to defend their own rights as educators is enormous.

UA's faculty senate went on to approve an academic freedom resolution in December 2021 stating that "any pending legislation in the Alabama legislature that infringes on academic freedom and expression is anathema" to the basic ideals of free speech. In response, UA officials released a statement saying that it respects academic freedom and would be passing the campus community's input on to state lawmakers. Faculty leaders at other schools, including the University of Texas at Austin and The Ohio State University, have passed similar resolutions in the face of anti-CRT legislation.

While it remains to be seen how these types of bills will affect college of education curricula going forward, the pressure on professors to help students prepare for potential controversies in their classroom while trying to defend their own rights as educators is enormous.

"It's a balancing act. All of us will be careful with what we say and share," McDaniel told *The Washington Post* following the faculty senate's resolution. She noted, however, that it was important for professors to stand up for academic freedom. "I don't think any of us want to just stand aside and hope for the best and be quiet about it."

Lisa O'Malley is the assistant editor for *INSIGHT Into Diversity*.



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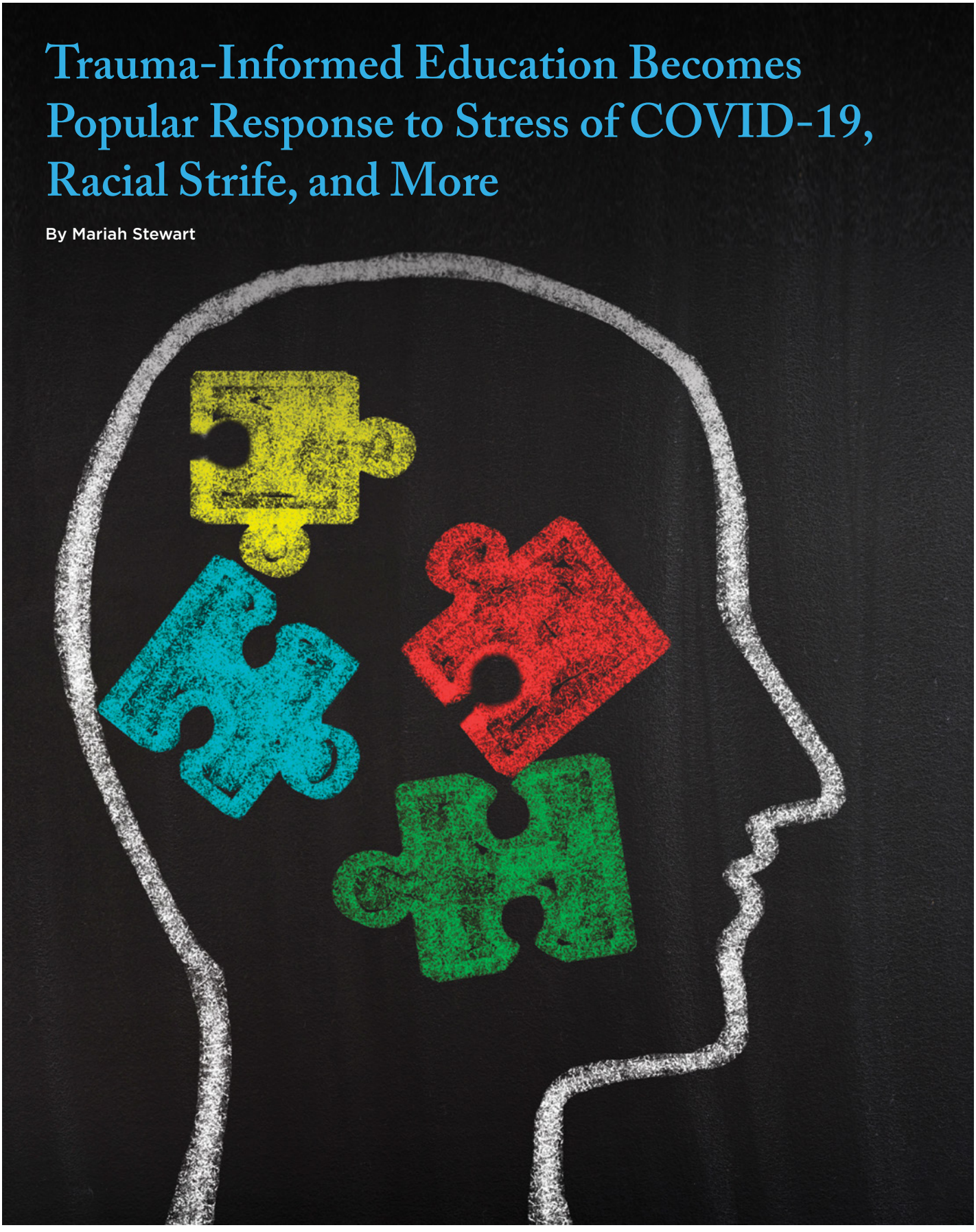
Trauma-Informed Education Becomes Popular Response to Stress of COVID-19, Racial Strife, and More

By Mariah Stewart



In recent years, a growing number of schools of education have begun focusing on trauma-informed teaching practices to help educators holistically address negative academic and social outcomes for students. Now, amid the COVID-19 pandemic, widespread racial injustice, and a host of other major stressors for U.S. youth, these concepts have become more popular, and important, than ever.

"When the pandemic came, people really became concerned and interested in new traumas that were [affecting] students," explains Regina Rahimi, EdD, a professor of education at Georgia Southern University. "Not only were students isolated, but if they were in an abusive household or they lived in a community where violence was prevalent, these things all became more pervasive in their lives, so that trauma was just further exacerbated."


Regina Rahimi

By applying trauma-sensitive principles to the classroom, teachers can help young people overcome the negative educational outcomes of growing up in these kinds of situations. This approach emphasizes understanding the ways that such environments can affect student behavior and promotes classroom practices that can mitigate trauma's impact on socioemotional development.

While trauma-informed care has long been a core of other professions, experts say it is only now beginning to truly gain traction in education. Prior to the pandemic, Rahimi and her GSU colleagues surveyed 800 educators across Georgia and found that teachers "are generally aware of trauma amongst their students, but their typical response is to refer them to the counselor," according to a January 2020 press release. Rahimi and her team developed a yearly online conference, the Trauma-Informed Education Symposium (TIES), to empower teachers to better serve struggling students.

Rahimi says the goal of TIES, which is currently in its third year, is not to "turn teachers into counselors or mental health clinicians" but to provide the skills necessary to prevent re-traumatization. Participants learn about techniques for creating safe, predictable classroom environments, incorporating socioemotional skills and positive coping mechanisms into lesson plans, de-escalating unruly student behavior, and more.

Rusty Earl, a former K-12 educator who currently serves as a video producer for the Kansas State University (K-State) College of Education, says that students who are pursuing a career in teaching should understand that they do not need to be experts to make a difference with powerful, trauma-informed techniques. He recently directed a K-State documentary, *Becoming Trauma Responsive,* that highlights how educators in the Midwest have adapted to student needs during the pandemic by using basic trauma-sensitive approaches.

At least two-thirds of U.S. children have experienced one of more types of serious childhood trauma, according to the latest data from the Centers for Disease Control and Prevention.

"Being calm and in the right presence of mind does so much more to help students than knowing some magical words or having all of the brain science down," Earl says. Multiple experts who were interviewed for the film emphasized that simply providing a classroom environment where students know they are safe and have a teacher whom they can trust can make a significant difference.

In addition to the film, K-State plans to roll out new trauma-informed coursework for education majors in fall 2022, according to Earl.

Other schools are increasing their trainings as well. Some universities have multidisciplinary trauma-informed learning centers or offer graduate certificates specializing in this area. Ithaca College in New York recently hosted a trauma-informed workshop to help current and future teachers learn practical methods to "promote health and wellness, engage learners, and provide safe spaces for learners to succeed, and increase [their] own wellness," according to the school's website. At North Carolina State University, researchers are conducting an interdisciplinary project titled Trauma Informed Practice Support in Schools and Communities that brings educators and social workers together to discuss best practices.

"A lot of times, when difficult topics come up, it's natural to want to just quickly divert from that conversation, but that can be really difficult for children," Angela Wiseman,

Rebecca Chow, vice president of program administration at trauma treatment agency The Children's Place, is interviewed for the Kansas State University College of Education documentary *Becoming Trauma Responsive*. Photo courtesy Rusty Earl

an associate professor of literacy education who is leading the project, explained in a press release. "If they're sharing their feelings and coming to you for that, and you're not sure how to acknowledge it, it can cause them to re-experience those feelings."

Such lessons may be especially valuable for teachers of underrepresented students. Young people of color and those from lower socioeconomic backgrounds are especially vulnerable to trauma due to racial stress and economic hardship that can lead to mental health issues such as anxiety, post-traumatic stress disorders, and sleep disturbances, according to the Family-Informed Trauma Treatment Center and the National Child Traumatic Stress Network. The University of Michigan's 2021 Trauma-Informed Programs and Practices for Schools notes that "racism, prejudice, and the mistreatment of people of color and other marginalized identities" compound the effects of other traumas. Furthermore, "[i]mplicit biases and stereotypes about children of color and others with marginalized identities can lead to actions that are harmful, and they strain relationships that children with trauma histories need to heal."

As far as implementing trauma-sensitive approaches, Rahimi says, different schools, departments, and organizations first need to have a commitment and adopt universal practices such as making classrooms as stress-free as possible.

"The pandemic certainly brought forward that we do have mental health and socioemotional needs in our communities and in our schools and in any work environment," she says. "The big thing is not to retraumatize people by putting them in stressful, demeaning environments."

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*.

What Does Trauma-informed Teaching Look Like?

Trauma-sensitive teaching techniques can include giving students a sense of control by allowing choices, evoking stability and routine, or providing a safe, predictable environment, according to Georgia Southern University researchers. Other approaches include conscientious classroom design regarding the use of lighting, colors, and quiet spaces. De-escalation tactics such as breathing exercises and socioemotional support systems that include talking circles or therapy dogs are also popular techniques.

The University of Michigan's Core Principles for Trauma-Informed Programs and Practices in Schools

- **Ensure all members of the school community feel safe, respected, and valued**
- **Increase awareness of the signs and symptoms of trauma**
- **Increase awareness of biases and stereotypes**
- **Build community**
- **Develop and model positive relationships**
- **Reduce punitive discipline**
- **Communicate and reinforce goals and expectations**
- **Avoid deficit thinking and deficit language**
- **Incorporate social-emotional skills and positive coping methods**
- **Create a support system to address emergent needs**

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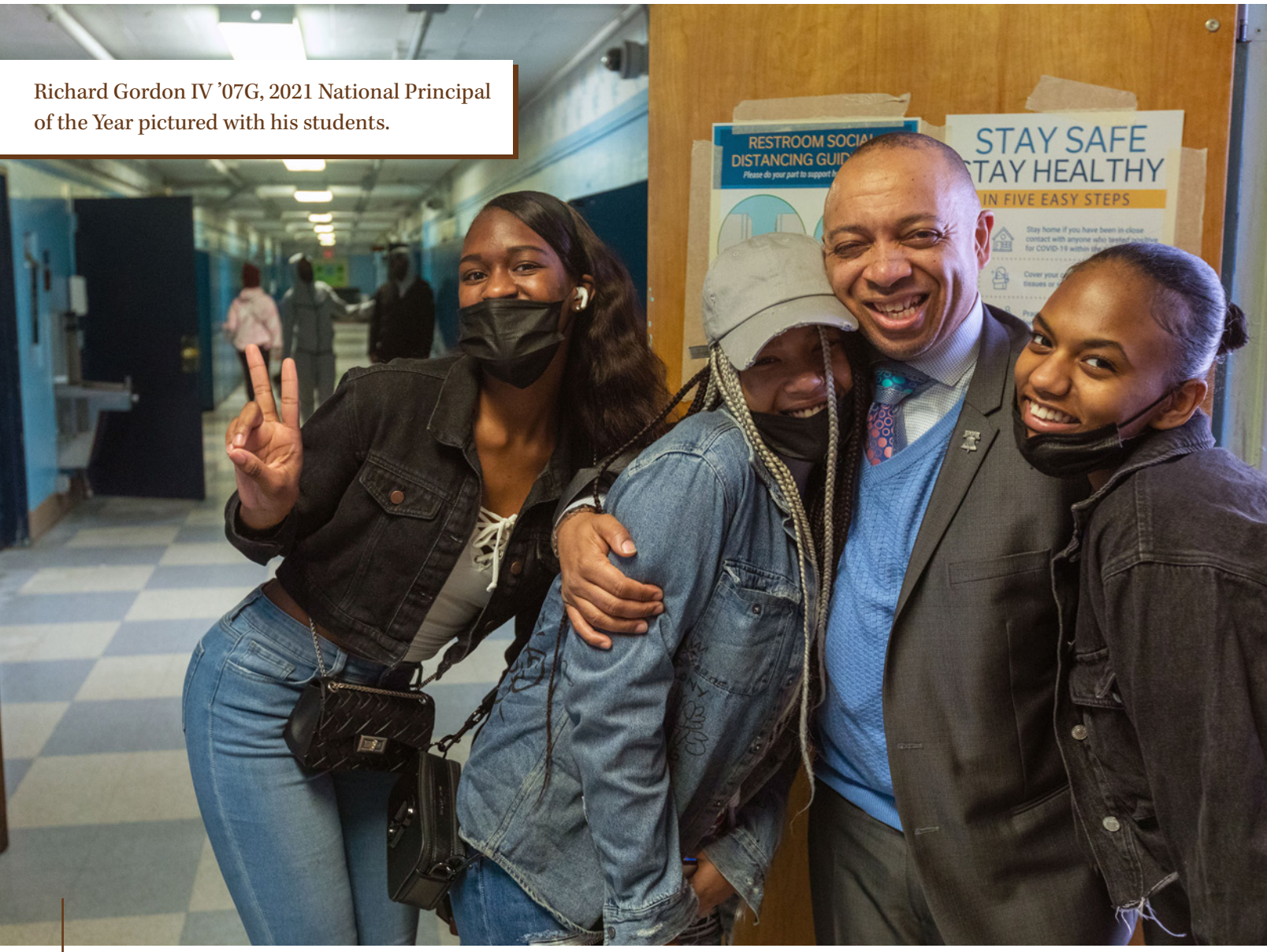

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Education Experts Call on the Government and Colleges to Take Immediate Action in Rectifying the Growing Teacher Shortage

By Erik Cliburn

In August 2021, 37 percent of U.S. K-12 teachers surveyed by the National Education Association (NEA) reported that they were considering leaving the profession.

Six months later, that number had grown to 55 percent.

Black and Latinx teachers, who are already underrepresented, were even more likely to say they were considering leaving their jobs. Among all respondents, 90 percent reported burnout as a serious issue in their careers.

The worsening shortage of teachers across the U.S. can be attributed to several factors including low pay, a decrease in classroom autonomy, and a lack of community support. The COVID-19 pandemic has exacerbated these issues and accelerated the "Great Resignation" among educators in addition to deterring students from pursuing education degrees, says Lynn M. Gangone, EdD, president and CEO of the American Association of Colleges for Teacher Education (AACTE).

"It used to be prestigious to be a teacher," she says. "Teachers and principals were people in the community that you looked up to. That's not necessarily the case anymore."

In the 10 years prior to the pandemic, the number of people who completed teacher preparation programs dropped by one-third, and total enrollment decreased by approximately 46 percent, according to Gangone. Between 2020 and 2021, 20 percent of AACTE's member schools experienced further downslides of 11 percent or more.

"That is on top of already declining enrollment," Gangone says. "It's pretty sobering data."

One of the most persistent barriers to attracting new teachers is low pay coupled with the high costs of education. The average starting salary for teachers nationwide was $41,163 in the 2019-2020 academic year, according to NEA data. Yet nearly half of teachers under the age of 35 owe more than $65,000 in student loans. Among those with at least 10 years of work experience, 42 percent are still paying off education debt. Educators of color are also more likely to accrue debt and in larger amounts when pursuing a teaching degree, the NEA reports.

Black teachers carry $68,000 on average in education debt — nearly $14,000 more than their White peers, according to the National Education Association. One in seven teachers in the U.S. owes more than $105,000 in student loans, while one in five Black educators meets this high debt mark.

Institutional finances also factor into the teacher shortage, explains Gangone. Between 2008 and 2018, 40 states decreased their higher education budgets, according to the Center on Budget and Policy Priorities. This loss of state funding has meant schools of education have fewer resources to recruit, train, and financially support students. To counteract this trend, Gangone and other experts at the AACTE, the NEA, and the American Council of Education say that colleges and universities should put an increased emphasis on teacher preparation programs, build up their government relations offices to advocate for more state and federal funding, and encourage more students to pursue a teaching career.

Although finances, both institutional and personal, are key contributors to the educator shortage, the growing

fight against academic freedom is causing many teachers to reconsider their career choice. As of late February, seven states had banned the teaching of critical race theory and other diversity-related concepts in public classrooms, and another 16 states were considering similar legislation. This lack of support and chilling of academic freedom has made the profession even less attractive to prospective students, especially those from underrepresented backgrounds, Gangone says.

"A core question is, are we going to support our teachers and teacher candidates or are we going to make their jobs even harder?" she says. "Right now, what I'm seeing across the country, it doesn't incentivize anyone to go into teaching."

In contrast to these bills, some lawmakers are actually working to attract and support diverse teachers. The recently proposed EDUCATORS for America Act aims to fund teacher pipeline programs and support the development and retention of educators in classrooms across the U.S. If passed, it would provide $500 million to bolster teacher preparation programs across the country and another $500 million in grants for states to address their education workforce needs. The bill would also double TEACH grants to $8,000 per year for certain students. The grants, which were included as part of the American Families Plan in 2021, provide annual funding for educator candidates who commit to four years of teaching in high-need, low-income schools.

"Unfortunately, aspiring educators are often discouraged by high student debt, low salaries, and the lack of institutional support," said bill co-sponsor U.S. Representative Alma Adams (D-NC) in a news release. "Educators are struggling, particularly as they continue to grapple with the pandemic. Schools are facing pervasive staffing shortages, and we can no longer afford to neglect the educator pipeline. It's time for a comprehensive national investment in our educators."

Government support has already proven to be key to improving the teacher shortage in some states and districts. The Grow Your Own Teacher Residency program at Austin Peay State University (APSU) in Tennessee — a state that has seen a 20 percent decrease in education majors over the last five years — is funded in part by a state grant. The program allows participants to earn an accelerated teaching degree in three years for free and to collect a salary from a local school district while completing an apprenticeship. Graduates are guaranteed employment with the district in which they trained. Since its launch in 2020, the program has expanded to seven colleges and 35 school districts throughout the state.

Another recent innovative program is Project Hispanic Educators Leading the Profession (HELP) at Texas Woman's University, which uses federal funding to financially support Latinx women who want to become educators. Project HELP covers the cost of tuition and fees as well as state certification exams and provides academic workshops and other resources. It has been praised for addressing the workforce shortage while also diversifying teaching staff in a state where more than half of students are Latinx compared with only 26 percent of educators.

Collaboration between the government and institutions to develop unique programs such as these is crucial to resolving the teacher shortage, Gangone says. She and other education experts are worried, however, that failing to act quickly to resolve this crisis could have significant repercussions on the nation's future.

"An educated population and citizenry is absolutely key to a democratic society," she explains. "We need to do everything we can to make sure that there are highly qualified teachers in classrooms across the county so that kids can grow up and understand their roles as citizens of the United States."

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity.*

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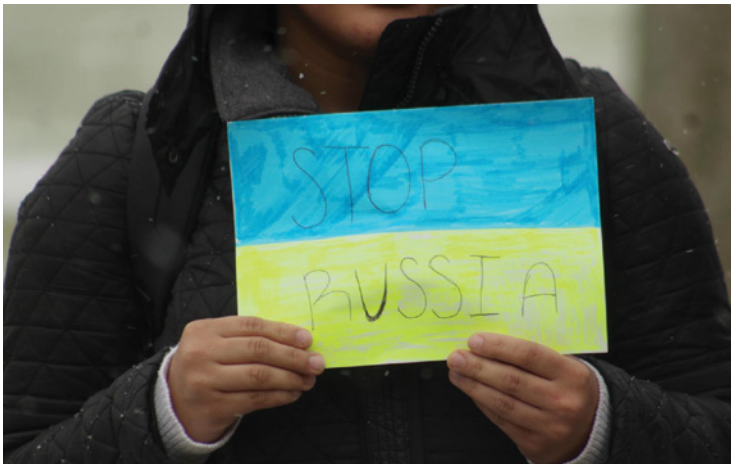

Dozens of students and faculty at Allegheny College attended a demonstration in late February to show their support for Ukraine and denounce the Russian government. At the protest, Sasha Shafran (top right), a Ukrainian student studying at Allegheny, recounted the horrors her family faced in the early days of Russia's invasion of her home country. Photos courtesy Sami Mirza and Roman Hladio

Allegheny College Community Shows Support for Ukraine Amid Russian Invasion

On February 25, one day after Russia launched an unprovoked invasion of Ukraine, a crowd of students and faculty at Allegheny College in Pennsylvania braved freezing weather to demonstrate their support of Ukrainian sovereignty. The protest was just one of many held at colleges and universities across the U.S. in the days following the initial Russian assault.

Among the demonstrators was Sasha Shafran, a 17-year-old student from Ukraine, who told the chilling story of her family waking to the sound of bombs and being forced to flee their home. She urged the other protestors to call embassies and representatives to advocate for further support of Ukraine and assistance in repelling the Russian invasion.

"I'm not sad. I am mad. You don't have to be sorry; you have to take action," she told the crowd.

A minute of silence and the playing of the Ukrainian national anthem followed Shafran's speech. The event also featured a station where protestors could make their own signs, learn more about the conflict, and discover organizations to which they could donate.

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