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In this issue: March 2020

24 Announcing the Winners of the INSIGHT Into Diversity Study Abroad Scholarship for Underrepresented Students
By Mariah Stewart

26 The Importance of a Diverse, Inclusive Community
By Eli Capilouto, DMD, ScD, and Sonja Feist-Price, PhD

32 International Recruitment Organizations Connect US Schools to Students Overseas
By Ginger O’Donnell

34 As Nontraditional Students Become the New Norm, Colleges Must Support Generational Diversity
By Blythe Bernhard

36 Oregon State University Program is a Sustainable Model for Feeding Students in Need
By Mariah Stewart

42 Simulation Learning Takes Students Out of the Classroom and Into the Middle of Public Crises
By Mariah Stewart

46 Public Policy Schools Must Teach Future Leaders About Today’s Anti-Semitism
By Natalie Monzyk

49 Public Policy and Administration by the Numbers
By Ginger O’Donnell

50 Public Policy Schools Create Research Centers to Help Solve Some of the Nation’s Most Pressing Problems
By Ginger O’Donnell

54 Raising Awareness of Public Policy Careers Could Diversify the Profession
By Mariah Stewart

On the cover: Bienfait Mugenza and Philemon Rono attend The University of Rochester. Mugenza is from the Democratic Republic of the Congo and studies political science, while Rono is a mechanical engineering major from Nairobi, Kenya. In 2018, they received a $10,000 grant from the Davis Projects for Peace to facilitate a weeklong summer workshop in Kigali, Rwanda called “Peace through Entrepreneurship.”

Above: Rochester students Enky Mhlongo (left), from South Africa, and Princesse Mutesi Karemera (right), from the Democratic Republic of the Congo.
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In Brief

6 Diversity and Inclusion News Roundup

New Directions

12 Leaders on the Move

The Diversity Professional Spectrum

14 Leaders of Public Policy and Administration Schools
   By Ginger O’Donnell

This Month’s Celebration

16 Women’s Suffrage Centennial: Black Women Played
   Pivotal Role in Securing the Right to Vote
   By Mariah Bohanon

Diversity Champion Spotlight

18 Texas A&M University Encourages Communal Accountability
   for Diversity and Inclusion
   By Mariah Bohanon

Closing INSIGHT

58 Universities Commemorate MLK Day by Reflecting on the Past and Present
   By Ginger O’Donnell
Brandeis University recently became the first higher education institution in the United States to ban discrimination based on the caste system of India, Nepal, and other Hindu-majority nations. The new policy took effect in December 2019 and protects students and employees who are Dalit, or lower caste, in the traditional religious and social hierarchy.

The university’s chief diversity officer, Mark Brimhall-Vargas, PhD, stated that the school’s decision was not based on a specific bias incident but was developed so that “if and when that case does come about, we are prepared to address it,” according to NPR.

In recent years, Brandeis has also hosted conferences and launched an academic journal on the subject of caste discrimination. This particular form of prejudice is based on the longstanding stratification of Hindu society into four categories, or castes, that are determined by birth and considered unchangeable. Members of the lower castes tend to have fewer freedoms and socioeconomic opportunities, with Dalits — often called the Untouchables — facing severe prejudice and inequality. Human rights experts sometimes compare the system to racism in America.

Equality Labs, a Dalit research group, says U.S. colleges and universities should be aware of how caste prejudice affects their sizable population of South Asian scholars and students. Indians are the second largest group of international students in the U.S., and Hindus — 77 percent of whom have college degrees — are by far America’s most educated religious group, according to the Pew Research Center.

A recent Public Radio International investigation into caste prejudice in the U.S. included interviews with Dalit students and faculty who say they have experienced discrimination from middle and upper caste peers on campus. A common assumption is that anyone studying or working at an American college must be upper caste, they say.

Some scholars say drawing attention to caste prejudice in the U.S. sows unnecessary discord among the South Asian immigrant community and stigmatizes Hinduism. A more pressing problem is the xenophobia that all members of their ethnicity face in the U.S., they say.

— Mariah Bohanon

President of Johns Hopkins University Emerges as Vocal Critic of Legacy Admissions

In an address to the American Association of Law Schools (AALS) in January, Johns Hopkins University (JHU) President Ronald J. Daniels urged colleges and universities to do a better job of promoting and sustaining democracy and called for an end to the “pernicious” practice of legacy admissions, according to JHU’s online news site.

Eliminating legacy admissions, which gives preferential treatment to applicants who are children or grandchildren of alumni, is necessary if American higher education is to fulfill its core purpose of supporting social mobility, cultivating diverse perspectives, and promoting scientific inquiry, Daniels argued.

JHU quietly phased out this practice once Daniels took office in 2009, according to The Washington Post. The university enacted a need-blind admissions policy instead, which was enhanced by a $1.8 billion donation by alumnus and politician Michael Bloomberg in 2018.

As a result, the percentage of admitted students with family ties to JHU fell from 12.5 percent to 3.5 percent between 2009 and 2019, the Post reports. By contrast, the number of highly qualified low-income students increased from 9 percent to 19 percent over the same time period.

In a recent interview with the newspaper, Daniels again spoke out against legacy admissions, which he described as a “peculiar institution” in reference to American slavery. The tradition is “deeply perplexing given the country’s deep commitments to merit and equal opportunity,” he stated.

— Ginger O’Donnell
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Free Speech Center Launches Publication About First Amendment Issues in Higher Education

In December 2019, the University of California (UC) National Center for Free Speech and Civic Engagement published its first edition of Speech Spotlight, a new publication about First Amendment-related issues in higher education.

The platform is designed to highlight different challenges surrounding freedom of expression on college campuses and share a variety of perspectives on these issues, according to Michelle Deutchman, JD, executive director of the center. The goal is to provide readers with multiple sides of an argument as well as practical tools to move forward in considering and discussing these topics.

“There’s a lot of theoretical, high-level discussion [about free speech on campus] that is very interesting,” Deutchman says. “But from my experience, people really want help on the ground about how to think through and synthesize these issues and what to do if they want to start making changes on their campuses.”

The first edition of Speech Spotlight analyzes bias response teams and how institutions can support an open exchange of ideas while upholding values of diversity, equity, and inclusion. It is available for free at freespreecentr.universityofcalifornia.edu.

The publication does not have a set schedule, as it is intended to unfold organically as different arguments around freedom of expression become part of the national conversation. Future topics could include the renaming of campus buildings that are named for controversial historical figures or exploring what campuses are doing to encourage student civic engagement in an election year, Deutchman says.

The UC National Center for Free Speech and Civic Engagement was founded in 2017 in response to current events on college campuses across the country. In addition to Speech Spotlight, it supports a national fellows program, a grant program, and an annual conference.

— Ginger O’Donnell
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- Institute of International Education ranks FSU’s study-abroad programs No. 11 in the nation.
- FSU received the prestigious Platinum Level Institutional Award for Global Learning, Research, and Engagement from the Association of Public and Land-grant Universities (APLU), recognizing its efforts to offer international educational experiences.
- In Spring 2019, FSUIP was recognized by the International Institute of Education with a Seal of Excellence for achieving its Generation Study Abroad goals of increasing and diversifying the cohort of U.S. students studying abroad.
IN BRIEF

Study Abroad Programs Disrupted by Coronavirus

Many institutions have recently suspended study abroad programs to China in the face of the coronavirus outbreak and the Feb. 2 emergency travel advisory from the U.S. Department of State, which places extreme restrictions on visits to China.

The advisory also recommends U.S. citizens currently in China evacuate or, if they choose to remain, to stay home as much as possible. Many American students there have evacuated after being unable to attend classes for several weeks due to campus and city lockdowns.

China has canceled February exams for its students who plan to study in the U.S. As a result, Chinese enrollment in American colleges is expected to be delayed or suspended, and the situation is likely to exacerbate ongoing declines in this area, according to experts.

The Chinese consul general in New York has asked all students returning to the U.S. from the Chinese province of Hubei, where the outbreak began, to report to health officials for monitoring. Some colleges and universities are asking students to provide certification they are virus-free before returning to campus. At Princeton University and University of Washington, groups of travelers from China have self-quarantined and agreed to medical supervision before attending classes.

As of press time, one student at Arizona State University and one at the University of Massachusetts Boston are the only confirmed cases of the coronavirus on U.S. campuses. Officials at both schools say the situation is contained.

— Mariah Bohanon

Gallaudet University and National Clearinghouse on Disability and Exchange to Host International Symposium

On July 31, 2020, Gallaudet University and the National Clearinghouse on Disability and Exchange (NCDE) will host the Joining Hands Symposium, a one-day event focused on increasing international education and work opportunities for people with disabilities.

Representatives from the education, government, and nonprofit sectors will convene to discuss methods for creating inclusive study abroad programs, helping individuals with disabilities discover foreign work and internship opportunities, and more.

NCDE is a collaboration between the nonprofit advocacy group Mobility International USA and the U.S. Department of State. For more information on the upcoming symposium, visit miusa.org.

— Mariah Stewart
Rochester Institute of Technology Offers Study Abroad Experiences that Impact the World

By Susan Gawlowicz (edited version)

Three students from the biomedical sciences program traveled with RIT Professor Bolaji Thomas to his native Nigeria to understand the impact tropical diseases like malaria have on the population and the medical protocols used in treatment.

Anna Capria ’19 (biomedical sciences), Janice Fung and Abigail Melake, fourth-year biomedical science majors, spent from May 24 to June 7 in the sub-Saharan African country and drew upon concepts from Thomas’ Parasitology, Immunology and Epidemiology classes. The students gained a perspective on malaria missing from their textbooks and observed the personal impact of the disease on patients, medical personnel and researchers from Oyo, Osun and Lagos regions in southwestern Nigeria.

“We’re so scared of malaria here, but for them it’s like the common cold,” said Melake, who was surprised to learn that not everyone with malaria is on death’s door.

Student experiences in global health research are an important growth area in the College of Health Sciences and Technology. Recent projects have included a research trip to Ghana, a new class in Global Health, the Global Health @ RIT Association and a related symposium held last spring. “Study-abroad field trips give students a direct understanding of public health issues in another country,” Thomas said.

“They observed patients with malaria symptoms and the protocols medical staff follow to diagnose and treat the disease,” said Thomas. “They gained hands-on training in preparing blood-films—the ‘gold standard’ for diagnosis of malaria that uses a stain to identify and quantify the parasites.”

Participating in study abroad programs that focus on global-health experiences has influenced Fung’s time at RIT and her future direction. “I was able to surround myself with peers with similar career goals and interest,” she said. “Being in this community of similarly driven people helped me come to the decision of pursuing medical school.”

For more information https://bit.ly/37R0VKL
Ohio
Susan Edwards, PhD, has been named president of Wright State University in Dayton. Edwards was the university’s provost and executive vice president.

Pennsylvania
Kevin L. Antoine, JD, has been named chief diversity, equity, and inclusion officer at Bucks County Community College in Newtown. Antoine was executive director of KLA Management Solutions and assistant vice president for diversity and inclusion at the State University of New York Downstate Medical Center in New York City.

Nicole R. Stokes, PhD, was selected as associate provost for diversity, equity and inclusion at Saint Joseph’s University in Philadelphia. Stokes formerly served as a professor of sociology and as the associate vice president for institutional effectiveness and diversity at Holy Family University in Philadelphia.

Texas
Reginald DesRoches, PhD, has been named provost of Rice University in Houston. DesRoches previously served as dean of the university’s George R. Brown School of Engineering.

United Kingdom
Hillary Clinton, JD, has been named chancellor at Queen’s University Belfast. Clinton previously served as the U.S. Secretary of State and was the 2016 Democratic presidential nominee.

Arizona
Sonji Muhammad has been named director of diversity and inclusion at the University of Arizona College of Medicine - Phoenix. Muhammad was assistant director of the university’s office of diversity and inclusion.

California
Utpal K. Goswami, PhD, was selected as superintendent and president of Santa Barbara City College. Goswami previously served as president of Metropolitan Community College - Longview in Kansas City, Missouri.

Connecticut
Nicole Stanton has been named provost and senior vice president for academic affairs at Wesleyan University in Middletown. Stanton was the university’s dean of the arts and humanities.

Illinois
Ginger Ostro was selected as the executive director of the Illinois Board of Higher Education. Ostro previously served as interim chief financial officer and vice president of financial operations at Chicago State University.

Soumitra Ghosh, PhD, has been named vice president for enrollment management at DePaul University in Chicago. Ghosh was vice president for strategic enrollment management at Rowan University in Glassboro, New Jersey.

Tanuja Singh, DBA, has been named provost and senior vice president of academic affairs at Loyola University in Chicago. Singh was dean of the Greehey School of Business at St. Mary’s University in San Antonio, Texas.

Kentucky
Darryl A. Peal was selected as chief diversity, equity and inclusion officer and Title IX coordinator at Northern Kentucky University in Highland Heights. Peal previously served as the managing director for external engagement and strategic partnerships at the National Collegiate Athletic Association.

New Jersey
James A. Felton III was selected as vice president for equity and inclusion at The College of New Jersey in Ewing Township. Felton previously served as chief diversity officer in the office of the president at the State University of New York College at Cortland.

New Mexico
Brandi Stone has been named director of African American Student Services (AASS) and special adviser to the president at the University of New Mexico in Albuquerque. Stone was the interim director and a program specialist for AASS.

New York
Judith Brown Clarke, PhD, was selected as the chief diversity officer at Stony Brook University. Clarke previously served as diversity director of the Bio-Computational Evolution in Action Consortium (BEACON) Science and Technology Center at Michigan State University in East Lansing.

Insight Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Indiana University Bloomington’s work to improve the college trajectory for minority students has not gone unnoticed. In 2019, the campus once again received the Higher Education Excellence in Diversity (HEED) Award from Insight Into Diversity magazine, the oldest and largest diversity-focused publication in higher education. This is the fifth year IU Bloomington has been honored as a HEED Award recipient. The award is the only national honor recognizing U.S. colleges and universities that demonstrate a strong commitment to diversity and inclusion through their innovative programs and outreach, hiring practices for faculty and staff, and student recruitment, retention, and completion. “We are honored to be recognized for our ongoing commitment to diversity and inclusion,” says James C. Wimbush, vice president of Diversity, Equity, and Multicultural Affairs, dean of the University Graduate School, and Johnson Chair for Diversity and Leadership at Indiana University. “While we realize there is much more to be done, we take time to celebrate the accomplishments made thus far and the hard work that members of our community put into making IU a place that advocates access, success, respect, equity, inclusiveness, and community for all.” In addition to winning the HEED Award, IU Bloomington earned Insight Into Diversity’s highest distinction: the Diversity Champion. The campus was recognized for developing successful strategies and programs that serve as models of diversity excellence for other institutions. It is the third year that the Bloomington campus has received the honor. 

Opening Doors for All

Through the leadership of Provost Lauren Robel, Indiana University has a long history of advancing the idea that learning from people with different backgrounds, values, and perspectives enriches the student experience. As a university, its goal has and continues to be one that embraces a campus culture where equal access, participation, and representation are front and center. Several of IU Bloomington’s stand-out diversity accomplishments include community outreach programs for underrepresented student populations; scholarships for minority students; new services about the college process for K-12 students; programs to engage students, faculty, and staff; the use of research to build diverse and inclusive campus environments; improved recruitment and retention strategies for a diverse faculty; and the creation of diversity plans for all 16 degree-granting colleges and schools on the Bloomington campus.

Many of the diversity efforts that have been honored come from the work of programs administered by Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA).

In June 2019, 21st Century Scholars and Community & School Partnerships—both programs of OVPDEMA—launched the Pre-College Academy. Rising middle school and early high school students attended workshops and activities, with the goal of sharpening study skills, learning about financial aid, and gaining information about the requirements for Indiana’s 21st Century Scholars Program. Other new programs and initiatives that demonstrate IU Bloomington’s commitment to diversity and inclusion include:

- **The reactivation of the Council of Scholars of Diversity and Inclusion convened by the Office of the Vice Provost for Diversity and Inclusion:** Designed to bring scholarly minds together to weigh in on issues of diversity and inclusion, this effort aims to define best practices and evidence-based approaches that support faculty and student recruitment, success, and retention.

At the heart of each of these initiatives is a focus on accountability. IU President Michael A. McRobbie, through a detailed review and reporting processes, has created a standard of excellence when it comes to measuring and evaluating the effectiveness, efficiency, and sustainability of all matters involving diversity and equity for IU’s operations and programming.

Learn more at [diversity.iu.edu](http://diversity.iu.edu).
In each issue, INSIGHT Into Diversity features diverse professionals in higher education. By Ginger O’Donnell

Jan H. Solomon, JD, is dean of the University of Virginia Frank Batten School of Leadership and Public Policy. Prior to this position, he served as CEO of the negotiation and conflict management advisory firm Solomon Global LLC, which he founded. His previous roles include serving as the United States Executive Director for the World Bank Group and senior advisor for the U.S. Department of the Treasury under the Obama administration. Solomon has a distinguished background in higher education, formerly serving in leadership and teaching roles at Yale Law School and the University of Chicago (UChicago). As vice president for global engagement at UChicago, he led teams in Chicago, Beijing, New Delhi, and Hong Kong in establishing international education programs, centers, and research collaborations.

Maria Cancian, PhD, is dean of Georgetown University McCourt School of Public Policy. Prior to joining Georgetown, she was a professor, associate dean for social sciences, associate dean for fiscal services, and director of the Institute for Research on Poverty at the University of Wisconsin-Madison (UW-Madison). Her honors at UW-Madison include a Kellett Professorship and being named the 2018 Galbraith Fellow. Throughout Cancian’s distinguished career, she has served as a fellow and visiting scholar for multiple major foundations as well as senior adviser to the U.S. Secretary of Health and Human Services (HHS) and the deputy assistant secretary for policy for the HHS Administration for Children and Families under the Obama administration. Her research focuses on the relationship between public policy, social work, and family well-being.

Laura Bloomberg, PhD, is dean of the Humphrey School of Public Affairs at the University of Minnesota. She previously served as the school’s associate dean, during which time she created a national pipeline program in public policy for underrepresented students, established a new master’s degree program in human rights, and developed the Mandela Washington Fellowship program for young people in Africa. She is an award-winning educator whose research focuses on areas such as community-based leadership, cross-cultural dialogue, and education policy. Bloomberg’s many leadership roles include serving as board chair of the Public Policy and International Affairs program and on the executive council of the national Network of Schools of Public Policy, Affairs, and Administration.

George Kieh, PhD, is dean of the Barbara Jordan-Mickey Leland School of Public Affairs at Texas Southern University (TSU). Prior to joining TSU, Kieh was a professor of political science and dean of the college of arts and sciences at West Georgia University. His accomplishments in this role — including restructuring governance to give more voice to the university community — earned him the Warren Akin IV Award from the Georgia Conference of the American Association of University Professors. Kieh’s career in higher education has also included teaching and leadership roles at Morehouse College, Grand Valley State University, Illinois Wesleyan University, and the University of Memphis. Kieh is from Liberia; his research focuses on the effects of U.S. foreign policy on Africa, conflict studies, and more.

Sally Wallace, PhD, is dean of Georgia State University’s (GSU) Andrew Young School of Policy Studies. She previously served as a professor and chair of the economics department, associate dean for research and strategic initiatives, and director of the Fiscal Research Center at GSU. Wallace has also taught at the African Tax Institute at the University of Pretoria in South Africa, where she was named Extraordinary Professor of Economics. Other roles include co-director of the Jamaican Tax Reform Project, senior staff member of the Pakistan Tax Study, and senior member of the Guatemala Fiscal Project. In addition to her teaching and research career, Wallace has worked as a tax analyst for the U.S. Treasury Department.
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Women’s Suffrage Centennial: Black Women Played Pivotal Role in Securing the Right to Vote

By Mariah Bohanon

On August 26, 1920, the 19th Amendment of the United States Constitution officially granted women the right to vote. One hundred years later, many of the Black women who joined the long struggle toward this amendment have been forgotten.

As with many aspects of American political life, the suffrage movement was largely segregated, with illustrious White leaders such as Susan B. Anthony and Elizabeth Cady Stanton excluding and overshadowing African Americans. Yet Black suffragists formed their own organizations, led parades and marches, and petitioned for all women — regardless of race or ethnicity — to have the right to vote.

Nannie Helen Burroughs, pictured above at far left, was a suffragist leader who gained renown for her focus on the intersectionality of race and sex. The child of formerly enslaved parents, Burroughs was a prolific activist, speaker, and educator. She served as secretary of the Woman’s National Baptist Convention — an organization at the forefront of Black women’s suffrage — and, later, its president.

In a 1915 essay, she wrote that “when the ballot is put into the hands of the American woman, the world is going to get a correct estimate of the Negro woman. It will find her a tower of strength of which poets have never sung, orators have never spoken, and scholars have never written.”

Suffrage leader Nannie Helen Burroughs, far left, and fellow suffragettes attend the Banner State Woman’s National Baptist Convention in 1915. (Photo courtesy of the Library of Congress)
Texas Tech University has been recognized as a leader among U.S. higher education institutions in making international study and internships more accessible and inclusive for American students of all backgrounds.

- Benjamin A. Gilman International Scholarship Program
Texas A&M University Encourages Communal Accountability for Diversity and Inclusion

By Mariah Bohanon

With a total student enrollment of 69,465, Texas A&M University is the largest public institution of higher education in the United States. In addition to substantial growth in recent years, the university has made significant strides in diversifying what was once an extremely homogenous campus community.

From its establishment in the late 1870s as an agricultural and mechanical college until the 1960s, admission to Texas A&M was restricted to White male students who were required to participate in military training. Today, the public land-grant university is a member of the Association of American Universities and a Tier 1 research institution. Nearly half of Texas A&M’s students are women and 36 percent are from underrepresented ethnic or racial backgrounds. One in five undergraduate students is the first person in their family to attend college.

Texas A&M has woven diversity, equity, and inclusion (DEI) into its institutional mission, implementing multiple initiatives and programs to support its students, faculty, and staff as well as promoting awareness and advance research on DEI in higher education.

With a university as large as Texas A&M, this means incorporating accountability and transparency at every level so that all members of the campus community are responsible for DEI work.

**Accountability, Climate, Equity, and Scholarship Fellows Program**

Robin Means Coleman, PhD, a national thought leader on diversity and inclusion, joined Texas A&M as vice president and associate provost for diversity in spring 2018. One of her most significant accomplishments is the creation of a hiring initiative that both increases faculty diversity and advances original DEI research.

The Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program makes it possible for Texas A&M departments to hire underrepresented faculty at the beginning of their academic careers. The fellowship gives them time and support to focus on DEI related research while receiving mentoring and guidance in advancing towards tenure.
With a total enrollment of 69,465 students, Texas A&M University is the largest institution of higher education in the United States.

The College of Liberal Arts piloted the ACES program in the 2019-2020 academic year.

“It’s an amazing opportunity to do something really new and interesting, which is to make a concerted effort to hire and mentor diverse young faculty, learn all we can from them, and help them launch their careers,” says Pamela Matthews, PhD, dean of the College of Liberal Arts.

Texas A&M’s Office of Diversity reviews the ACES applicants and provides all of the candidate materials to Matthews’ office, which she then distributes to the appropriate academic departments. Each department reviews the candidate’s credentials and reports back with their top candidate. For 2019-2020, the college approved the hiring of four fellows in the departments of anthropology, communication, English, and sociology.

The college is currently in the selection process for a new round of ACES fellows to start in fall 2020. The plan is to hire four individuals for liberal arts departments that do not already have an ACES fellow on staff so that these diverse scholars are represented throughout the college, Matthews says.

Departments requesting to hire an ACES fellow must present a “robust and serious mentoring plan” to demonstrate to the college that they will “make that person feel welcome and help them succeed professionally,” she says.

The college also fosters a mentoring relationship with these scholars and supports their bond as a cohort.

ACES is designed to scale up and will be extended to the Texas A&M College for Education and Human Development for the coming academic year. The college is currently in the interview process for potential hires and is looking for those whose research “speaks to the mission and DEI values that Texas A&M espouses,” explains John Singer, PhD, associate dean for diversity and inclusion and associate professor in the

### ACES Fellow Combines Border Studies and Anthropology

Sergio Lemus, PhD, was hired by the anthropology department as an inaugural member of the ACES Fellows Program in fall 2019.

“What interested me about this position is that the university is becoming very diverse and is approaching becoming a Hispanic-Serving Institution,” Lemus explains. “And with my research being about borderlands, I knew that I would be able to develop it in quite interesting ways by actually being in Texas and the Southwest.”

Currently, Lemus is interested in studying immigration for highly skilled professionals from Mexico and looking at how Hispanic and Latinx patients and their families cope with cancer diagnoses. He hopes to further the dialogue around these issues and eventually develop support programs for the people at the center of them, he says.

While the ACES fellowship allows him to focus on research, Lemus also teaches one course a semester, which has allowed him to connect his research to curriculum. He teaches a new course on the anthropology of the U.S. Mexico border. “In many ways this topic is politically charged, but I have found that students are very interested to learn about border issues, to try and understand what is at stake and the reality of people living on the border,” he says.

Lemus adds that he relishes the opportunity to introduce undergraduates to new perspectives and that working with diverse students at Texas A&M has already helped him develop as a teacher. He hopes his presence in the anthropology department will attract more underrepresented graduate students who share his research interests, he says.

“Sometimes with postdocs, the expectation is that you will have a position for a couple of years and then will move on to another university,” Lemus says. “Texas A&M and the ACES program is really making a big change in the job market by saying that if you come through this pipeline program, there is a place for you here.”
Singer gives the example of a recent ACES applicant who conducts participatory action research to understand the educational experiences of undocumented students. This approach invites the subjects to take part in developing research questions, collecting and analyzing data, and more. It is nontraditional, labor intensive, and time consuming, he says.

It is “vitally necessary for a place like Texas A&M” to support underrepresented scholars who are conducting this type of innovate DEI work, Singer says. Programs such as ACES “have the potential to help transform the campus community” by reshaping pedagogical practices, departmental policies, the recruitment of diverse students, and more.

The Office for Diversity plans to continue expanding ACES to other colleges and departments in coming years.

**President’s Council on Climate and Diversity**

Ensuring that DEI values are put into action at a school the size of Texas A&M requires accountability on multiple levels. This is maintained through a reporting process that Jennifer Reyes, PhD, director for assessment and diversity initiatives, describes as “ambitious and comprehensive.” All campus units are expected to produce annual Diversity Plan Accountability progress reports detailing how each college, division, and administrative unit is working to advance the university’s DEI goals.

“This work must be integrated in every department and program. If change is going to happen, it has to happen all through an institution, not just at a higher level,” Reyes says.

These accountability reports are turned over to the President’s Council on Climate and Diversity (PCCD), which represents every segment of the Texas A&M community — including students, alumni, and community leaders such as the president of the local chapter of the NAACP.

It’s a big responsibility, says Reyes, because the council must read and score nearly 30 reports. Each unit is assessed on general factors, such as whether and how it uses data to advance diversity, inclusion, and equity efforts, as well as its own strategic goals.

“Because of our size and the diversity of our disciplines, the Office for Diversity doesn’t give the colleges and units measures for success — we encourage them to develop their own,” explains Reyes. “Each discipline has unique challenges when it comes to demographics and representation, and I think part of the success of our diversity plan is that the colleges and administrative units have quite a bit of responsibility to address the unique challenges in their disciplines and communities.”

After reviewing the accountability reports, the PCCD identifies challenges and successes and makes recommendations for improvement. The council has previously advised departmental and unit leadership to:

- Encourage the gathering of data from peer institutions
- Focus on strategically changing unit culture
- Expand understanding of employee equity beyond salary
- Enhance staff and supervisor skill sets.

In addition to the reports, unit and departmental leaders present their DEI progress and strategies to the PCCD and campus leadership during dedicated meetings. Vice President and Associate Provost for Diversity Robin Means Coleman, President Michael K. Young, and Provost Carol A. Fierke attend these daylong events, which also help inform the State of Diversity reports produced by the Office for Diversity.
“All of the deans and vice presidents present summaries and lessons learned from their accountability reports,” Reyes explains. “It’s a noteworthy commitment to diversity and inclusion to have university leadership in one room, talking about diversity and inclusion progress and challenges.”

Getting many different departments, colleges, and administrative units that are fairly autonomous to collaborate on one diversity plan is obviously difficult, Reyes says, but it also means that people from many different backgrounds are informing this work. In this sense, Texas A&M’s size “is a unique challenge but also one of our greatest strengths.”

“I can’t say enough how grateful the Office for Diversity is that there are people in our campus and community who are willing to really engage in this work, because reviewing and scoring the reports is intense,” she says of the PCCD members who volunteer their time for the council. “Year after year, they’re willing to do the work and ask the right questions. None of this would be possible without that level of commitment and service to the university and to the state of Texas.”

Race Identity and Social Equity Initiative
The Race Identity and Social Equity (RISE) Initiative is a multifaceted effort to support undergraduate research, promote the study of DEI in higher education, and provide a brave space for conversations on campus climate and underrepresented experiences at Texas A&M.

The initiative consists of two primary components. The RISE Fellowship program supports eight to 10 undergraduates annually who conduct research on sociocultural identity and higher education. The RISE Conference is a yearly event where these fellows and other members of the Texas A&M community present research and engage in frank discussion.

RISE is modeled after the Thomas L. Hill Iowa State Conference on Race and Ethnicity, according to Mark Dawson, a Texas A&M diversity education specialist and RISE’s co-creator.

Shortly after being hired by Texas A&M in 2016, Dawson was charged with revamping its annual Diversity Summit — a daylong event that consisted of about 70 student attendees and a diversity consultant, he says. Dawson and RISE’s original co-coordinator Dear Aunaetitrakul worked closely with Iowa State University to transform this small, one-day gathering to the robust, multi-layered program that it is today.

Currently, Erika Garcia, a diversity education specialist in the Department of Multicultural Services, serves as the co-coordinator of the RISE Initiative with Dawson.

Each spring, individual colleges and departments nominate high-achieving undergraduates for the

RISE Fellowship Testimonials

“The RISE fellowship gives people the tools, knowledge, experience, ability, and support to be as successful as they can be. It opens your eyes, mind, and heart to listen, help support, and expand the plethora of knowledge on social equity, equality, and diversity.” —RISE Fellow 2017-18

“I learned so much about myself and others during every point of the RISE Fellowship, from pre-conference training to presenting my research at the RISE conference. I believe I am a much better communicator, researcher, and a better person overall as a result ... Overall, understanding where others are coming from has been immensely helpful to me in my personal life and professional development.” —RISE Fellow 2017-18

“I was able to open my mind about the many issues that occur every day. I was unaware of many things because they did not apply to me. My experience as a RISE Fellow allowed me to see what I was either turning my head from or just not recognizing.” —RISE Fellow 2017-18
RISE fellowship program. Once fellows are selected, they participate in on-campus social justice training and in May attend the National Conference on Race and Ethnicity in American Higher Education (NCORE).

The five-day event includes more than 5,000 participants from across the U.S. and can be life-changing for young scholars, says Dawson. It is also costly, with travel, lodging, and fees adding up to $1,600 to $2,000 per person, he says.

“The (academic) departments, colleges, and units are actually the ones sponsoring students to attend NCORE,” says Dawson. “It’s fully paid, from travel to and from the airport, airfare, lodging, food … everything is taken care of, so the students don’t have to spend a penny.”

Along with program staff, a Texas A&M psychologist accompanies the students to NCORE, as the experience “can be very impactful and emotional for students who may be learning about and dealing with difficult topics for the first time,” Dawson says. Dr. Iris Carrillo has served in this role since 2018 and provides self-care training and as-needed assistance to RISE fellows throughout their time in the program.

In the fall, each fellow conducts advanced DEI research by either joining a faculty research project or conducting their own project with the support of Texas A&M’s Office for Diversity.

Current RISE research topics include:

- How to increase the number of Black community college students who transfer to the Texas A&M College of Education and Human Development
- How the angry Black woman stereotype affects Texas A&M student experiences
- How politics and current events affect Muslim American engagement with higher education
- How to address burnout for DEI professionals.

The fellows present this research and participate in panel discussions on topics related to DEI at Texas A&M each spring at the RISE Conference. Faculty, staff, and other students present research, exhibit innovative DEI programs and initiatives, host discussions, and lead workshops at the event, which is strictly for the Texas A&M community. The conference is a time to reflect on challenges, listen to underrepresented perspectives, and learn about the DEI work being done across campus, says Dawson.

“A lot of discussion at the RISE conference just focuses on the experiences of students on our campus, how to be aware of what’s going on, and how to address things such as racism, microaggressions, or anti-LGBTQ sentiment,” he says. “It’s a brave space where we can have these discussions and consider what we can do to make things better.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. Texas A&M University is a 2019 Diversity Champion and a 2019 Higher Education Excellence in Diversity (HEED) Award recipient.
COMMITTED TO INCLUSIVE EXCELLENCE

Clemson University has been a top-ranked public university by U.S. News & World Report for 12 consecutive years. The University has been classified as a Carnegie R1 research university that creates economic opportunities. Faculty, staff and students contribute to Clemson's national reputation as a great place to study, live and work, and the University invites others to learn more about career opportunities at clemson.edu/careers. To promote inclusive excellence, the University's Men of Color National Summit works to increase the number of African American and Hispanic males who finish high school and complete college.

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

SAVE THE DATE
Men of Color National Summit
April 15-16, 2021
Announcing the Winners of the *INSIGHT Into Diversity* Study Abroad Scholarship for Underrepresented Students

By Mariah Stewart

*INSIGHT Into Diversity* is proud to announce the 2020 winners of the *INSIGHT Into Diversity* Study Abroad Scholarship for Underrepresented Students.

Majesty Drumwright, Melissa Flores, and Elizabeth Caraballo Torrealba — three talented students from across the United States — were each awarded $2,000 toward their international education programs.

The scholarship is part of a continuous effort by *INSIGHT Into Diversity* to improve educational equity for all students, especially those from underrepresented backgrounds who may not traditionally be afforded the ability or opportunity to study in another country.

Data has shown there are multiple benefits to studying abroad, including increased retention and graduation rates, according to a 2017 report by the Institute of International Education (IIE). It is one of the most dynamic ways to make a student’s résumé stand out as they look to gain experience in their field of study and enter the workforce. Institutions of higher education and recruiters know that international education enhances teamwork and cultural competency skills.

The percentage of U.S. students who study abroad has tripled in the last 30 years, according to IIE. Yet diversity and inclusion in these programs continue to lag, with only a quarter of participants coming from underrepresented racial or ethnic backgrounds. Special programs and support such as the *INSIGHT Into Diversity* scholarships can help change that statistic.

More than 200 applicants from colleges and universities across the country applied for the Summer and Fall 2020 scholarship. Three winners were selected from this pool of diverse, academically driven students.

“We know that so many underrepresented students are not aware of study abroad opportunities or don’t have the financial resources to even consider applying,” says Lenore Pearlstein, co-publisher of *INSIGHT Into Diversity*. “We are so thrilled to be able to support these young people to not only have the experience of a lifetime, but also be able to bring their learned skills into their everyday life and their future career paths.”

The recipients of the *INSIGHT Into Diversity* Study Abroad Scholarship for Underrepresented Students are as follows:

To be considered eligible for the *INSIGHT Into Diversity* Study Abroad Scholarship for Underrepresented Students, applicants must fulfill the following requirements:

- Be a U.S. citizen.
- Be from an underrepresented group based on race, ethnicity, LGBTQ or Veteran status, or have a physical disability.
- Be a current full-time student in good standing at an accredited institution of higher education, including 4-year baccalaureate-granting institutions, law schools, graduate schools, or health professions schools.
- Be in the process of applying to or have been accepted into a study abroad program of at least four weeks in a single country (U.S. State Department Level 1 or 2 location) outside of the United States. Proof of program acceptance is required prior to scholarship disbursement.
- Not be a previous recipient of an *INSIGHT Into Diversity* Study Abroad Scholarship

All applicants must submit a completed online application, proof of U.S. citizenship, current college transcript, proof of acceptance into a study abroad program, and a faculty recommendation letter. For more information, visit insightintodiversity.com/study-abroad-scholarship.
Majesty Drumwright is a senior at University of North Carolina at Greensboro and is double majoring in Spanish and international and global studies with a concentration in arts and belief systems. She will further her Spanish language skills and her knowledge of Latin American culture by studying abroad in Montevideo, Uruguay.

“I currently work with a program dedicated to mentoring and empowering African American elementary school students that come from Title I schools. Through this scholarship, I will be able to give them a firsthand account of the opportunities that are available to them that they are not normally told of,” says Drumwright. “This scholarship is not only an investment in me but also an investment into the future of others.”

Melissa Flores is pursuing a double major in international affairs and public relations at the University of Georgia, where she expects to graduate in spring 2022. Her study abroad experience in Stellenbosch, South Africa will include traditional coursework as well as community engagement and service in economically disadvantaged neighborhoods.

“As an international affairs student, I learn a lot about the concepts behind political and economic development. Being able to actually experience the same concepts I’ve learned in class and seeing how they actually affect people will be very fulfilling,” she says.

“I never thought that I could study abroad. It’s just something that I wouldn’t be able to do on my own. Receiving this scholarship makes me understand that if there is something that you really want to do, you can do it with the right work ethic and dedication.”

Elizabeth Caraballo Torrealba is a junior at Miami University in Ohio and is pursuing a degree in bioengineering and pre-medicine with a minor in medical sociology. She will be participating in the Miami University London Interactive Design program, where she will work on the design and implementation of tools to assist in neurological rehabilitation as part of her senior engineering project.

“As someone who wants to go into the medical field and has had the experience of being a diverse person who doesn’t look very diverse, this scholarship provides a great opportunity to be exposed to new people and cultures,” Caraballo Torrealba says. “These experiences will help me be more prepared for the future and will hopefully help me become a better physician someday.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
The Importance of a Diverse, Inclusive Community

By Eli Capilouto, DMD, ScD, and Sonja Feist-Price, PhD

Seventy years ago, Lyman T. Johnson became the first African American student enrolled at the University of Kentucky (UK). He bravely opened doors that were closed to too many for too long.

Earlier this year, in front of 500 community members at the banquet bearing his name, we shared excerpts from his biography, The Rest of the Dream. They are words darkened by adversity, but illuminated by hope:

“When you say if I don't like this country then why don't I leave it, then my classic illustration is: if my house is leaking, I don't get mad at it and leave it. I just get the ladder and get me some tools and I get up on the house and I patch the leak. And that is what I'm going to do for my country — I love it; I like it. And when I see its imperfections, I'm not going to get mad at it and leave. I'm going to get mad at its imperfections.”

As we think about our next steps in creating a community of belonging — a place where every voice matters — there is both promise and challenge to be found in Johnson's admonition. The words apply today as much as they did decades ago when he wrote them.

Today, we still feel the sting of racism; our “differences” — often framed around race, identity, ethnicity, and orientation — too often are used as a wedge between us rather than points of distinction to collectively celebrate.

Tremendous progress has undeniably been made over the last several years at UK. But we’ve also experienced the disappointment of moments where our divisions seem to overwhelm us and where our efforts do not fully yield the results we desire.

Two recent conferences held on our campus reflect both the progress we’ve made as well as the work that remains.

In December 2019, UK served as host for our first Diversity Leadership Summit, sponsored by our Martin Luther King Center and Office of Enrollment Management. More than 500 students from UK, other campuses, and high schools across Kentucky came for a daylong series of conversations.

The mission: empowering students to improve their college experiences and provide prospective students with the opportunity to develop their cultural identity and leadership skills.

Only two weeks later, the Higher E(d)quity Matters Conference, sponsored by the Council on Postsecondary Education, took place on our campus. It featured speakers and sessions designed to help campus leaders cultivate environments of belonging, in part by examining barriers that students, faculty, and staff still face in our shared journey.

These are examples of our collective commitment, across higher education in Kentucky, to ensure that all of our people — from all backgrounds,
perspectives, orientations, identities, and ideologies — know that they are valued.

And, indeed, we are proud of the progress we have made at UK:

- For the third consecutive year, UK received INSIGHT Into Diversity’s highest honors — the Diversity Champion and the Higher Education Excellence in Diversity (HEED) Awards.

- UK is ranked among the top 25 campuses in the nation for LGBTQ inclusion and safety by Campus Pride Index.

- We celebrate record six-year graduation rates for both underrepresented students of color and low-income students. Between 2011-2012 and 2019-2020, enrollment of underrepresented students of color increased 4.9 percentage points; for low-income students, there was a 9 percentage point increase.

- A recent study featured in The Chronicle of Higher Education found that UK was among the top public flagship universities in the country in campus diversity.

A more diverse community is, ultimately, a stronger and more vibrant one.

This progress is encouraging, but we always have more work to do. In the words of Lyman T. Johnson, we must “not let the wagon roll back down the hill.”

For example, even as we are investing more money than ever toward hiring minority faculty — a consistent commitment — our results in this important area have been uneven.

Yet we recognize that all students deserve to see people who look like them at the front of the classroom. Such diversity creates an even richer intellectual campus.

Moreover, our students should expect a place that does not tell them what to think, but instead teaches them how to think critically and communicate effectively. They can expect their goals and aspirations to be taken seriously, and they can expect their ideas to be refined, changed, or strengthened.

That’s why conferences like these matter; they underscore our commitment to that work and to candid conversation.

The result will be a campus better equipped to enrich those communities we serve and to uplift those around us. We will work together, not only to keep the wagon from rolling down the hill, but to ensure it continues an inexorable path upward.

Eli Capilouto, DMD, ScD, is president of the University of Kentucky. Sonja Feist-Price, PhD, is vice president for institutional diversity at the University of Kentucky.
Recruiting International Students from Africa Is a Worthwhile Challenge

By Ginger O'Donnell

As colleges and universities in the United States face persistent declines in both domestic and international enrollment, some institutions have redirected their recruitment efforts toward the diverse African continent.

The University of Rochester (Rochester), for example, began strategically recruiting students from Africa in 2010. Today, nearly 175 African undergraduates are enrolled at this elite university, according to Jennifer Blask, executive director for international admissions.

At Amherst College in Massachusetts, nearly 20 percent of international students are from Africa following significant recruitment efforts there that began in 2007, according to Xiaofeng Wan, Amherst's associate dean of admission and coordinator of international recruitment.

This enrollment trend comes amid a downturn in applicants from the Asian countries that have traditionally been the most popular sources of international students for the U.S. Nearly half of American colleges and universities experienced declines in Chinese student enrollment last year, as reported in the December 2019 issue of INSIGHT: Enrollment of new students from India dropped at 40 percent of institutions, according to a fall 2018 report from the Institute of International Education (IIE).

Meanwhile, enrollment from African nations has risen steadily since the 2015-2016 school year, increasing by several percentage points annually. In 2018-2019, nearly 40,300 African students attended U.S. colleges, according to IIE.

Increases in African Enrollment
Demographics across Africa have created ripe conditions for such a shift. The continent is experiencing a “youth bulge,” with the median age in Sub-Saharan Africa being 19.5 years, according to a recent NAFSA: Association of International Educators (NAFSA AIE) article. Furthermore, the tremendous growth in the 18-to 25-year-old population is projected to continue over the next 30 to 50 years, says Rachel Banks, NAFSA AIE's director of public policy.

In Nigeria, 60 percent of the population is under the age of 25. Yet its struggling higher education sector has failed to keep up with demand, with 38,000 qualified applicants being turned away from universities in 2017. The country’s growing middle class has had to look elsewhere for college degrees, resulting in a 164 percent increase in Nigerian enrollment in U.S. institutions between 2005 and 2015 alone, according to World Education Services.

Amherst and Rochester both say they seized the opportunity to recruit from Africa’s growing youth population because they wanted to enrich the diversity of their campus communities.

Amherst’s decision was motivated in part “to prepare students for an increasingly global, interconnected world,” says Matthew McGann, EdD, dean of admission and financial aid. “[We] wanted to bring in individuals that represent not just the diversity of the country, but the diversity of the world.”

At Rochester, recruitment officials realized that “having only a few students from Africa on our campus” was a missed opportunity for exposing domestic and other international students to more diverse cultures and perspectives, Blask says. Recruits from Africa have “really changed the campus culture” as their numbers have grown in recent years, she says.

They also tend to be extremely high-achieving students and alums. “We have success story after success story from our African students who

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Percent Increase from Previous Academic Year</th>
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</thead>
<tbody>
<tr>
<td>1. Nigeria: (13,423)</td>
<td>5.8</td>
</tr>
<tr>
<td>2. Ghana (3,661)</td>
<td>12.9</td>
</tr>
<tr>
<td>3. Kenya (3,451)</td>
<td>3.9</td>
</tr>
<tr>
<td>4. Ethiopia (2,061)</td>
<td>2.7</td>
</tr>
<tr>
<td>5. South Africa (2,042)</td>
<td>0.1</td>
</tr>
</tbody>
</table>

Source: IIE’s 2019 “Open Doors” report
go on to prestigious fellowships, graduate programs, and companies, who then go back and really change the face of the communities that they’re from,” Blask says.

Challenges
Despite the tremendous opportunity that exists in Africa and the value that these students bring to American campuses, recruiting within the continent poses significant challenges. One barrier for African students is the U.S. standardized admissions tests. Access to ACT and SAT testing centers can be extremely limited in African nations, with some students having to travel to other countries to take these exams. While a growing number of U.S. institutions are test-optional, those that still require the ACT or SAT can make the admissions process more equitable for African students by accepting scores from comparable exams that are more familiar to international students.

Amherst, which has an overall acceptance rate of 13 percent, uses a holistic admissions model that takes into account which scores are considered competitive in different regions of Africa, according to McGann. Rochester no longer requires the ACT and SAT, but McGann notes that partner groups such as EducationUSA can assist African students in accessing these tests if necessary.

The continent’s size and linguistic diversity also create challenges for American recruiters. Many colleges rely on partner organizations such as the African Leadership Academy (ALA) to identify potential students. Located in South Africa, ALA prepares high-achieving high school juniors and seniors from across the continent to succeed in college both domestically and abroad.

New Travel Ban Could Hurt African Enrollment

On Jan. 31, President Donald Trump expanded a 2017 ban on travelers from Muslim-majority countries to include the Asian nations of Kyrgyzstan and Myanmar and the African nations of Eritrea, Nigeria, Sudan, and Tanzania.

The ban does not affect students and visiting scholars from Africa who hold temporary visas, CNN reports. However, experts say it could be a deterrent to African students considering studying in the United States.

Esther D. Brimmer, CEO and executive director of NAFSA: Association of International Educators, issued a statement warning that “the combined effect of this policy expansion and the message it sends will undoubtedly accelerate the alarming decline of international students in the U.S.”

Nigeria, as the largest African nation, is a leading source of international students. It is included in the new travel ban because “it does not adequately share public safety and terrorism related information,” according to a White House statement.
ALA and other partners “have allowed us to find really strong, high achieving students who are vetted and able to provide us with their verified documentation” to attend school in the U.S., Blask says, noting that gaining access to proper travel and study credentials can also be difficult for students in some African countries.

In addition, some nations have limited infrastructure when it comes to physical roads and internet access. One solution for recruiters is to attend regional conferences on the continent where “you can see lots of great schools and community organizations all in one place,” Blask recommends.

Groups such as the High-Achieving Low-Income Access Network (HALI), an umbrella organization for groups working to improve African student access to international education, tend to organize these events. HALI also provides contact information for all of its partner organizations online, making it easy for college recruitment staff to connect with resources in Africa, Blask says.

A major barrier for institutions that want to grow African enrollment is cost. Wan says it can be difficult for many African students to come up with what might seem in the U.S. like relatively small amounts of money. He encourages any institution considering recruitment in Africa to have enough funding “to meet 100 percent of demonstrated need for these students before doing anything within the continent.”

Amherst and Rochester each account for these costs under their financial aid policies, as both schools cover all demonstrated need for domestic and international students. Amherst also has a scholarship fund for African and Latin American students, which pays for its admissions team to work two weeks a year in Africa.

When it comes to making the case for investing in African student recruitment, Blask recommends starting small, such as engaging virtually with potential partner organizations. As enrollment builds, she says, campus leadership should see the value these students bring academically and culturally and realize the tremendous return on investment.

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.

### Partner Organizations for African Recruitment

1. Bridge2Rwanda is an organization created in 2007 with a twofold mission: to build opportunities for Rwandan students to obtain a global education, and to attract foreign investment in Rwanda, accelerating the country’s economic growth.

2. EducationUSA is a network of over 430 international student advising centers located in 178 countries and territories. Run by the U.S. Department of State, the organization helps students pursue higher education in America.

3. The Zawadi Africa Education Fund is an organization that provides university scholarships and life skills training to academically talented, low-income African girls.

4. Ashinaga provides scholarships and other assistance to thousands of orphans worldwide who pursue international education. Its recent Africa initiative supports young leaders from the continent’s Sub-Saharan region in gaining access to top universities in the U.S. and other countries.

5. The Mastercard Foundation has a mission of advancing education and prosperity in developing countries and has a scholarship program for African youth.

### Strategies for Helping African Students Succeed

1. Adopt a cohort model of recruitment and admit more than one student from a particular country or region so that they have peers they can relate to.

2. Offer a one-credit course for new international students to learn about cultural differences and educational norms in the U.S.

3. Provide field trips to local sites and other opportunities to explore outside campus.

4. Pair students new to the U.S. with experienced international student mentors.

5. Have a team of staff dedicated to international student engagement and support.

6. Organize student groups that celebrate African cultures.

7. Train career center employees to meet the unique needs of African students regarding internships, career planning, and job placement.
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MUSC Medical University
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International Recruitment Organizations Connect US Schools to Students Overseas

By Ginger O’Donnell

Colleges and universities in the United States often find that one of the most successful methods for attracting international students is partnering with one of the many global organizations that connect students in high school and higher education with study abroad opportunities. These organizations can be a tremendous aid to both institutions and students during the often complex international recruitment and admissions process.

Featured below are two examples of prominent international recruitment organizations with unique missions and specialties.

EducationUSA

EducationUSA is a government-run network of nearly 430 international student advising centers in more than 175 countries. The organization is operated by the U.S. Department of State and provides a range of services to foreign students hoping to attend American colleges and universities.

All EducationUSA advisers have firsthand experience with the American higher education system and are trained by the State Department. They support students in navigating the admissions process, completing standardized tests, obtaining student visas, and more.

They work in centers located in universities, nonprofit organizations, and U.S. embassies and consulates.

EducationUSA hosts more than 40 annual international student fairs — both virtual and in-person — making it possible for American institutions to connect with potential applicants from multiple countries. The group also offers every accredited U.S. college and university free information on local education systems and unique needs of foreign students based on region.

The organization’s advisers visit U.S. campuses directly to learn more about the programs and services they offer international students. EducationUSA also hosts an annual forum in Washington, D.C., for college recruiters to learn the latest strategies and tools for connecting with students in specific regions and countries.

Higher education professionals can access further information by requesting access to the login portion of the EducationUSA website, educationusa.state.gov.

Council of International Schools (CIS)

CIS helps institutions of higher education and secondary schools across the world recruit students from foreign countries. Its primary offerings are:

- Student recruitment tours, in which experienced international admissions professionals bring groups of college recruiters to foreign regions where they can market their institutions and connect with students
- International University Fairs, which are held in cities across the world and provide a venue for recruiters from CIS member institutions to interact with prospective applicants
- Regional conferences for admissions professionals to learn about student engagement strategies and more
- The CIS University Connection Registry, which allows colleges to contact foreign students who have expressed interest in studying a particular discipline or attending college in a specific region

CIS membership consists of more than 600 universities and approximately 730 secondary schools worldwide. The cost of membership ranges from approximately $550 to $6,680 annually, depending on institution size, and a one-time application fee of an estimated $1,820.

For more information, visit cois.org.

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.
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As Nontraditional Students Become the New Norm, Colleges Must Support Generational Diversity

By Blythe Bernhard

As the workforce shifts to more technology-based jobs and people postpone their retirement years, the number of college students who are middle-aged or older is growing fast. Currently, one in 10 college students in the United States is age 40 or older, according to the National Center for Education Statistics. By 2027, 3.3 million students will fall within this age group.

The decision for older adults to enroll in higher education has become more of an imperative than a recreational pursuit, says Marie Cini, PhD, president of the Chicago-based nonprofit Council for Adult and Experiential Learning.

“This is beyond special programs for continuing education for adults who simply want to learn some new things,” Cini says. “It’s becoming an economic necessity to plan for a longer working life.”

Layoffs, divorce, lack of opportunity for growth or promotion in their current industry, and unfulfilled career goals are all cited as reasons older people have chosen to return to college or enroll for the first time, according to the American Association of Community Colleges (AACC).

While this population is not a monolith, they are more likely to be established in their personal and professional lives, says Cini. They tend to have specific needs and goals that aren’t necessarily part of the traditional college framework.

“Adults want to pursue their degree, have responsive faculty and support services, career services, and connections to employers. They are not trying to fit into the college culture as we traditionally know it,” she says.

In fact, for older adults, the “youth-centric” focus of many campuses “can confirm their feelings of alienation and isolation as college students,” according to the 2017 article “Nontraditional Adult Learners: The Neglected Diversity in Postsecondary Education” by DePaul University professor Joseph Chen, PhD.

These students are often relegated to a secondary status by their colleges and universities compared with the investments made in recruitment of and support for younger peers, writes Chen, who is the director of student support services at DePaul’s School of Continuing and Professional Studies.

Relatively simple solutions such as offering evening hours for college counselors and administrative offices to a secondary status by their colleges and universities compared with the investments made in recruitment of and support for younger peers, writes Chen, who is the director of student support services at DePaul’s School of Continuing and Professional Studies.

There is plenty of evidence to support Chen’s argument that higher education is failing adults. Nontraditional students overall, including 20 percent of those who are 40 or older, are more likely to enroll in for-profit institutions, according to the Postsecondary National Policy Institute (PNPI). Graduation rates for this demographic are despairingly low, with only half of those who enroll in community colleges earning a degree. At four-year institutions, the number drops to 15 percent.

The cost of education is also a major challenge for older adults when deciding to enroll in college. A quarter of students who are 40 and older have annual incomes of less than $20,000, according to a 2018 PNPI report.
Supporting this demographic involves rethinking financial aid policies such as eligibility deadlines and lifetime caps on grants and loans, says Emily Bouck West, deputy executive director of the nonprofit Higher Learning Advocates.

"For independent students, older students, and those with dependents, right now it’s a sharp cutoff [for aid eligibility],” she says. "Reworking that would better benefit those populations."

Loosening the lifetime caps for federal Pell grants, for example, could expand eligibility for those returning to school. These individuals may have the added hardship of still paying off previous student loans without the additional salary boost that a degree can offer. In addition, the federal student aid application known as FAFSA could also be better formulated for older students, as eligibility requirements are designed to measure parental income, West adds.

By rethinking how students access aid, it is possible to find pathways for older students to return to school or enroll for the first time, she says.

Some government and nonprofit programs have done just that. AACC’s Plus-50 Encore Completion program was started in 2008 to reach baby boomers as they approached retirement. Through grants, those who want to continue working for personal or financial reasons can receive training and job-placement assistance along with college credit.

Alabama’s Senior Adult Scholarship Program covers tuition costs for state residents 60 or older who enroll in community college. In Georgia, the 62 and Older program waives tuition for senior residents earning a four-year or graduate degree within the state university system.

More than 1,000 seniors took advantage of the program in spring 2017 alone, according to The Atlanta-Journal Constitution.

While it might look different for an older student, a college degree remains a worthy pursuit at any age, says West. "To help an older worker gain new skills that could open new doors, college is still a really viable option.”

Blythe Bernhard is a contributing writer for INSIGHT Into Diversity.
In fall 2019, Oregon State University launched a collaborative effort called Food for Thought to curb food insecurity among students and decrease campus food waste.
Food insecurity is a growing crisis in higher education, with students on campuses across the United States finding themselves forced to attend class on empty stomachs or subsisting on inexpensive and unhealthy options.

At Oregon State University (OSU) in Corvallis, students who struggle with this issue can dine for free on chicken marsala over rice with green beans, yakisoba noodles with shredded beef and vegetables, black beans and quinoa with roasted beets, and other balanced meals provided daily by the university’s Food for Thought program.

“The students say they can concentrate better now that they have less to worry about and are eating real food,” says Emily Faltesek, coordinator of food security programs for OSU’s Human Services Resource Center (HSRC). “It’s simultaneously hard to hear but also really exciting, because they report that their bodies feel so much better in their day-to-day lives and at school.”

The Food for Thought pilot program launched in fall 2019 with the twofold mission to feed students in need and to reduce food waste. The meals are assembled by OSU’s dining services using leftover ingredients from campus dining locations.

“We have a myriad of extra food that comes back to the production kitchen. Our culinary team are just these creative engineers, piecing together these different [ingredients] and putting together some really wonderful meals,” says Tara Sanders, assistant director for nutrition and sustainability for OSU’s University Housing and Dining Services (UHDS).

UHDS operates Food for Thought in partnership with HSRC, which supports low-income students through housing assistance, textbook lending, and other forms of aid. While UHDS takes care of food assembly, HSRC handles the application process and logistics. Eligible students can come to the center to report that they might run out of food before their next paycheck, that they often skip meals in order to save money, or that they have gone a day without eating, says Faltesek.

“The food assistance application is how students let us know about all the different aspects of their food insecurity situation. Then we’re able to figure out different ways that we can help them based on their individual stories,” she explains.

Students who don’t qualify for the program can purchase Food for Thought’s pre-packaged meals for the reduced price of $3.50. The revenue helps cover the cost of labor, compostable packaging, and other program essentials.

“The benefit of having some of these meals available for sale is that it allows us to be financially self-supporting,” says Sanders. “We need about 50 percent of these meals sold and

How Many Students in the U.S. Are Food Insecure?

One of the most challenging factors in the fight to end student hunger is a lack of consistent data. A January 2019 Government Accountability Office report states that estimating the prevalence of campus food insecurity is difficult because “nationally representative survey data” on the subject does not exist. In 22 out of 31 studies reviewed by the office, researchers estimated that at least 30 percent of students face food insecurity.

A recent study by Temple University found that nearly half of college students struggle to afford regular, well-balanced meals. A survey of 86,000 students by The Hope Center for College, Community and Justice shows that 40 percent of individuals at four-year colleges and 48 percent at two-year schools are food insecure. By contrast, a 2017 Urban Institute report found that 17 percent of households with a student in community college face this issue, compared with 11 percent of households with a student enrolled in a four-year institution.

Oregon State University donated approximately 113,000 meals last year through the campus food pantry and other support programs.
to … look at how we could provide meals for students who are food insecure and combine our efforts to reduce food waste,” Sanders says. Fulfilling this request was a collaborative process that involved many units across campus, she adds.

Fifty students were initially enrolled in Food for Thought at the start of fall 2019; by the end of the semester, it had expanded to 120 participants. OSU scaled up the program to include 420 students for the spring 2020 semester, according to Faltesek.

This innovative program is just one of many food sustainability initiatives at OSU. Its 560-square-foot campus food pantry is the second largest in the U.S. — Michigan State University’s is first — and distributed 94,000 pounds of food last year.

OSU notifies students on Twitter when and where leftover food from campus events is available. In recent years, the university received a grant to reduce food waste through a computer program called LeanPath. It also launched the Full Plate Fund, which allows students with campus meal plans to donate their unused dining dollars to feed peers in need.

OSU’s work in this area is longstanding thanks to its students, says Nicole Hindes, HSRC assistant director. “Years ago, even before the Great Recession, our students started some great programs to support their peers,” she says, explaining that it was students who started the food pantry and other services that have “evolved to what has become [the HSRC] and a whole robust suite of programs.”

Like other HSRC services, Food for Thought was designed for the university to take responsibility in reducing food waste and feeding those in need rather than relying on student volunteers to do all the work. “At other schools, typically what is done is there are student groups that really champion the cause. They will come to the dining halls and take the extra food to their food pantry or to repack and redistribute,” Hindes says. “What’s unique at OSU is that we’ve implemented this within our production team. It’s become a normal part of [food production] and is a more sustainable model.”

SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM

Oregon State University was one of the first higher education institutions to accept Supplemental Nutrition Assistance Program (SNAP) benefits at its campus grocery store starting in 2016. Growing awareness of student food insecurity means more colleges may soon follow suit as lawmakers take steps to study and combat this issue, including proposing laws that would expand student eligibility for SNAP. States like New Jersey have added funding for food insecure students to their annual budgets. At the federal level, legislators have proposed several bills to collect data on student hunger and housing insecurity, allow colleges and universities to receive food assistance through public and private nonprofit groups, and more.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
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SPECIAL REPORT: PUBLIC POLICY AND ADMINISTRATION

Schools advocate for socially equitable policies and prepare diverse students to be the leaders of tomorrow.
In 2018, more than 550 public policy students from around the world were challenged with stopping a hypothetical deadly disease from spreading across the globe. They worked as teams and raced against the clock to develop policies that could effectively save billions of lives.
This scenario is just one of the hypothetical crises that students face in the NASPAA-Batten Student Simulation Competition. Every year, hundreds of master’s candidates from member institutions of NASPAA — the Network of Schools of Public Policy, Affairs, and Administration — participate to see who can devise the best solutions to international crises.

Nearly 600 students from 147 universities in 27 countries took part in the 2019 competition, which focused on the problem of global migration. Participants competed at 11 event sites, from Dhaka and Cairo to Mexico City and San Francisco.

“We try to come up with a topic that is global and impacts everyone,” explains Supriya Golas, director of simulation education at NASPAA. Topics are usually centered around the United Nations Sustainable Development Goals for 2030; in addition to pandemics and migration, past competitions have focused on climate change and food insecurity.

Noah Myung, PhD, an assistant professor at the University of Virginia Frank Batten School of Leadership and Public Policy (Batten), says the annual competition is like a “policy bootcamp” for those who are new to the world of public affairs and administration.

For more experienced students, it’s an opportunity to demonstrate their skills outside of the classroom.

Myung is the director of the Center for Leadership Simulation and Gaming (CLSG) at Batten, which helps develop the competition’s simulations. This form of learning has become increasingly popular in public policy education in recent years for its ability “to bridge the gap between structured classroom learning and the real world,” he says.

In the NASPAA-Batten Competition, simulations are based on real data, though the names of countries and world leaders are changed. Depending on the year, students may be teamed with individuals from their own school or from other institutions. They are given several hours to strategize, create a policy memo and PowerPoint presentation, and present their plan to the judges.

In 2019, fictitious countries were created to represent the flow of Middle Eastern migrants into the European Union. Students were assigned leadership roles for different nations and tasked with deciding the best policies for integrating them into EU society.

A team from Villanova University won first place out of the 116 teams competing worldwide. They represented the imaginary country of Ottania and consisted of four members: a prime minister, a minister of home security and health, a minister of labor, and an applied technology group.

Ottania had a mission of nurturing positive relationships with neighboring nations while providing a better quality of life for migrants. The team developed a plan to open borders, establish an asylum process, offer language training, and develop housing assistance, healthcare, and education for refugees. The implementation and enforcement of these hypothetical policies was to be carried out through partnerships with private, nonprofit, and local government entities. The team also accounted for ongoing evaluations of the success of these policies through quarterly reports and annual inspections of government programs.

The judges, including public policy faculty and NASPAA representatives, evaluated teams based on simulation scores, negotiation skills, and policy presentations.

The 2019 NASPAA-Batten Student Simulation Competition tested participants’ “ability to balance their budgets and their humanity” by creating refugee integration policies as leaders of fictitious nations, according to NASPAA’s website.

Small teams of students were assigned cabinet-level positions of imaginary countries and instructed to use “a turn-based, participatory” structure in making policy decisions. They used simulation software to see how their decisions “affect[ed] their citizens, their economy, and themselves,” the website states.

Public administration students from Villanova University in Pennsylvania won first place out of the 116 teams competing worldwide. They represented the imaginary country of Ottania and consisted of four members: a prime minister, a minister of home security and health, a minister of labor, and an applied technology group.

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NASPAA offers online learning modules for public policy schools looking to introduce simulations to their curriculum. Professors around the world can use templates from the NASPAA-Batten Competition to incorporate in their lesson plans.

With the help of CLSG, these simulations have become increasingly comprehensive and immersive since the first competition in 2015, Golas says.

“Now more than ever, we’ve been able to release these simulations to the public and get professors and students introduced to them not only through the competition but through other means,” she says.

NASPAA recently created the Simulation Network, which allows its member schools to showcase their own simulations in the form of presentations, webinars, demos, and panels. Golas says the association hopes to eventually host regional simulation competitions that focus on more local, rather than global, issues.

Research supports the effectiveness of simulation competitions as a learning tool.

End of article.
The International Communication & Negotiation Simulations (ICONS) Project at the University of Maryland provides simulation training for educational purposes as well as for the private, nonprofit, and government sectors. As part of the National Consortium for the Study of Terrorism and Responses to Terrorism, it has worked with the United States Department of Defense, U.S. Department of Homeland Security, the Carnegie Endowment for International Peace, and more.

Audrey Tetteh, associate director and education program director of the ICONS Project, says one of the greatest benefits of this type of learning is that it forces you to look at issues from a new perspective. “We often get stuck thinking there are two sides to a situation and that’s it, but in reality, there are so many different perspectives to consider,” she says. In simulations, participants may have to take on the role of a stakeholder whose views or position they may not agree with but must “try to navigate and negotiate the situation from that perspective.”

The power of this type of learning is the ability to teach everyone — from students to world leaders — how to, in ICONS words, “make decisions, navigate crises, think strategically, and negotiate collaboratively.”

Students at the University of Virginia participate in a 75-minute simulation sponsored by the Center for Leadership Simulation and Gaming. (Photo courtesy the University of Virginia Center for Leadership Simulation and Gaming)

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
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Public Policy Schools Must Teach Future Leaders About Today’s Anti-Semitism

Relying on Holocaust education alone implies issue is in the past

By Natalie Monzyk
On January 19, 2020, 380 University of Montana faculty and staff received an email containing anti-Semitic propaganda. Two days later, the Syracuse University Department of Public Safety received reports of a swastika in a campus library. On January 22 in Boston, a student found a cluster of swastikas adorning the walls of a stairwell in a residence hall at Emerson College. The very next day, an unknown person graffitied a bathroom at Marshall University in West Virginia with a violent message against Jewish people.

These instances represent a small sample of the nationwide increase in anti-Semitic events. The most recent audit by ADL, formerly known as the Anti-Defamation League, lists 1,879 such incidents in 2018, the third-highest year on record since it began tracking anti-Jewish hate crimes in the 1970s.

Even with these increasing numbers, “curricula at most policy schools rarely address contemporary anti-Semitism,” says Jodi Benenson, PhD, an assistant professor at the University of Nebraska Omaha School of Public Administration.

Benenson and two of her public affairs colleagues wrote about this curricular gap in the August 2019 issue of the Journal of Public Affairs Education (JPAE). Her co-authors are Jamie Levine Daniel, PhD, an assistant professor in the Paul H. O’Neill School of Public and Environmental Affairs at Indiana University-Purdue University Indianapolis, and Rachel Fyall, PhD, assistant professor at University of Washington School of Public Policy and Governance.

All three professors are Jewish and were inspired by their own struggles to broach the subject of anti-Semitism with students. When Fyall contacted Levine Daniel to discuss possible classroom approaches for talking about the 2018 Tree of Life Synagogue mass shooting in Pittsburgh that left 11 people dead and two injured, Levine Daniel says she told Fyall, “I have no idea, and if I don’t know how to talk about it, how could I expect anyone else to?”

All three went looking for resources on this topic and discovered that virtually none existed. They found only one mention of anti-Semitism in the JPAE archives; in a survey of three other popular journals related to public administration and nonprofit management, the term appeared only 10 times.

Furthermore, when anti-Semitism was discussed in these journals, it was almost exclusively in connection with the Holocaust, Levine Daniel says. Discussing this form of prejudice only in relation to a historical tragedy helps sustain the misconception of a post-anti-Semitic, post-racial society when in reality, anti-Jewish attitudes and hate-based incidents have been occurring at unprecedented rates, she says.

According to a 2016 ADL survey of more than 1,500 adults to measure anti-Semitic beliefs, 14 percent were categorized as having extreme prejudice, meaning that they agreed with over half of the anti-Semitic index statements used in the survey.

To emphasize how significant these numbers are, Levine Daniel points out that Jewish people in the United States make up about two percent of the population. Based on the ADL survey, these numbers mean that though “you may have people who are Jewish in your class, you’re actually more likely to have someone who is anti-Semitic and/or harbors other [prejudices] toward other groups of people,” she says.

Benenson says that while she believes students are becoming increasingly aware of how anti-Semitism “manifests today,” this does not mean they “are always clear on its definition and its connection to their personal and professional lives.”

After the Tree of Life Synagogue shooting, Benenson, Fyall, and Levine Daniel decided to provide their classes with optional online reading materials explaining historic and contemporary anti-Semitism, followed by a mini-lecture and classroom discussion. Non-

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**anti-Semitism vs. antisemitism**

Some scholars advocate for revising the common spelling of “anti-Semitism” to “antisemitism.” The hyphen and capitalization included in the common form can be misconstrued to more broadly refer to actions or sentiments against the speakers of Semitic languages, which includes Hebrew, Arabic, Amharic, and Aramaic, among others, Levine Daniel explains. The form “antisemitism,” on the other hand, refers strictly to hatred or prejudice directed at Jewish people or organizations, she says.
When teaching nonprofit management, for example, instructors can touch on community mobilization in response to anti-Semitism, as the article suggests. In human management classes, they can incorporate lessons on recognizing anti-Semitism in the workplace and the importance of inclusive policies that allow employees of all faiths to take time off for religious holidays. Lessons on research methods can include discussions on data collection and tracking of anti-Jewish attitudes and hate crimes.

When teaching public policy, professors can have their classes explore how lawmakers attempt to intervene in social hatred and prejudice. The authors give the 2017 House Judiciary Committee hearing on anti-Semitism on college campuses as an example extremely relevant to students. The committee recommended that the U.S. Department of Education adopt “a clearer definition of what constitutes harassment toward Jewish students to ensure that future investigations into anti-Semitic acts are clearer to conduct.”

The article also provides specific readings for helping those in public management courses “uncover the stereotypes, prejudices, and policy design targeting Jewish people and People of Color, highlighting the important role social constructions play in influencing the policy agenda, the selection of policy tools, and the legitimization of policy choices.”

Levine Daniel stresses that informing students about “anti-Semitism is important on its own,” but that it is also “part of a wider picture of institutionalized, structured racism and othering.” Teaching people to understand anti-Semitism within this broader context can help create ethical and culturally competent public policy leaders who are prepared to navigate difficult conversations, she says.

“Our students are guiding organizations, serving as leaders, delivering programs and services to increasingly diverse communities, and they’re working with increasingly diverse staff to do it,” says Levine Daniel. Public affairs, administration, and policy students must therefore be able to critically analyze “any sort of mechanism that gets to decide who is a worthy citizen and who is not.”

Benenson agrees that omitting anti-Semitism from discussions of diversity and equity is especially harmful when it comes to public affairs and policy classrooms. Those majoring in this discipline are the “next generation of leaders in the nonprofit and public sectors,” she says, and thus will be uniquely positioned to develop policies that can help protect targeted populations and eliminate hate.

Natalie Monzyk is a contributing writer for INSIGHT Into Diversity.
Public Policy and Administration by the Numbers

By Ginger O’Donnell

Professions

In 2017-2018, public policy and administration graduates worked in the following sectors:

- **Government** (49 percent)
- **Nonprofit** (23 percent)
- **Private** (17 percent)
- **Unemployed** (5 percent)
- **Pursuing further education** (3 percent)

Of the public policy graduates working in government in 2015-2016:

- 14 percent were employed at the national level,
- 15 percent at the state or regional level,
- 20 percent at the local level, and
- 2 percent worked for foreign governments.

Sources: naspaa.org; onlinempa.unc.edu

Education

- **205** schools of public policy, affairs, and administration in the U.S. are accredited by the Network of Schools of Public Affairs and Administration (NASPAA).
- **11 countries** have NASPAA-accredited programs.
- **4.5 percent** of average enrollment at public policy schools in 2016-2017 was international.
- **60 percent** of students enrolled in NASPAA-accredited graduate programs from 2013 to 2017 were women.
- **30 percent** of enrolled students are “Persons of Diversity,” an increase of 5 percentage points since the 2013-2014 school year.

In keeping with national enrollment trends, the number of students in public policy and administration degree programs has slightly declined in recent years:

- **Fall 2014** 19,693 students enrolled
- **Fall 2018** 18,886 students enrolled

In 2015-2016, public policy and administration graduates worked in the following sectors:

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The Port of Oakland, California is a major economic engine for the region as well as a primary source of local air toxins. Students and faculty at the University of California, Berkeley Goldman School’s Center for Environmental Public Policy are heavily involved in decarbonization efforts there. Their work helps to improve air quality for surrounding communities.
Public Policy Schools Create Research Centers to Help Solve Some of the Nation’s Most Pressing Problems

BY GINGER O’DONNELL

Public policy schools tackle society’s greatest challenges by operating research centers and collaboratives dedicated solely to studying policy solutions on education, public health, and other issues that tend to disproportionately affect underserved communities.

These centers serve as interdisciplinary think tanks where faculty have the resources and opportunities to conduct research and perform advocacy work that leads to social equity and lasting change. At two public policy schools on opposite sides of the United States, researchers are working to tackle two monumental crises that pose an imminent threat to underserved, marginalized populations: climate change and the opioid crisis.

CLIMATE CHANGE
The Richard and Rhoda Goldman School of Public Policy (GSPP) at University of California, Berkeley is home to the Center for Environmental Public Policy (CEPP), which supports research and advocacy work related to environmental justice and sustainability. These include Ned Helme, the former president of an internationally recognized climate and energy policy think tank called the Center for Clean Air Policy, and Daniel M. Kammen, a 1935 Distinguished Professor of Energy at UC Berkeley. In addition, six student researchers pursuing graduate degrees in public policy and related fields such as city planning and public health contribute research and advocacy efforts to the center’s four main projects.

Wooley and his colleagues also teach courses on climate sustainability, renewable energy, and similar topics. Students from a variety of academic disciplines are eager to learn about these issues, according to Wooley.

“A public policy school can take students who are getting really excellent training in specific fields and give them a chance to think about how to apply [that knowledge] toward the rapid changes that we need to see to improve climate change issues,” he says.

Graduate students specializing in climate change, public policy, and related fields also have the chance to work with experts on the center’s major projects. Several are employed each summer, allowing them to gain practical experience researching and advocating for environmental policies associated with the center’s agenda.

One of CEPP’s major projects concerns “port and freight decarbonization,” says Wooley. Its goal is to reduce harmful emissions from a maritime port located near several disadvantaged communities in West Oakland, California. Situations such as this, in which low-income communities are pushed up against freeways, refineries, ports, and large transport centers, are “common due to historic patterns of institutional racism,” he explains. Public policy schools have the ability to fight climate change and improve public health by advocating for underserved populations in these circumstances, Wooley says.

At CEPP, graduate student researchers working on the decarbonization project have had the opportunity to present their research to air pollution agencies and community stakeholders in order to develop an abatement plan that outlines specific ways for the Port of Oakland to cut down on diesel emissions. In addition to developing their policy advocacy skills and seeing how research can translate into action, the students have learned about new technologies that make it more feasible for humans to combat climate change. They saw firsthand how the growing market for environmentally friendly heavy-duty equipment — engines operated by batteries and hydrogen fuel cells, for example — affects both business practices and public policies alike.

The chance to effect real-world change through this project gives them a glimpse of the impact they can have as future public policy leaders, Wooley says.

CEPP heads a green bonds project, which aims to shift government and corporate investment patterns toward...
climate-friendly infrastructure. Project leaders work with state officials to influence the way bonds are issued and invested. In addition, they educate stakeholders about the benefits of considering climate change in infrastructure planning.

Furthermore, CEPP combats climate change on an international level through education programs on energy policy reform for business leaders from India. Groups of these individuals regularly travel to CEPP for extended education sessions where they “get a comparative sense of what’s going on in California and the U.S. relative to India’s policy and then come up with ideas to apply in their own communities when they return,” Wooley explains.

According to Wooley, CEPP’s projects demonstrate the unique strengths that public policy schools have to offer, representing an “integration between disciplines” and “policy [that is] is focused and actionable.”

THE OPIOID EPIDEMIC

The Opioid Policy Research Collaborative (OPRC) at Brandeis University’s Heller School for Social Policy and Management (Heller) studies the effectiveness of state policies meant to curb opioid addiction.

Heller’s mission is to drive “positive social change through research, education and public engagement that inform policies and programs designed to address disparities in well-being and social inclusion in a sustainable way” according to their website; the school added the OPRC to its other research centers in 2016 in response to the uptick in state laws regarding opioid use.

“Once policymakers started to try to do things to address this crisis, they realized they didn’t have much evidence to inform the most effective strategies,” explains Andrew Kolodny, MD, OPRC’s medical director. The collaborative was formed “to study these efforts so that we’ll know what works and what doesn’t work,” he says. OPRC defines itself as a “convener and collaborator” of the country’s most cutting-edge researchers on opioid use disorder (OUD).

Kolodny emphasizes that the collaborative is not an advocacy organization but rather informs policy through unbiased research.

OPRC researchers are working on more than a dozen active projects, according to Kolodny. Heller professor and associate dean for research Cindy Parks Thomas, for example, is studying the impact of new treatments for substance abuse and the effectiveness of monitoring opioid prescriptions as a means to curb addiction rates. Sharon Reif, a senior scientist at Heller, has more than 25 years of experience researching substance abuse treatment and is leading a study of...
OPIOID ADDICTION AND STATE POLICY

According to Kolodny, the epidemic of opioid addiction began in the mid-1990s and has steadily worsened. In the last several years, state policymakers — governors, attorney generals, and legislatures — have begun addressing the crisis through an increased number of laws and strategies. These include the following:

• Require doctors to check their state’s prescription drug monitoring program (PDMP) before writing a prescription for opioids
• Limit the duration of first-time prescriptions for opioid medications
• Distribute naloxone, which can treat an opioid overdose, to first responders
• Improve access to treatment through special programs

buprenorphine, a drug used to treat opioid addiction and relieve chronic pain.

New OPRC projects include an investigation of racial disparities in access to OUD treatment and a study on how the availability of naloxone, which reverses overdoses, influences approaches to overdose risk management.

People often misunderstand the opioid crisis as a “drug abuse problem or an overdose death problem” rather than an epidemic of addiction and its effects on society, Kolodny says. “Addiction is the reason we have seen record high levels of overdose death, a soaring increase in infants who are opioid dependent, children winding up in foster care systems, and outbreaks of infectious diseases,” he says.

Public policy researchers and policymakers have a responsibility to properly understand this epidemic and to provide the public with accurate information, says Kolodny.

“We’ve lost more than 500,000 Americans to opioid addiction over the past 20 or 25 years,” he explains. “If a school of public policy is not engaged on this issue, there’s something wrong.”

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.

Opioid Addiction and State Policy

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Opioid Addiction and State Policy

According to Kolodny, the epidemic of opioid addiction began in the mid-1990s and has steadily worsened. In the last several years, state policymakers — governors, attorney generals, and legislatures — have begun addressing the crisis through an increased number of laws and strategies. These include the following:

• Require doctors to check their state’s prescription drug monitoring program (PDMP) before writing a prescription for opioids
• Limit the duration of first-time prescriptions for opioid medications
• Distribute naloxone, which can treat an opioid overdose, to first responders
• Improve access to treatment through special programs

buprenorphine, a drug used to treat opioid addiction and relieve chronic pain.

New OPRC projects include an investigation of racial disparities in access to OUD treatment and a study on how the availability of naloxone, which reverses overdoses, influences approaches to overdose risk management.

People often misunderstand the opioid crisis as a “drug abuse problem or an overdose death problem” rather than an epidemic of addiction and its effects on society, Kolodny says. “Addiction is the reason we have seen record high levels of overdose death, a soaring increase in infants who are opioid dependent, children winding up in foster care systems, and outbreaks of infectious diseases,” he says.

Public policy researchers and policymakers have a responsibility to properly understand this epidemic and to provide the public with accurate information, says Kolodny.

“We’ve lost more than 500,000 Americans to opioid addiction over the past 20 or 25 years,” he explains. “If a school of public policy is not engaged on this issue, there’s something wrong.”

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.
Raising Awareness of Public Policy Careers Could Diversify the Profession

By Mariah Stewart

Above: The University of Chicago Harris School of Public Policy launched Diversity Day in 2018. The event allows prospective students from underrepresented backgrounds to sit in on a class, listen to speakers, and network with students, alumni, faculty, and staff.
Na'ilah Amaru, an immigrant and dedicated war veteran, has led an illustrious career as an advocacy and policy strategist. Her roles have included serving as executive director for the Black, Latino, and Asian Caucus of the New York City Council and, in 2016, delivering the keynote address and nomination speech for Hillary Clinton at the Democratic National Convention.

Yet Amaru did not set out with a career in public policy in mind. She joined the army directly out of high school and served as an ammunition specialist in Iraq. Her military experiences exposed her to “the deep harm of institutionalized power,” she says.

“My new mission was to create and expand spaces that empowered society’s neglected and silenced,” says Amaru. “[Grassroots] organizing is fundamental to building sustainable, collective people power, but I wanted to make an impact on a different level, and that decision led me to the field of public policy.”

Amaru went on to earn three master’s degrees in public policy, public administration, and urban affairs, respectively. She became an expert in what she calls “the different strategies and tactics to influence the policy process and outcome.”

Having diverse voices included in this process is essential to creating and implementing policies that are equitable, she says, as it is often the populations most harmed by public policies who have the least say in how these decisions are made.

Recruiting underrepresented students to this field of study would diversify the public policy arena and effect positive change. Yet many students may be unaware of this field and the abundance of opportunities it provides.

“If you ask a typical college junior or senior what public policy is, they might not even know,” says Tara Sheehan, executive director of the Association for Public Policy Analysis and Management (APPAM). “And that’s not their fault; it’s our fault for not making it clear to them what [this discipline] means.”

Traditionally, getting a graduate degree in public policy or administration meant you planned to go into research or academia, according to Sheehan. Now, there is “really no one way to define what a public policy job is.”

“There are a million different public policy jobs out there,” she says. “Many practitioners work in government, think tanks, the private sector. … It just opens the door to a lot of interesting, important, and sensible career paths.”

A 2018 survey by the National Association of Schools of Public Affairs and Administration (NASPAA) found that 38 percent of students are diverse as defined by ethnicity and race.

APPAM, whose membership includes nearly 100 schools of public policy and administration, has supported diversification by launching student conferences and other initiatives.

“For our conference, we try to bring underrepresented students into the fold of the organization and [introduce] them to our member institutions as well,” Sheehan explains.

APPAM’s strategic diversity committee created a fellowship program for 40 students from traditionally underrepresented backgrounds that includes funding to attend these conferences, which are held twice annually at different locations across the U.S.

Undergraduates who attend can participate in public policy “camps” that introduce them to the field. The conferences also feature panelists and speakers from multiple sectors to showcase the variety of public policy careers. Past speakers have included a census specialist, a private sector economist, and a city manager for a small town.

Sparkle Dalphinis, associate director of student recruitment at the University of Chicago’s Harris School of Public Policy Studies (Harris), says it’s common to see people transfer to public policy from other disciplines. This is especially true among those who, like Amaru, have military backgrounds or who have worked in education, she says.

“Having worked in education, you see the challenges that the public school system is facing, and it evokes this emotion in you that makes you want to do something about it and help make a change,” says Dalphinis, who has a master’s degree in cultural and education policy.

Alumni of government-sponsored
service organizations such as Teach for America, AmeriCorps, and the Peace Corps also tend to be interested in public policy degrees because they’ve seen the “on-ground challenges” of underserved communities, she says.

“Having different perspectives and backgrounds can help inform policies even when the data may be saying something that might not be the most beneficial for a community,” says Dalphinis.

Minorities in Public Policy Studies (MiPPS), a Harris student organization, draws interest to the field by raising awareness of public policy issues that affect people from underrepresented groups. Among the school’s other recruitment efforts is an annual Diversity Day event that allows potential students from underrepresented backgrounds to sit in on classes, listen to speakers from the public policy sector, and network with students, faculty, and alumni. Harris provides travel and lodging reimbursement for participants so that the opportunity is financially accessible.

Other top public policy schools take similar measures to diversify enrollment. The University of Michigan Gerald R. Ford School of Public Policy partners directly with Teach for America, AmeriCorps, and the Peace Corps, in addition to a veterans’ organization. At the Richard and Rhoda Goldman School of Public Policy at University of California, Berkeley, special programs for students of color host campus awareness events and offer mentoring for undergraduates who aspire to pursue public policy careers.

While this career path comes with many challenges, it’s incredibly fulfilling for those who want to “build more vibrant communities and improve people’s lives,” Amaru says. “The impact of public policy can be felt for generations and extend past our lifetimes, so investing my skills and sharing my expertise to ensure government is using policy as an equitable tool is deeply rewarding.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
The Goldman School of Public Policy has an unequivocal commitment to supporting diversity, equity, and inclusion.

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The Goldman School offers the following graduate degrees: Master of Public Policy, Master of Public Affairs, and PhD in Public Policy. For more information, visit gspp.berkeley.edu/programs
Universities Commemorate MLK Day by Reflecting on the Past and Present

By Ginger O'Donnell

College and university communities across the United States came together for Martin Luther King Jr. (MLK) Day to honor MLK’s role in America’s long struggle toward racial equity. Two higher education institutions, the University of Texas at San Antonio (UTSA) and Grand State Valley University (GSVU), commemorated the civil rights leader by reflecting on the past and connecting King’s teachings to ongoing issues of racial injustice.

At UTSA, administrators, students, faculty, and staff joined 300,000 people on Jan. 20 for the nation’s largest MLK Day march, sponsored by the city of San Antonio.

Two weeks later, on Feb. 3, UTSA held its annual Dr. Martin Luther King Jr. Lecture. Peniel Joseph, founding director of the University of Texas at Austin’s Center for Study of Race and Democracy and author of the new book *The Sword and the Shield: The Revolutionary Lives of Malcolm X and Martin Luther King Jr.*, delivered the address.

The GVSU community participated in the Silent March — an annual walk across the university’s campus in Allendale, Michigan, that gives time for reflection and mourning on MLK Day.

Yusef Salaam, one of the Central Park Five, delivered GVSU’s 34th Annual MLK Day Celebration speech, which he titled “Injustice anywhere is a threat to justice everywhere.” This theme was reiterated later in the week when documentarian and Flint water crisis advocate Cedric Taylor gave a speech on contemporary issues of racial injustice. GSVU’s weeklong commemoration culminated in a shared day of service on Saturday, Jan. 25.
OSU is a recipient of several nationally prestigious awards for its commitment to diversity and inclusion. As a 2019 Higher Education Excellence in Diversity awardee from INSIGHT Into Diversity magazine, OSU is one of eight schools in the nation, and the only institution in Oklahoma, to be recognized as a eight-year recipient of this nationally renowned honor.

OSU also continues to be the most successful university system in the nation for American Indians earning a college degree.

At OSU, diversity is the expectation rather than the exception.

**OSU is focused on bright minds, building brighter futures and the brightest world for all.**
Higher Education Suits Him Fine.

C.J. Woods enrolled as a student three decades ago and hasn’t left a college campus since.

His pursuit of higher education ultimately led him to earn a doctoral degree on that very subject. His experience has taken him from being a residence hall director as a student in Mississippi, to overseeing diversity programs at several colleges, on to his current role as associate vice president and chief of staff for the Office of the President at the largest university in the country.

As the son of a math teacher and a guidance counselor, C.J. learned the value of public service early, and supporting students both inside and outside the classroom has become a mission. Whether as administrator, professor, entrepreneur or father, he approaches every role with dignified grace and thoughtful decision making.

Determination on every front.

Dr. C.J. Woods
Associate Vice President and Chief of Staff
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