The 2019 HEED Awards recognize the achievements of 94 institutions for their diversity and inclusion efforts across campus.

Also in this issue:
An INSIGHT Investigation: We analyzed diversity spending at 85+ public colleges and universities over a five-year period. A special report explores the surprising results.
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.

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**OSU is focused on bright minds, building brighter futures and the brightest world for all.**
Game On! Program Opens Minds to Technology and Teamwork
By Kelsey Landis

Indiana University Strengthens Student Career Readiness through Diversity Job Fairs
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Turning Your Subconscious Enemy into Your Inclusion Ally
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The Search for Courageous White Women in the Academy
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Why Our Nation's Colleges and Universities Must Confront Extremism
By Douglas M. Haynes, PhD

Law School Recruitment and Assistance from Legal Groups Help Firms Diversify the Profession
By Ginger O’Donnell

Universities Take Steps to Remain Vigilant of Hate Groups on Campus
By Mariah Bohanon

An INSIGHT Investigation: Accounting for Just 0.5% of Higher Education Budgets, Even Minimal Diversity Funding Supports Their Bottom Line
In a time of declining college enrollment and rapidly changing student demographics, investing in diversity and inclusion is crucial to higher education’s survival. A special report explores how diversity offices at 86 colleges and universities use small budgets to produce big results.
By Mariah Bohanon, Kelsey Landis, Ginger O’Donnell, and Mariah Stewart
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UC Berkeley Students Create a Class for ‘Coming Out’

It wasn’t until Ryan Kamkar, a public health major at University of California, Berkeley (UC Berkeley), first moved away to college that he felt safe to come out as gay. With his Iranian background and his upbringing in a conservative city, Kamkar felt his college community would be more supportive of him. The only problem was, he didn’t know how to come out.

“I remember wishing for some sort of guidance, some way of knowing how to move forward in accepting myself and coming out to my parents, friends, and everyone else,” Kamkar, now a senior, says. “I knew that I probably wasn’t the only closeted student who might be wishing for this, and I could help [others] by bringing students in the LGBTQ+ community in communication with each other.”

Kamkar decided to take advantage of a UC Berkeley program that allows students to design and run their own classes to create Bear Closet, a two-credit hour class that combines sociology and discussion-based learning to deepen their understanding of what it means to come out.

Now in its fifth semester, Bear Closet is open to students of all genders and sexual identities, including those who are straight, closeted, or questioning, says Erinn Wong, a third-year student and course facilitator. She enrolled in Bear Closet as a freshman after her brother came out to her as pansexual.

“I wanted to learn more about queerness and my brother’s identity,” Wong says, “and to be more informed for myself about the queer community and its issues.”

The participants of Bear Closet formed such a welcoming, tightknit community that Wong decided to stay involved. She, Kamkar, and several other co-facilitators lead Bear Closet under the guidance of a faculty advisor for more than 20 people who enroll each semester; that number is consistently growing as word spreads about the unique class, Wong says.

Bear Closet consists of three modules focused on queerness and identity, bullying and allyship, and activism and advocacy. Each student crafts a speech about coming out — whether it’s their personal story, that of a loved one, or otherwise — that the class shares with a local LGBTQ+ community and mental health center.

The vulnerability and emotional impact of these stories requires that Bear Closet be a safe space for all participants, and no one is required to disclose their gender or sexual identity with the class, Kamkar says. “Our goal is to help students realize, through listening to each other’s stories, how society can have a huge influence on anyone’s self-identity and acceptance,” he says.

Bear Closet enrollees complete five service-learning hours each semester. “Students get to choose if they want to go to speaking opportunities at local schools, or they can always volunteer at events or for organizations like GLAAD,” Wong says. The course is invited to present at middle and high school classes every semester; the largest presentation they have ever given was to an assembly of 300 students, she says.

“People might think that [middle and high school] students are too young to understand these concepts, but they ask really thought-provoking questions and show us that they obviously understand and embrace what we’re doing,” Wong says, adding that Bear Closet practices difficult dialogues and how to answer uncomfortable questions from young people before visiting the schools.

Having this openness from college students who are just a few years older makes the experience of coming out seem more relatable and understandable to these adolescents, Kamkar says. “There might be a sense of awkwardness or fear among teens who would rather not talk about queerness with their classmates,” he says.

With high rates of depression and suicide among LGBTQ+ youth, this type of education and community-building can be a powerful public health initiative, Kamkar says. Recent polls by the Human Rights Campaign (HRC) show that while just over half of LGBTQ teens in the United States are out to their families, 65 percent are out to their classmates. The importance of peer acceptance and support is reflected in the fact that those who are out at school are also more likely to report feeling optimistic about the future.

The most frequent reason that closeted LGBTQ+ youth give for not coming out at school is a fear of being treated differently or bullied by teachers and classmates, according to the Human Rights Campaign.

The most frequent reason that closeted LGBTQ+ youth give for not coming out at school is a fear of being treated differently or bullied by teachers and classmates, according to the HRC.

“Kids learn about the stigma associated with being queer at the same time that they are still exploring their own identity. Because of this fact, LGBTQ+ teens face this threat of isolation more so than others in society,” Kamkar says. “Bear Closet exists to educate teens about how queer people can take care of their own health and safety in a society where caring for mental health is not adequately taught.”

— Mariah Bohanon
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The PhD Project Celebrates its 25th Anniversary

On November 22, PhD Project members and supporters will attend the organization’s 25th anniversary celebration in suburban Chicago.

In 1994, when the nonprofit first launched, there were fewer than 300 Black, Latinx, and Native American business professors in the United States. To address this problem, the KPMG Foundation — a nonprofit dedicated to systemic change in business — established The PhD Project. Since then, the organization has helped over 1,500 members become professors of business in academia. More than 300 universities as well as several businesses and organizations sponsor The PhD Project.

Recruiting and retaining diverse faculty is vital to attracting students from underrepresented groups and preparing them for a professional work culture, according to a news release from the organization.

“The PhD Project’s 25th anniversary is a moment to reflect on our progress, commemorate our achievements, and look towards the future,” Bernard J. Milano, president of The PhD Project and KPMG Foundation, stated in the release.

Highly qualified professionals attend their annual conference each year to explore the idea of leaving their careers to pursue doctoral programs in business. Deans, professors, and underrepresented doctoral students talk about the benefits of pursuing a PhD.

To learn more about The PhD Project, visit phdproject.org.
— Mariah Stewart

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Nursing Professor Takes the Long Road to Fight Student Hunger

A faculty member at Montclair State University (MSU) School of Nursing in New Jersey recently devised a challenging way to combat campus food insecurity.

Andrew Scanlon, DNP, associate professor of nursing, biked the length of New Jersey on September 14 to raise funds for his campus’ food pantry. The distance was approximately 200 miles and took 13.5 hours.

“One of the things that impressed me when I first came to Montclair State was their services for students, like having their own food pantry,” says Scanlon, who came to MSU from Melbourne, Australia. “That got me to thinking about global food insecurity, and I got to be very depressed about that, but then I thought, ‘Well, maybe I can do something about it.’"

The school of nursing supported Scanlon by publicizing his ride and creating a crowdfunding page with a goal of $1,000. As of September 25, it had reached $1,720.

“That may not seem like a spectacular amount of money, but it’s that much more support for the food pantry and more meals for students, and hopefully it has resulted in more awareness for people to donate to the pantry going forward,” Scanlon says.

Scanlon views the problem of student hunger through the school of nursing’s ethos, “Think global, act local.”

“There’s a lot of bad things in the world, and it can seem too much to be able to make a difference on any one particular issue,” he says. “But if you look at these problems locally, you can find ways to help that don’t necessarily require a big bike ride or getting [publicity], yet still make a difference for your students and the community.”

— Mariah Bohanon

Professor Andrew Scanlon with MSU mascot Rocky the Red Hawk on the day of his big ride. (Photo courtesy Montclair State University)
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University of Kentucky

THE UNIVERSITY OF KENTUCKY IS PROUD TO BE NATIONALLY RECOGNIZED AS A 2019 DIVERSITY CHAMPION.

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

**CALIFORNIA**

Rebecca Ávila was selected as assistant dean of the School of Social Sciences at the University of California, Irvine. Ávila formerly served as chief operating officer at the Annenberg Foundation Trust at Sunnylands.

J. Nwando Olayiwola, MD, has been named chair of the department of family medicine at Ohio State University College of Medicine. Olayiwola previously served as an associate physician and clinical instructor in family community medicine at the University of California, San Francisco.

**CONNECTICUT**

Maureen “Mo” White was selected as director of athletics and chair of physical education at Connecticut College. White formerly served as assistant director of athletics for business operations for the college.

**DELAWARE**

Tony Allen, PhD, has been named president of Delaware State University. Allen previously served as provost at the university.

**GEORGIA**

Dawn Alston was selected as chief financial officer and vice president for business and financial affairs at Spelman College. Alston previously served as assistant vice president for business and financial affairs.

**MASSACHUSETTS**

Devin Jerome Crawford has been named the inaugural staff director of the William Monroe Trotter Collaborative for Social Justice at The Center for Public Leadership at Harvard University. Crawford previously served as site coordinator of the Children’s Defense Fund Freedom School sponsored by Trinity United Church of Christ in Chicago.

Lauren S. Haynie was selected as director of athletics at Brandeis University. Haynie formerly served as senior associate director of athletics and physical education, recreation, and athletics at Wellesley College.

**MICHIGAN**

Teresa A. Sullivan, PhD, has been named interim provost and executive vice president for academic affairs at Michigan State University. Sullivan previously served as president of the University of Virginia.

**MINNESOTA**

Andrea Specht, JD, was selected as interim foundation executive director and chief institutional advancement officer at Normandale Community College. Specht formerly served as executive director and chief advancement officer of Artistry, a local theater and visual arts nonprofit.

**MISSISSIPPI**

Fidelis Ikem, PhD, has been named dean of the College of Business at Jackson State University. Ikem previously served as dean and full professor in the College of Business at Central State University.

**NEW YORK**

Molree Williams-Lendor, JD, was selected as inaugural director for the Office for Workplace Culture and Inclusion at New York University Langone Health. Williams-Lendor formerly served as the executive director for equity and Title IX coordinator at Barnard College.

**OHIO**

Edward Louis Hill Jr., EdD, has been named vice president for academic affairs and strategic initiatives at Wilberforce University. Hill previously served as dean of the college of education at Texas A&M University-Central Texas.

**PENNSYLVANIA**

Donna Wilson, PhD, was selected as vice chancellor and chief academic officer at Pennsylvania’s State System of Higher Education. Wilson formerly served as provost and executive vice president at Lock Haven University.
As a new Hispanic Serving Institution, Texas Tech is committed to incorporating the core elements of diversity, equity, and inclusion throughout every aspect of the university experience. As a result, Texas Tech is proud to have earned its eighth consecutive Higher Education Excellence in Diversity (HEED) Award and its fourth consecutive Diversity Champion designation.

- Ranked #34 in Hispanic Outlook Magazine’s Top 100 for total Hispanic enrollment at four-year institutions
- Ranked #1 in Hispanic Outlook Magazine’s Top 10 schools by major (Architecture)
- Recognized as a Military and Veteran Friendly University by GI Jobs 2018-2019
- Recognized as Best for Vets Colleges 2018-2019 by Military Times
- NASPA First Forward Program 2019 selection – Inaugural year
- Recognized as Top Colleges 2018 by Military Advanced Education & Transition
- U.S. Chess Hall of Fame 2018
  TTU Chess Director and Head Coach Inducted into the U.S. Chess Hall of Fame for his contributions to the game as both a player and coach
- 4.5 out of 5 stars 2018 Campus Pride Index
- TTU Chess placed 1st in the 2018 SW Collegiate Championship

FROM HERE, IT’S POSSIBLE!
In each issue, INSIGHT Into Diversity features diverse professionals in higher education. By Ginger O’Donnell

Tamara J. Britt, JD, serves as general counsel and chief legal officer for Manhattan College. She was previously the associate general counsel at Rutgers University as well as counsel to the Rutgers University Foundation. She continues to serve as an adjunct professor of law at Rutgers, teaching a course on higher education law. Prior to earning her law degree, Britt held a variety of roles in nonprofit management, child advocacy, and fundraising. She has received numerous awards for her extensive pro bono work on behalf of underprivileged clients, including the Legal Aid Society of New York Pro Bono Award.

Melissa Wheatcroft, Esq., is general counsel for Rowan University. In this role, she advises executive management and the board of trustees on all aspects of university relations, from contract development and negotiation to compliance with state and federal laws. She previously served as the university’s associate general counsel from 2012 to 2015. Before joining Rowan, Wheatcroft held several leadership roles at Bancroft, a nonprofit provider of programs and services for individuals with autism and intellectual and developmental disabilities. She began her legal career in the labor and employment departments of the private practice Archer and Greiner P.C.

Ray Bonilla, JD, is general counsel and chief legal officer for the Texas A&M University System, one of the largest higher education systems in the United States. Since joining the office in September 2011, he has managed large-scale legal matters such as a $285 million contract with the U.S. Department of Health and Human Services to create vaccine and bioterrorism response facilities in College Station, Texas. Prior to joining Texas A&M, Bonilla was a partner in the law firm of Ray, Wood and Bonilla in Austin. In 2015, the Texas General Counsel Forum recognized him with the Outstanding General Counsel award for a nonprofit or government agency.

Jerry D. Blakemore, JD, is general counsel for the University of North Carolina Greensboro, one of the largest universities in the state, with more than 20,000 students and 2,800 faculty and staff. Blakemore has over 25 years of experience in higher education administration, including 14 years as general counsel at other large institutions. He is currently chair of the NACUA board of directors and is a frequent speaker at regional and national conferences hosted by organizations such as NACUA, the American Council on Education, and the Association of Governing Boards.

Priya J. Harjani, JD, is the associate vice president and deputy general counsel at Northwestern University. She also teaches the graduate level course Law and Ethics at the university’s School of Education and Social Policy. She joined the general counsel’s office in 2004, where she held numerous leadership roles, including assistant general counsel. Harjani’s principal responsibilities include labor and employment counseling and litigation matters, but she also advises on other subjects, from union issues to community relations.

Melissa Jackson Holloway, JD, is general counsel for North Carolina A&T State University. She previously served as deputy general counsel at Ball State University and prior to that as general counsel at North Carolina Central University. Before her career in higher education, Holloway was an associate attorney with the firm Foley and Lardner in Milwaukee, Wisconsin. She currently serves as chair of the National Association of College and University Attorney’s (NACUA) committee on membership and member services and is a member of the NACUA Board Advisory Council on Diversity and Inclusivity.
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:

• IU Diversity Career and Internship Fair: The fair offers a unique opportunity for recruiters to engage with high-achieving undergraduates who bring with them diverse backgrounds, scholarly profiles, and a desire to explore career opportunities. Attended by 250 students, the fair included recruiters from 21 large companies such as Eli Lilly, Oracle, and Qualtrics.

• Anti-Bias Hiring Workshops: The Office of the Vice Provost for Diversity and Inclusion in collaboration with the Office of the Vice Provost for Faculty and Academic Affairs provides anti-bias hiring workshops for faculty who serve on hiring committees and is working to better use existing strategic hiring funds to bring in underrepresented tenure-track faculty, including senior women in STEM fields.

• 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.
November is American Indian and Alaska Native Heritage Month. The month-long tribute, established nearly 30 years ago, serves as a time to reflect on the accomplishments of Indigenous people as well as to raise awareness about the challenges they faced historically and still face today. To honor this heritage, consider reading these six recently published literary works by American Indian and Alaska Native writers.

**There There by Tommy Orange**
Orange's debut novel garnered national attention through a Pulitzer nomination and by earning a spot on both The New York Times book review’s 10 Best Books of 2018 list and on former President Barack Obama’s favorite books lists. Through the stories of 12 characters, the novel explores the struggles of Native Americans living in Oakland, California.

Orange is a member of the Cheyenne and Arapaho Tribes of Oklahoma and graduated with an MFA from the Institute of American Indian Arts. During an interview with talk show host Seth Meyers, Orange said he found the lack of representation in literature and media absurd. “There’s long histories and many families and stories that just haven’t been told. So this is a part of that,” Orange said.

**Where the Dead Sit Talking by Brandon Hobson**
This fiction novel follows 15-year-old Sequoyah, who becomes a foster child in 1980s Oklahoma. The coming-of-age tale shows the dark side of adolescence by providing a glimpse into midwestern life for a mixed-tribe Native American family.

Hobson is a member of the Cherokee Nation of Oklahoma and serves as assistant professor of creative writing at New Mexico State University and as a writing mentor at the Institute of American Indian Arts.

**Hearts Unbroken by Cynthia Leitich Smith**
Hearts Unbroken is a young adult story that tackles diversity and inclusion through the lens of senior high schooler Louise Wolfe, who breaks up with her boyfriend over his insensitivity toward her Native heritage.

The novel was featured on the 2019 Amelia Bloomer List for young adult fiction and was the silver winner for young adult fiction in the 2018 Foreword INDIES Book Awards. Smith is a member of the Muscogee (Creek) Nation. She serves as a faculty member at the Vermont College of Fine Arts MFA program in Writing for Children and Young Adults.

**Trail of Lightning by Rebecca Roanhorse**
An urban fantasy, this book immerses readers in a fast-paced adventure led by a strong female protagonist, Maggie, who is a Native American woman and monster slayer. The alternate dystopian reality puts Indigenous characters at the forefront, creating a science fiction and fantasy novel that shakes up a genre dominated all too often by White authors and heroes.

The fantasy novel is the first in a series and received high praise as the 2019 Locus Award for Best First Novel. It also landed on Bustle’s 20 Sci-Fi and Fantasy Books from the 2010s That You Definitely Shouldn’t Miss. In addition, the book was a Hugo Award Finalist for Best Novel and 2019 Nebula Award Finalist for Best Novel.

Roanhorse is of Ohkay Owingeh Pueblo and African American heritage. She earned a JD from the University of New Mexico School of Law.

**An American Sunrise: Poems by Joy Harjo**
The anthology of poems delves into the displacement of Native Americans, tying the past to the present through defiant verses.

Harjo is a member of the Muscogee Nation and made history in 2019 as the first Native American to be appointed the poet laureate of the United States. In a recent interview with the Academy of American Poets, Harjo said her compilation is about the history of American poetry and how the voices of the past have grown more diverse in Native American writing today. “It’s how we see the American story, and that involves all of the voices. ... It’s really constructing a poetry ancestor tree,” Harjo said.

**Native Values: Living in Harmony by Rosita Kaaháni Worl, PhD**
This book from Worl, an Alaska Native, is a part of an award-winning Sealaska Heritage program that promotes learning for Alaska Native families with children up to age 5. It teaches cultural values of the Tlingit, Haida, and Tsimshian tribes of Southeast Alaska and is among the most recently published books from Alaska Native authors, according to the Alaska State Library website.

Worl is a Tlingit elder from Southeast Alaska and president of the Sealaska Heritage Institute. Worl earned a PhD in cultural anthropology from Harvard University.
High school and college students join business professionals, educators, government officials and community leaders from across the country to emphasize the importance of education, best practices and choices to increase graduation rates among men of color.

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Game On! Program Opens Minds to Technology and Teamwork

By Kelsey Landis

Children in rural Washington State are learning core values through what some might see as an unusual combination — soccer and coding.

Central Washington University’s (CWU) Game On! engages middle and high school students in team learning through sports and computer language education. The program began roughly four years ago after CWU partnered with Microsoft and the Real Madrid Foundation to make a collective impact in rural communities, says Manuel Rodriguez, executive director of the program.

The Real Madrid Foundation is the philanthropic arm of the Spanish soccer team Real Madrid. The foundation operates in countries worldwide to promote “the values inherent in sport, and the latter’s role as an educational tool capable of contributing to the comprehensive development of the personality of those who practice it,” according to its website.

Game On! also aligns with Microsoft’s vested interest in developing computer skills and promoting STEM awareness among youth in rural and low-income communities, Rodriguez says. Both the foundation and Microsoft provide annual training to Game On! leaders.

Together, the mission of the three groups “aligns with what we want to do to serve our students and communities and prepare them for future careers and opportunities,” Rodriguez adds.

The Real Madrid Foundation provides the curriculum for the soccer and coding program, Microsoft donates software and monetary support, and CWU coordinates Game On! For eight to 10 weeks in the fall and spring, each participating school provides about 45 minutes of coding and an hour and a half of soccer at least twice per week to Game On! students, who are typically from underrepresented and low-income backgrounds.

Field trips in between quarters allow students to visit the CWU and Microsoft campuses. Rodriguez says this opportunity opens participants’ minds to a world of technology and higher education that they might have thought was out of reach.

“Many of the students come from very rural communities lacking technology. … A lot have heard college is not attainable or have not been pushed to pursue higher education,” Rodriguez says. “Coming to CWU helps them experience what it’s like to be a college student, meet professors, sit in a classroom, and really eliminate the fear and misconceptions around higher education.”

Leonardo Lopez, a Game On! participant and seventh grader at Washington Middle School in rural Yakima, Washington, says he plans on attending college to become a doctor. His experience with Game On! has already taught him to help people.

“I’ve learned that it’s not all about you. It’s about helping other people and letting them have a turn,” Lopez says. “I learned that if someone is having trouble, to help them, and if someone is lonely, tell them to be with you and not be alone.”

Yareli Bazan, an eighth grader at Washington Middle School, says the program enabled her to overcome shyness.

“You can communicate with your teammates and learn how to communicate with kids and learn different things about them,” Bazan says. “I had to share with friends my skills, and then they show me their skills as well. … I learned to work with other kids I didn’t know.”

Program leaders say they hope to expand Game On! to reach more students like Lopez and Bazan. The first pilot program began in 2016 with just two schools and 35 students. As of the 2018-2019 academic year, Game On! had a total of nine sites and 515 participants with an equal number of girls and boys.

The program is free to schools, which are responsible for choosing the participants based on need. The schools are not looking to serve athletes but hope to engage students “who are disconnected from academics or don’t have a sense of being a part of something,” Rodriguez says.

Funding for Game On! depends largely on institutional and legislative support. CWU pays for salaries and student staff, but the costs are growing along with the program.

Washington state lawmakers allocated $200,000 to support the program in 2018-2019. This year, the state approved a $442,500 budget request that will provide $221,250 each year through June 2021, Rodriguez says. The pathway to college after Game On! is long, so leaders expect to be able to gather results in the coming years on how many students pursue higher education. The initial results are promising, however. In the 2017-2018 academic year, 19 former program participants enrolled in college. That number increased to 23 in 2018-2019, Rodriguez says.

Rodriguez hopes in the coming years those numbers will continue to grow as the program expands. Microsoft recently committed to donating $54,000 to support an expansion to Mattawa, Washington, another rural community.

For more information about Game On!, visit cwu.edu/game-on.

Kelsey Landis is editor-in-chief of INSIGHT Into Diversity.
WE ALL HAVE A ROLE
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Indiana University Strengthens Student Career Readiness through Diversity Job Fairs

By Kelsey Landis

Holding job fairs specifically for underrepresented students on campus can improve career readiness and professional opportunities after graduation, according to officials at Indiana University (IU) in Bloomington, who have successfully implemented such a program.

The IU Diversity Career Fair and Bootcamp focus on connecting underrepresented students with employers seeking a diverse workforce. The bootcamp takes place before the fair and offers “elevator pitch” preparation, résumé evaluation, and mock interviews, among other resources.

Combined, the fair and bootcamp strengthen student readiness for a career after graduation, says Patrick Smith, executive director of IU Mentoring Services and Leadership Development. The programs are a joint effort between Smith’s office, the Office of the Vice Provost for Diversity and Inclusion, and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA).

“For those students who participate, they really get something out of it. They grow,” Smith says. “We have to make sure they are well prepared and have the opportunity to learn to perform well in the workforce.”

The idea for a diversity job fair came about when career development staff noticed underrepresented students would feel more comfortable and confident at an event where employers are specifically seeking diverse identities and experiences, says Yolanda Treviño, PhD, assistant vice president of strategy, planning, and assessment for OVPDEMA.

The fair was something employers were looking for as well. A diversity-focused approach allows them to access a large group of students who will be well prepared when they graduate and could bring unique perspectives to a company. Roughly 250 students and 20 employers attended the first career fair last spring.

“The businesses are looking for diversity in their own talent,” Treviño says. “That diversity of thought, experience, and community — you may not see that as much in a regular career fair.”

The bootcamp training helps participants prepare to have a productive encounter with those employers. This preparation is especially important for underrepresented students who might not have ever interacted with a corporate or nonprofit representative in a professional setting, says Christina Colón, a sophomore majoring in informatics.

“The bootcamp helps you show your face and feel comfortable in places where you might not normally feel comfortable,” Colón says. “I came to college not knowing what a credit hour was. My peers say, ‘Oh, my mom went to IU.’ I’m like, no, my grandparents were born in Puerto Rico. They did not know anything about higher education. I have no extended family who went to college.”

Colón says she is pursuing an internship at Eli Lilly and Company, an Indianapolis-based pharmaceutical company, after attending the Diversity Career Fair and Bootcamp and meeting representatives from the corporation.

“After you go to one, you don’t feel afraid to go to another,” she adds.

Another benefit of diversity job fairs, Smith says, is that students like Colón know they’re interacting with employers “where they’re going to be supported and valued not just for who they are, but for the skills they’re bringing.”

Best practices

While the Diversity Career Fair and Bootcamp have seen success in their first year of operation, the events were carefully calculated to cater to students and employers, Smith says.

The bootcamp, for instance, was designed to provide a relaxed environment. The most recent event in September had 40 participants on a Saturday morning. This format allowed students to ask and answer questions and spend more one-on-one time.
Fees from participating companies and organizations help cover the cost of the Diversity Career Fair and Bootcamp, but excess revenue goes into a fund that’s dedicated to assisting students with expenses associated with career readiness training.

The fund can help with the cost of traveling to a Career Trek, where students have the opportunity to connect with alumni, organizations, and professionals in another city. Money from the fund can also be applied toward the purchase of professional attire for an interview, photocopying résumés, or ordering business cards.

“When you’re a student on financial aid and maybe work-study, every $20 helps,” says Yolanda Treviño, PhD, assistant vice president of strategy, planning, and assessment for OVPDEMA.

“A Fund for Professional Aspirations

Facilitators. The “calmed down” setting helps attendees feel comfortable making mistakes and learning from them, Treviño says.

Another essential facet of the Diversity Career Fair and Bootcamp is to ensure students take an early-and-often approach, Smith says.

“I tell students to take these opportunities seriously and to take advantage of them early,” he says. “Don’t get an attitude that you’ll just wait for your senior year, because students who took advantage as freshmen and sophomores will have had more opportunity to polish their skills, network, and develop relationships with employers.”

Smith says he also encourages professors to tell their students about the program and to participate in it.

To make sure the employers they invite to job fairs are serious about diversifying their workforce, Smith adds, universities should vet them by asking for a track record of hiring, retaining, and promoting diverse individuals.

“If an employer is not genuinely interested in diversity, it will show because you can ask, ‘What is your track record of promoting the students we send to you?’” Smith says. “Students talk and people talk, and the word will get back that [the company] may have preached diversity, but there was really nothing in place to ensure success.”

Additionally, marketing on campus is key to raising awareness among students, faculty, and staff. Smith coordinated with the marketing and communications team at IU to develop a plan that involves signage, flyers, social media, and emails. Smith also works with peer mentor groups on campus to ensure potential participants are aware of the programs.

While the Diversity Career Fair and Bootcamp are in their early stages, all of the IU officials involved say they’re confident in the programs’ potential and relevance.

“The national demographic is changing, and it’s changing such that the minority is going to be the majority population,” Smith says. “There needs to be a corresponding shift of the demographic makeup at the top as the face of our nation changes.”

The programs are one part of IU’s efforts to prepare students holistically for “life outside of the classroom,” Treviño says.

“We know our students need this,” she says. “It was the aligning of the stars to say, ‘Hey, let’s do something that is a win for everyone — for the students, for the employers, and for us, the providers of resources for students.’”

Kelsey Landis is editor-in-chief of INSIGHT Into Diversity. Indiana University Bloomington is a 2015-2019 HEED Award recipient and a 2017-2019 Diversity Champion.
Turning Your Subconscious Enemy into Your Inclusion Ally

By Joseph Santana

Just about every major higher education institution or Fortune 500 organization has used some form of unconscious bias training as part of their effort to make their company more inclusive of diversity.

If unconscious bias training were the solution to all that divides people across demographics, you would think the organizations that put big dollars into this training would be the models of inclusion.

They will honestly tell you that they are not.

A team of researchers from the Wharton School at the University of Pennsylvania recently conducted an experiment to test the outcomes of unconscious bias training and published their findings in the Harvard Business Review. They found little evidence that these training programs had a major impact in changing the behaviors of White male employees, who typically hold more power in the organization and tend to be the target of these interventions.

Why is it that the most popular approaches for addressing biases stored in the subconscious seem to have little impact on changing behavior?

For starters, formal classroom or workshop-style training programs are designed to educate the conscious mind. Participants listen to short lectures and do some exercises to raise their awareness of what their sneaky subconscious is driving them to do.

Meanwhile the engine behind all of this behavior, the subconscious, remains basically unchanged. After a full day of becoming aware of these generally hidden processes, they are sent away with advice that essentially amounts to this idea: Be on the alert, and don’t trust that gut instinct coming from your subconscious.

Unfortunately, the subconscious mind works about 17.5 times faster than the conscious mind, and it is certainly more powerful. So it’s not surprising behavioral change results are not that great despite all the money and energy that goes into bias training, and despite efforts to arm the conscious mind with tricks and techniques to moderate subconscious impulses.

According to scientists, the average person makes about 35,000 decisions every single day. You may be stunned by this number and think that if this were true, it would mean that you had to make at least 25 or more decisions in the time it took you to read the first 300 words of this article.

Why don’t you remember making all those decisions? Most, if not all, of your decisions during this time were made for you automatically by your subconscious mind.

What can we do?

A big missing piece of the puzzle in addressing bias and creating more inclusive organizations is recognition of the subconscious.

The design of these trainings, as demonstrated in our thought experiment, would require leaders to live in a constant state of hyper-vigilance, which is unlikely to be sustainable for a busy person.

What we need is a program that directly retrains the subconscious mind so automatic decisions become more supportive of inclusive behaviors.

What we need is a program that directly retrains the subconscious mind so automatic decisions become more supportive of inclusive behaviors.
Diversity Helps Us Think Beyond the Possible

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Joseph Santana is an INSIGHT Into Diversity Editorial Board member. He is also president of Joseph Santana LLC, a boutique consulting practice.
There are *no limits* to our success when each member of our community is seen, heard and ultimately, understood.
The Search for Courageous White Women in the Academy

By Karen L. Dace, PhD

Recently, there has been a lot of talk about how to best describe the type of relationship women of color require from White women in the academy. Although I edited a book using the term “ally,” some call for a stronger word like “accomplice” to describe the ideal White colleague.

Earlier this year, in a meeting with two professors from a nearby university, one Black and the other White, the word “sisterhood” emerged as an alternative descriptor of the optimum relationship between women of color and White women in the workplace.

We agreed this exercise in semantics detracts from what is most important about the relationship — the actual behavior of our White female colleagues as they come face to face with racial bias and oppression.

Most women of color would agree that we want White colleagues to respond with courage by standing alongside us in the fight against racism, speaking up rather than remaining silent about racial injustice, and resisting the urge to make excuses for the racist behavior of their White friends and colleagues.

Regardless of the title we eventually settle on, many women of color prefer White women colleagues who do not turn and run when issues of race and racism arise during meetings, social gatherings, evaluations, and the like, ushering in all the associated complexities and discomfort. She must be willing to strategize, using her power and privilege — in the midst of her own discomfort, shaky voice, and even tears — to advocate for others. She can be an ally, an accomplice, a comrade, a sister, or a friend — as long as she exists.

The problem is that many women of color have yet to encounter the colleague described above.

For nearly 20 years, I held on to messages, documented encounters, and spoke to other women of color about the challenge of working with White women and the futility of counting on most of them to support us or to acknowledge and confront issues of racism in the academy.

My conversations with other women of color revealed many of us worked with White women who behaved as if

My conversations with other women of color revealed many of us worked with White women who behaved as if all of their degrees, promotions, awards, and relationships separated them from Whiteness and the various ways they use White privilege every day.

...
• Understanding that discussing race is not about guilt, shaming, or reducing anybody to tears: Women of color know emotions can halt important dialogues even when the desire is to move forward.

• Never allowing tears to put an end to a difficult conversation or shifting attention away from race: Rather, once the person in tears has regained composure, allies ensure that attention returns to the matter at hand, an issue that is of obvious significance due to emotional expressions.

• White allies acknowledging their error in unwittingly benefiting from oppressive structures: Remaining silent when witnessing racist actions, policies, and practices is damaging. White allies should strategize with one another and women of color about how to ensure they do not fall back into the same behavior.

• Avoiding inclinations to withdraw, retreat, or run away from uncomfortable discussions: Know that on the other side of discomfort, improved understanding and the development of more equitable practices await.

• Acknowledging racism, power, and privilege: Recognize that these elements are real and at work in our structures, practices, and policies.

• Recognizing that merely having relationships with, being married to, or growing up in the same neighborhood with people of color does not automatically render one an ally: Actions always speak louder than acquaintances and relationships.

Although such relationships are difficult to develop, women of color and White women can build strong alliances. Investing time and energy in having challenging conversations and accepting the emotional costs are worth the likely outcome — creating an inclusive campus climate.

Karen Dace, PhD is vice chancellor for diversity, equity, and inclusion at Indiana University-Purdue University Indianapolis. She is also the editor of the 2012 book Unlikely Allies in the Academy: Women of Color and White Women in Conversation.
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Venessa A. Brown, MSW, Ph.D. Associate Chancellor and Chief Diversity Officer
Why Our Nation’s Colleges and Universities Must Confront Extremism

By Douglas M. Haynes, PhD
Society now inhabits a state of extremes, poised for the next cycle of action and reaction. Understanding extremism has become a fundamental responsibility for citizenship in the 21st century.

Now is the time to mobilize higher education to do what we do best and employ critical analysis, creative expression, and fundamental discovery to confront extremism as an object of inquiry, a vehicle for teaching and learning, and a focal point of service to the community and to our students.

At University of California, Irvine (UCI), our response to recent extremist incidents was similar to that of other college campuses and universities across the country: We made public statements decrying violence, we called for civility, and we offered counseling services for our campus community. Although these responses were appropriate, they were not enough. After the public display of racism and violent extremism associated with the “Unite the Right” rally in Charlottesville, Virginia, in 2017, we realized that a new approach was needed. It is one thing for a student organization to sponsor a visitor who makes offensive — though constitutionally protected — statements; it is quite another to tolerate the threat of retaliation for striving to build and sustain an inclusive campus community.

Two years and a month after the racist extremism in Charlottesville, UCI launched the Confronting Extremism initiative.

The purpose of the initiative was to channel our research, teaching, and service mission to better understand extremism and to use these insights to inform how to respond as individuals and as a community.

The initiative has served as an opportunity to participate through three pillars: research, public programming, and collaboration with community partners. We learned some things over the past two-year journey that I share to encourage other universities to join this effort.

We learned how to activate our mission to understand some of the most difficult topics and situations that we face as a society. We also found that a broad range of research and scholarship is required for understanding extremism. The three pillars yielded projects and programming that addressed the rejection of expertise and the denial of our common humanity while it augmented critical thinking.

These projects supported the development of online courses that equip students with the skills they need to navigate the digital toolkit of the “alt-right” and to explore the philosophical foundations of skepticism. Still others tested interventions to promote civic engagement among students and piloted partnerships with area high schools to enhance their capacity for empathy.

We also uncovered a tremendous capacity for community partnerships. Public programming offered an avenue for the campus community to understand how bias, bigotry, and prejudice affect families, communities, workplaces, and religious organizations. Rather than emphasize the standard co-existence of town and gown, community events build bridges based on common concerns and shared values in equity, diversity, and inclusion.

I will be the first to admit that we have not solved extremism. As Rev. Jesse Jackson Jr. forecast, at a UCI campus event, Charlottesville was not an exception, but “a defining moment for America.”

Mass shootings — many motivated by White nationalism, White supremacy, and White power among other extremist ideologies — have affected far too many communities over the past two years. The venues may differ, but the carnage and trauma are all too familiar: a shopping center in El Paso, Texas; an entertainment district in Dayton, Ohio; a food festival in Gilroy, California; and synagogues in Poway, California, and Pittsburgh, Pennsylvania. These horrific incidents capture only a small fraction of crimes against people and property, acts of intimidation, and the proliferation of online efforts to promote these ideologies and to recruit and mobilize individuals to use terror.

Even as mass shootings and other acts of hate continued, our campus leaned in as part of our core institutional mission. By engaging the academic enterprise, this initiative has promoted a greater sense of resilience and made steps toward aspirations of inclusive excellence.

It is for these reasons that the program has evolved into a dedicated campus resource, as this imperative has only grown more pressing over time. The Confronting Extremism program aims to fortify our resilience as a campus community while advancing our commitment to inclusive excellence in three broad areas, including the following:

- Understanding extremism — harness our research and teaching mission through funded research activity, course development, and community engagement
This academic year will include a host of programs and events, including a call for proposals on understanding domestic terrorism, a conversational debate with *The New York Times* columnists Michelle Goldberg and Bret Stephens on the relationship of anti-Semitism to anti-Zionism, and Confronting Extremism presentations by faculty researchers.

Each day thousands of faculty, students, and staff come to UCI with the aspiration of creating and sustaining a campus community where all expect equity, support diversity, practice inclusion, and honor free speech. My aspiration is that our campus principles of inclusive excellence can provide a source of resilience and affirmation.

Hyperpolarized politics, misinformation campaigns, and voter suppression undermine confidence in our democratic processes. The sheer scale and scope of extremism has spurred a demand for understanding this phenomenon and arming people to respond without succumbing to fear or violence or our democratic values, and with respecting our civic institutions and our diverse society.

The spectacle of hate crimes has increased concerns of personal security and community vulnerability. At the same time, the scale and scope of extremism poses a threat to our civic institutions, our democratic values, and our multicultural society.

What I have learned is that it is not enough to expect equity individually without defending it for others. It is not enough to support diversity without understanding and engaging with our diverse communities. It is not enough to practice inclusion if others are excluded. It is not enough to defend free speech without using it to advance inclusion for all people. We encourage other academic institutions to join us in activating our collective power of teaching and inquiry to confront extremism.

To learn more about UCI’s Confronting Extremism initiative, visit inclusion.uci.edu/confronting-extremism.

Douglas M. Haynes, PhD, is the vice chancellor for equity, diversity, and inclusion at the University of California, Irvine.

“No book is a critical addition to the bookshelf of anyone interested in the dynamics of interracial feminist alliances or the role those alliances play in creating a more just academy.”

— *On Campus with Women*

Unlikely Allies in the Academy brings the voices of women of Color and White women together for much overdue conversations about race. These well-known contributors use narrative to expose their stories, which are at times messy and always candid. However, the contributors work through the discomfort, confusion, and frustration in order to have honest conversations about race and racism. The narratives from Chicanas, Indigenous, Asian American, African American, and White women academicians explore our past, present, and future, what separates us, and how to communicate honestly in an effort to become allies.

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Law School Recruitment and Assistance from Legal Groups Help Firms Diversify the Profession

By Ginger O’Donnell

Lawyers are often charged with protecting the rights of the nation’s most underrepresented populations, and yet the legal profession remains one of the least diverse in the country, according to the United States Bureau of Labor Statistics. As of January 18, 2019, of America’s nearly 2 million lawyers, 88 percent were White and over 60 percent were male, according to the bureau’s website.

In regard to lawyers who have achieved partner status, the numbers are even more dismal. A 2017 study by the National Association of Law Placement (NALP) found that women account for just over one fifth of all law firm partners, despite the fact that they comprise more than a third of America’s lawyers.

Moreover, underrepresented racial groups accounted for only 8.42 percent of partners in 2017, according to the study. The NALP also reports that less than one percent of American lawyers reported having a disability, while only 2.64 percent openly identified as LGBTQ.

Addressing the general lack of diversity within the profession is critical, given the fact that those who study law go on to wield considerable authority in both political and corporate settings, wrote Stanford law professor Deborah L. Rhode, JD, in a 2015 Washington Post article.

An additional reason to improve diversity and inclusion efforts is that the U.S. government is currently in the process of auditing law firms that hold federal contracts. As INSIGHT Into Diversity magazine reported in the July/August Law Schools issue, Office of Federal Contract Compliance Programs (OFCCP) director Craig Leen said in an April 2019 town hall meeting that law firms “need to get their houses in order.”

But prominent legal organizations as well as individual law schools are working to improve conditions for women and underrepresented groups in the profession through targeted recruitment efforts and support for law firms.
Law Schools that are Moving the Needle

The University of Chicago (U of C) Law School and New York Law School (NYLS) in New York City offer two examples of institutions that are stepping up efforts to diversify the profession by recruiting, retaining, and ensuring the success of underrepresented individuals.

For its part, U of C Law School hired Christopher Clarke as the director of diversity and inclusion in May 2019. A significant part of his role is to attend recruitment events across the country, building relationships and sharing his contact information with people from underrepresented populations who are interested in attending law school, in effect serving as "an extension of the admissions team," he says.

Since joining U of C, Clarke also established a pre-law orientation program that took place this September for 20 first-year students from underrepresented groups. He likens the five-day program to "preseason" of the first year of law school, allowing students to "simulate what the real [law school] experience is like, knowing that it doesn’t necessarily have an academic impact but creates additional preparation opportunities."

Participants are exposed to the day-to-day rigors of legal education, ranging from in-class cold calling to managing student loans.

Clarke plans to carefully track the program’s long-term effect on participants’ success throughout their time at U of C. Initial results show

As of fall 2018, 196 students from underrepresented racial backgrounds and 377 White students were enrolled at University of Chicago Law School.

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that their scores on a pre- and post-competency exam increased after they attended the orientation.

NYLS also focuses on recruitment, retention, and long-term professional success of diverse students.

In 2015, during the lead-up to its 125-year anniversary, the school launched a comprehensive institutional diversity plan that pledged to make law school more affordable through an increased number of scholarships and grants.

NYLS has also committed to expanding its partnerships with affinity bar associations, law firms, government offices, diverse alumni contacts, and more to ensure new lawyers receive guidance and support as they enter the profession.

In line with the diversity plan’s goals, NYLS has invested in pipeline programs to diversify its student body. In 2019, it launched a two-year Summer Pre-Law program for underrepresented rising juniors and seniors pursuing undergraduate degrees in the state of New York. The free four-week program involves four hours of class per day, covering topics such as “written legal communication” and LSAT preparation. It also hosted a five-week program for high school students.

NYLS plans to launch an additional pipeline program in the summer of 2020 targeting older, nontraditional students who may have previously worked as paralegals or civil servants.

The efforts of these schools and organizations are helping numerous underrepresented individuals pursue a legal education and a career. However, for more widespread, systemic change to occur, law firm leaders need to do a better job of prioritizing diversity and inclusion work, says Jean Lee, JD, president and CEO of the Minority Corporate Counsel Association (MCCA).

Too many firms still look at traditional indicators that favor the White and wealthy during the hiring process, such as an Ivy League undergraduate degree, a certain GPA cutoff, or a high LSAT score, Lee says. “The recent college admissions scandal has really highlighted the issues we’ve been talking about all along,” she adds.

Improving diversity and inclusion in the profession hinges on the willingness of law firm leaders to educate themselves about alternative practices, from hiring to promotion to compensation, and then to invest in a more inclusive way of doing things, Lee says.

She calls on practicing lawyers in positions of power to do more, emphasizing that “if the legal profession is interested in creating more diversity, it is absolutely capable of doing it.” Fortunately, several councils are working to help law firms take steps in the right direction.

The Law School Admissions Council (LSAC)

LSAC, a non-profit organization dedicated to improving “quality, access, and equity in law education,” offers programs that support and encourage diversity in the legal profession.

One of LSAC’s oldest programs is called the academic support initiative. The program dates back to 1992, according to Kent Lollis, JD, LSAC’s vice president and chief diversity officer. “During an anniversary meeting of the council, we identified that we were successfully getting [underrepresented] students into law school, but we weren’t seeing them complete law school. So that motivated LSAC to start an academic support program,” he says.

Today, an organization called the Association of Academic Support Educators (ASSE) has overtaken LSAC’s efforts in this area. Through conferences, online resources, and more, ASSE serves as a support network for professionals at U.S. law schools who are working to make a legal education more accessible.
Another program is the LSAC Diversity Matters Grants, which allows each of LSAC’s over 200 member law schools to receive $3,000 annually toward programs or events that benefit law students from underrepresented groups. The fund donated more than $100,000 to U.S. law schools in 2018, which went toward a total of 161 events for 8,120 young people across the country, according to LSAC.

The fund also provides Prelaw Undergraduate Scholars (PLUS) program grants with the goal of introducing first- and second-year undergraduate students from underrepresented groups to the skills needed for law school. These grants pay for summer residential pipeline programs that last at least four weeks. LSAC has funded 27 of them since 2002, according to the organization’s website.

Miosotti H. Tenecora, JD, a former PLUS participant, believes that such pipeline programs are essential to improving diversity in the law. Tenecora serves as a law fellow in the immigration program at Community Legal Services in East Palo Alto, California, as well as a delegate...
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The University of Houston is a Carnegie-designated Tier One university and an EEO/AA institution.
Universities Take Steps to Remain Vigilant of Hate Groups on Campus

By Mariah Bohanon

The threat of violence from domestic extremist groups is equally as dangerous as international terrorism, the United States Department of Homeland Security (DHS) announced recently. One of the most “potent ideologies” behind this rise in domestic extremism, according to DHS, is White supremacy.

Despite this danger, colleges and universities have limited capability when it comes to monitoring White supremacist activity in and around campus. But institutions can take steps to stay vigilant of the hate groups that have increasingly intimidated and pursued student populations for recruitment in recent years.

“These outside groups target campuses because higher education is seen as a bastion of liberal thinking and because a lot of the members of these groups are young people who are trying to [recruit] other people their age,” says Elissa Buxbaum, director of National College and University Programs for ADL. Formerly known as the Anti-Defamation League, the organization is a leading source of data collection and advocacy against hate groups.

Buxbaum encourages students and institutions to report instances of White supremacist propaganda or other activity to ADL. The organization has 25 regional offices and regularly works with administrators, security, bias response teams, student governments, and more.

Education and open dialogue are key to combatting White supremacist ideology, Buxbaum says. Diversity, equity, and inclusion programming can raise awareness of modern hate groups, their strategies, and beliefs. If evidence of White supremacist activity does show up on campus, ADL urges institutions to use the incident as a teaching moment.

For example, the appearance of a flyer that says “It’s okay to be White” is an opportunity to start a dialogue on campus about race and identity that includes “people who might be questioning what their White identity means” in today’s multicultural environment, Buxbaum says.

Showing solidarity in the face of hate speech and ideologies is key to ensuring students feel safe and supported and in sending a message that such values have no place in higher education, she says. Buxbaum gives the example of the University of Tennessee, Knoxville, which has been the target of anti-Semitic graffiti several times in recent years.

These messages have been spray-painted on “the Rock,” a large stone on campus that students use for artwork and for publicizing events. When anti-Semitic graffiti appeared on the Rock last year, the university held an event for the campus community to paint over it with messages praising diversity and multiculturalism.

When anti-Semitic graffiti showed up again on September 11 of this year, the university created a continuous livestream of the Rock, available for

American Identity Movement

While propaganda and hate crimes on college campuses have increased dramatically in recent years, these groups have also been forced to find ways to rebrand themselves to be more appealing to young people through softened rhetoric, particularly after the violent Unite the Right rally in Charlottesville, Virginia, in August 2017, says Elissa Buxbaum, director of National College and University Programs for ADL.

“Identity Evropa,” one of the leading organizations behind that rally, changed their name to the “American Identity Movement.” They and other groups have attempted to shift their public image from explicit White supremacists to presenting themselves as patriotic and dedicated to preserving traditional American values, she says. This especially applies to the flyers and other recruitment materials that appear on campuses.

“I don’t see this propaganda as really taking hold, and these ideologies are not winning over people who buy into university values of diversity and inclusion,” Buxbaum says. “But it might be a little bit more confusing when they use veiled language because it’s a lot easier to identify when someone calls themselves a White nationalist or uses outright hateful or violent language.”

Rather than using explicitly discriminatory language on recruitment flyers, these groups may post a sign that says simply “It’s okay to be White,” with a link to a website.

Sometimes these groups use campus propaganda for online bragging rights. A person with no affiliation to higher education may post a flyer on a college campus and then share an image of it on social media as supposed proof that their group has a presence among students, she says.
viewing to all students, to promote
the idea that the entire community is
united in protecting it.

Brian Levin, JD, agrees that
education and maintaining a united
front are key for colleges and
universities in combating recruitment
and intimidation tactics from White
supremacist groups. As director of
the Center for the Study of Hate
and Extremism at California State
University, San Bernardino (CSUSB),
Levin has been tracking domestic and
international hate groups for more
than three decades. While this work
is extremely labor intensive, he says
there are simple tactics that schools
can take to stay vigilant.

“The first thing that needs to be
done is assessment and figuring out
what [a] community looks like and how
is it changing,” Levin says, explaining
that discrimination and hate incidents
are more likely to occur in communities
where there is a sudden
shift in demographics.
Secondly, he
recommends institutions
have “clear policies and
ways that these kinds
of incidents can be
reported,” he says.

Levin also
recommends that
colleges be aware of
evidence of White
supremacist activity
that is not explicitly
hate speech or obvious
propaganda. “Be
on the lookout for
cultural symbols related to prejudice
and discrimination because they are
precursor signals,” he says. Slogans
such as “defend western civilization”
and once-popular memes like Pepe the
Frog are less obvious than swastikas
but still indicate the presence of White
supremacy, he says.

Much of the symbolism of
young White supremacist groups is
connected to the online “meme world
and gamer world,” and schools are not
always tuned in to how formal and
informal hate groups appropriate these

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questions needed to change the world.
Students Create Alert System for White Supremacist Activity

Far-right protesters have had a consistent presence at the University of North Carolina at Chapel Hill (UNC) in recent years as part of the drawn-out conflict surrounding the Confederate statue “Silent Sam.” Though students and UNC removed the entire statue by early January 2019, White supremacists continued to make their presence known by appearing on campus individually and in groups during the spring semester, says UNC student activist Calvin Deutschbein.

In response, UNC students devised their own text alert system to let others know when hate groups are active on campus or in the surrounding community. The group also posts updates to a Twitter page.

More than 1,000 people had signed up for text messages from UNC Anti-Racist Alerts as of mid-September, according to Deutschbein.

The system is operated by an informal group of activists that Deutschbein describes as an “anti-racist collective” who were heavily involved in the Silent Sam protests.

Several incidents occurred in spring 2019 that drove students to create the system, including an instance of several White men marching with Confederate flags on campus while students from a primarily Black elementary school were visiting, he says. In another case, an organization associated with the Ku Klux Klan visited campus.

In an August 14 statement, UNC advised students to follow the university’s Twitter page or sign up for their official text alert system, Alert Carolina. The system is intended to warn students of “significant or dangerous situations,” adverse weather, and crime reports, according to the UNC website. The system does not always inform students of racist groups on campus, according to The Daily Tarheel, UNC’s student newspaper.

Deutschbein says he believes White supremacist activity makes students feel unsafe and should therefore fall under the Alert Carolina purview, but UNC Anti-Racist Alerts could fill a gap in notifying students about hateful or potentially dangerous presences on campus.

symbols, Levin says.

ADL recently added 36 new entries to its database of hate symbols. The organization, which has recently worked with the U.S. Senate and other government agencies on this threat, released its updated list the same day that DHS announced it was adopting new strategies to focus on domestic extremism.

ADL’s database of White supremacist and far-right extremist symbols is available online at adl.org, along with multiple resources such as college programs and campaigns for educating campus communities about the resurgence of hate groups in the U.S.

It is imperative that schools cultivate an open dialogue about hate speech and extremist ideologies, Levin says.

“Colleges should teach their students the fact that under the First Amendment, certain types of opinions and views that they might find offensive or disagreeable are nonetheless protected in an academic environment and should not be conflated with acts of violence or discrimination,” he says. “But when [hate incidents] do happen, don’t dismiss them and don’t cover them up, but use them as part of a teachable moment.”

Mariah Bohanon is associate editor of INSIGHT Into Diversity.
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AN INSIGHT INVESTIGATION:

Accounting for Just 0.5% of Higher Education’s Budgets, Even Minimal Diversity Funding Supports Their Bottom Line

BY MARIAH BOHANON, KELSEY LANDIS, GINGER O’DONNELL, AND MARIAH STEWART

Spending on diversity, equity, and inclusion (DEI) efforts at American universities has increased 27 percent over the past five academic years, according to an INSIGHT Into Diversity analysis of public records from more than 85 institutions.

Our HEED Award committee has reviewed thousands of applications over the past eight years and one consistent theme has stood out. There are not enough financial resources allocated to DEI offices, yet chief diversity officers are still able to effect tremendous change with the funding they receive. The staff at INSIGHT decided to administer a study of higher education budgets at all U.S. public colleges and universities to see how their DEI budgets compare to overall spending. We found the results from the colleges and universities that responded to our Freedom of Information Act (FOIA) requests are very much in line with the reported information from HEED institutions.

Though DEI costs have increased by nearly a third from the 2014-2015 academic year to 2018-2019, they account for an average of only 0.49 percent of university-wide budgets, according to INSIGHT’s analysis. Relative to university-wide budgets and other departments, spending on this area remains extremely low.

But early indicators show that even this small investment pays off when it comes to higher education’s bottom line. Despite the minimal size of the investment, these efforts can have a huge impact on recruiting and retaining students, faculty, and staff, especially those from underrepresented backgrounds, DEI officials say.

As such, spending on DEI is not just a politically correct “feel good” effort, says A.T. Miller, PhD, vice president and chief diversity officer at Central Michigan University (CMU). Rather, it is a strategic financial attempt to fundamentally shift an institution built for able-bodied White people to include not only them, but everyone else, other DEI experts say. Christa Platt, PhD, who serves as assistant dean for diversity advocacy at Illinois State University, emphasizes that most institutions of higher education are “predominantly White” because they were “historically White.”

“If we don’t pay attention to what our history is and what has happened, then we are bound to repeat some dangerous things, maybe not in an overt way, but certainly in a covert way. We don’t want that to happen to students who are coming to build a life for themselves,” Platt says.

As the population of the United States continues toward a “majority minority,” and as higher education institutions continue to face declining enrollment, including diverse groups will become increasingly important for higher education’s economic stability.

A point of concern INSIGHT heard from public colleges and universities in seeking their records was that it was difficult to quantify spending on DEI because those efforts tend to exist at every level of the institution and that what each institution considers DEI differs from school to school.

Despite these concerns, INSIGHT’s analysis produced remarkably consistent results. Ninety-four percent of the DEI budgets fell within 1 percentage point of each other when calculated as a percentage of university-wide budgets. Ninety-seven percent of the budgets fell within 2 percentage points of one another. Consistency in the data indicates the methodology was sound and the results are representative of trends.

Based on its analysis, INSIGHT came to the following conclusions:

- DEI spending often accounts for less than 1 percent of university spending, while other areas such as institutional support (i.e.,
general administrative services, central executive-level activities, logistical services, and so on) accounts for 8.5 percent of overall budgets at four-year public institutions, according to the U.S. National Center for Education Statistics (NCES).

- Independent operations, such as large ancillary research labs, accounted for 5 percent of university-wide expenses in 2015-2016, according to NCES.
- Total athletic operating expenses, including scholarships costs, at 231 public institutions accounted for an average of 6.5 percent of university-wide spending from 2012 through 2017, according to an analysis of data from the Knight Commission on Intercollegiate Athletes.

- Average dollars dedicated to DEI budgets increased by 33.7 percent from 2014-2015 to 2018-2019.
- Spending on faculty recruitment and on salaries as universities began hiring dedicated DEI officers saw the biggest increases over the five-year period at 62 percent and 43 percent, respectively.

For now, the success of DEI offices relies on quantifiable characteristics of a university’s population, says Michael Goh, PhD, vice president for equity and diversity at University of Minnesota (UMN). Those measures could include increasing numbers of various racial, ethnic, or gender groups.

“Yet in order to get the number, or in order to keep the number, it involves this related second step,” Goh says. “Just as important if not more important is the campus climate. … But how does the quantity of a budget lead to personnel or programming that actually creates a sense of belonging? That seems so intangible, but you cannot have one without the other. You have to have the budget to have the personnel and services and programming.”

An Investment in the Bottom Line
DEI spending has risen 0.5 percent since 2014–2015 at CMU, in line with other institutions in our analysis.
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- Librarian (2)
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- Plant Science
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Another investment is CMU’s faculty diversity and inclusion fellowships, which provide a full calendar year of funding for two faculty members annually to conduct projects and research that strengthen the CMU community. The communications specialist helps facilitate conversations on a big campus.

Proactive diversity work does not always equate to additional staff or more money, he says, but rather to an investment of time and effort by the campus community.

“In one sense, you can talk about how we have 60 diversity initiatives happening on campus, but many of them are simply changes in the processes of how we do things,” such as recruiting faculty and students, he says. “When you do that, it’s often not a big money investment, because you’re doing something you’ve always done but changing it to be more equitable and inclusive.”

That means making sure each department creates diversity initiatives within its own ranks. At CMU, a diversity council charges each institutional unit with creating and implementing three diversity initiatives annually, according to Miller. This means each unit is responsible and involved.

University leaders at CMU realized that the central diversity budget amounted to slightly less than what it spends on its library, Miller says. “This is just as important of a central resource as the library. A library is very important to a university. It plays a central function, and so does this, so that helps put [this spending] in perspective a bit,” Miller says. “This is not a frill. This is not an extra. This is central to making everything work, and I think more and more institutions are realizing that and are really making the investment.”

Towson University (TU) near Baltimore has also steadily increased spending on DEI, representing roughly 1 percent of the university-wide budget for the past five years. The increase is driven by growing numbers of underrepresented students on its campus, says Leah Cox, PhD, TU’s vice president for inclusion and institutional equity. The number of undergraduate Black students on TU’s campus increased by 58 percent from fall 2014 to fall 2019, while the number of undergraduate Asian students increased by 42 percent during that same time period.

TU’s fall 2019 freshman class is also the most diverse in the university’s history. Of the approximately 2,700 first-year students on campus this fall, 48 percent come from underrepresented groups and 25 percent are African American. In addition, 22 percent are the first in their families to attend college.

TU President Kim Schatzel, PhD, has responded to these demographic shifts by creating Cox’s position, transitioning several programs under her office, and increasing the size of the university’s DEI staff.

“All of the units that I supervise are doing a lot for not a lot of money. Each and every one of the staff goes above and beyond. We really work at strategically planning programming across the institution that will be effective to help us become the community that we’re striving to be,” Cox says.

Goh says DEI officers have had to become “smarter and wiser” in how that money is used, including at UNM. “We have hawks that are scrutinizing how much and what it is being spent for. … I don’t think I’m alone every year having to find at least $100,000 in our operating and management budget to return to central administration all in the effort of trying to be leaner,” Goh says. “We’re under a perpetual audit on what’s working and what’s not.”

Wary of Political Forces
DEI spending is scrutinized in ways other costs are not because of political overtones, Goh says, despite the fact that these offices seek inclusion for all students.

“We do promote this idea of [higher education] as a free-flowing marketplace of ideas,” Goh says. “We hold up the values of inclusion, belonging, nonjudgement, and anti-racism. But speech covered under the First Amendment is also welcome. If it has a tinge of judgment, racism,
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xenophobia, or sexism, it will be judged quite forcefully. … Yet we want to believe that everyone can coexist.”

Miller says he thinks some people are wary of investing in DEI, especially in higher education, because “there’s rhetoric out there that makes it sound as if these funds go to programs that are just ‘feel good,’ are politically correct, and don’t serve a real function.”

The point of public education, however, is to serve the general population, which requires “adapting processes and work environments to our current time period, to our local and state population as well as national population,” he adds.

When asked about leaders in states who are working to cut diversity funding, Miller says, “It’s a mistake.”

“The whole purpose of having state universities is about knowledge gained, about research that supports the general population, and since we’re in the business of knowledge, the more perspectives we have, the more likely it is that we’ll develop important new insights,” he adds. “It’s really about the future of those states and the future of being a welcoming and productive population, because those kinds of unwelcoming conditions can just spiral and make things worse for everyone involved, not only those who are perhaps marginalized.”

Cox urges leaders to remember that DEI work cultivates inclusive thinking and behavior for the country’s future workforce. In other words, this relatively inexpensive effort has a ripple effect in U.S. corporations and government agencies.

Cox urges leaders to remember that DEI work cultivates inclusive thinking and behavior for the country’s future workforce. In other words, this relatively inexpensive effort has a ripple effect in U.S. corporations and government agencies. That aspect will be increasingly important as the private sector continues to seek a diversified workforce, Miller says.

Corporations are investing in their own internal diversity efforts because they know that everyone benefits when there are a variety of perspectives brought to the table, he says. Miller believes that preparing students to thrive in multicultural environments is necessary for them to succeed in the modern workforce.
Part of the solution to DEI’s future success will require attracting more allies to the cause, Platt says. DEI programming often attracts individuals who are already allies for the work. “We need to reach those folks who can be barriers for the work that we’re trying to do,” she says.

Siloed DEI services will not work to promote inclusion on campus, Goh says. There must be partnerships between departments to create “multiple safety nets” to catch marginalized students who fall through the cracks. This logic gives all the more reason for getting everyone on campus on board, he says.

“I feel like leadership at the president level, the provost level, is beginning to appreciate and understand these phenomena on campuses,” Goh says, “and scholars are shouting out the need to pay attention. … And I think we are learning how to not trigger unnecessary political divisions and unintentional divides.”

As DEI officers continue to build those relationships, Goh says it’s hard for him “to imagine people wanting to criticize” listening, empathizing, and helping others. As a trained counselor and psychologist, helping people was the reason Goh became interested in cultural intelligence and intercultural training. Like other DEI officers, Goh leads from personal experience.

One of his first encounters within 24 hours as an undergraduate involved a racial slur hurled at him as he was walking on campus. Goh says he never wants anyone to feel the way he did on that day.

“While this [interview] is framed as a budget conversation, it is deeply emotional and deeply personal,” he says. “No one on our campuses deserves to feel that they do not belong, regardless of stripe or color identity or orientation.”

Debates that devolve into shouting matches about DEI spending will not work, he adds. Rather, the conversation should focus on how to produce future leaders who will do a better job of directing the current sociocultural, political discourse.

“Most of my colleagues understand we are not in this for a political purpose. We are all for the purpose of the higher education mission.”

Kelsey Landis is editor-in-chief, Mariah Bohanon is associate editor, Ginger O’Donnell is a senior staff writer, and Mariah Stewart is a staff writer for INSIGHT Into Diversity.

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Leaders at HEED Award Institutions Are Speaking Out

Presidents and chancellors from various HEED Award institutions shared their perspectives with INSIGHT Into Diversity on how receiving this prestigious national honor has positively influenced their campuses.

Adelphi University
“Adelphi University is honored by our prestigious HEED Awards — a recognition that enables us to continue fulfilling our mission to create a world-class academic experience. It helps us attract diverse faculty members, students, and staff and is compelling evidence for our like-minded partners, friends, and donors to support our mission. Most especially, the HEED Awards reaffirm that Adelphi welcomes and embraces all students with open arms.”
— President Christine M. Riordan, PhD

California State University Los Angeles
“Cal State LA is proud to have been a HEED Award recipient for the past two years. This recognition underscores our commitment to diversity and inclusion as the premier public university in the heart of Los Angeles.”
— President William A. Covino, PhD

California State University San Marcos
“Winning the HEED Award for the sixth year in a row validates the vital work we’re doing at Cal State San Marcos. Diversity is built into our DNA, and we celebrate our differences as much as our similarities. Though we will always have more to do, we continue to strive every day toward inclusive excellence.”
— President Ellen J. Neufeldt, EdD

Clemson University
“Receiving the HEED Award has helped to bring national attention to Clemson for our commitment to diversity and inclusion. We still have work to do in this area, but this recognition is a sign that we are making progress, and that helps us remain motivated as we push to do more.”
— President James P. Clements, PhD

Cuyahoga Community College
“Diversity and inclusion serve as pillars of the foundation at Cuyahoga Community College. We work daily to shape an environment where all people — regardless of background or life circumstances — come together in a shared mission to build more meaningful lives through education. The future of our communities depends upon our success in this endeavor.”
— President Alex Johnson, PhD

Davenport University
“Receiving the HEED award for the seventh year verifies that diversity, equity, and inclusion initiatives remain a top priority at Davenport. As we continue working toward these initiatives at our campuses across Michigan, we embrace a broad definition of diversity that celebrates all members of our community regardless of their gender, race, ethnicity, military service, disability, or sexual orientation.”
— President Richard Pappas, PhD

DePaul University
“It is an honor to again receive the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine. Diversity and Inclusion is a strategic priority for the university and is an important goal in Grounded in Mission: The Plan for DePaul 2024. Diversity and inclusion is a core value of our university. As a Catholic, Vincentian, and urban university we know that DePaul’s strength and future lies in our ability to prepare our students to live in a diverse society and to recruit and retain a diverse faculty and staff that represents our students and community.”
— President A. Gabriel Esteban, PhD

Eastern Washington University
“We at Eastern Washington University are delighted to have been named a HEED Award recipient two years in a row. We lined the main walkways with banners highlighting the award, and we have included the recognition in our marketing and recruitment materials.”
— President Mary Cullinan, PhD

El Paso Community College
“El Paso Community College is proud of our efforts to always be at the forefront of diversity and inclusion. The HEED Award validates the college’s hard work to champion diversity and equity.”
— President William Serrata, PhD
FLORIDA STATE UNIVERSITY (FSU)
“The HEED Award has strengthened our recruitment of faculty, staff, and students, signaling that FSU is a place where you will be challenged, engaged, and supported by a diverse community of learners — and that everyone is enriched from being in such a diverse and inclusive community.”
— President John Thrasher, JD

FRAMINGHAM STATE UNIVERSITY
“Being a five-time recipient of the HEED award has helped Framingham State University demonstrate to the community that diversity, equity, and inclusion aren’t just issues we pay lip service to, but core values that are at the very heart of who we are as an institution.”
— President F. Javier Cevallos, PhD

GREENVILLE TECHNICAL COLLEGE
“The HEED award lets potential students, employees, donors, and business partners know that diversity and inclusion are more than just words on a webpage at Greenville Technical College. Because the application is thoughtful and thorough, members of our community know that we have a demonstrated and measurable commitment to making everyone feel welcomed and valued here.”
— President Keith Miller, PhD

HILLSBOROUGH COMMUNITY COLLEGE
“Hillsborough Community College is honored to be a HEED Award recipient. It is a testament to the value we place on cultivating a respectful and supportive learning environment that is inclusive of all experiences and backgrounds.”
— President Ken Atwater, PhD

INDIANA UNIVERSITY - PURDUE UNIVERSITY INDIANAPOLIS (IUPUI)
“Having received the HEED Award for eight consecutive years, IUPUI understands the vital importance of pairing recruitment efforts with wrap-around retention programs designed to ensure faculty, staff, and student success.”
— Chancellor Nasser H. Paydar, PhD

KANSAS STATE UNIVERSITY (K-STATE)
“K-State’s mission as a land-grant university encourages diversity and learning opportunities created through societal differences. As we embrace our differences, we create a harmonious workplace and educational institution of choice. Being a 2019 HEED Award recipient symbolizes that we remain true to our mission.”
— President Gen. Richard Myers

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Note: Because ethnicity is reported separately from race, and because race is occasionally unreported, the sum of the percentages may not equal 100%.

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LEADERS AT HEED AWARD INSTITUTIONS ARE SPEAKING OUT

LOUISIANA STATE UNIVERSITY (LSU)
“We are very pleased to be recognized by INSIGHT Into Diversity magazine with their Higher Education Excellence in Diversity Award. It’s an honor to be recognized nationally for our continued efforts to build an institution that is more reflective of our state, nation, and world. We are proud of the record-breaking classes that we are both enrolling and graduating here at LSU. We want our campus to mirror the world, with students, faculty, and staff from all backgrounds, races, and nationalities.”
— President F. King Alexander, PhD

MINNESOTA STATE
“We are very pleased that the hard work of our faculty and staff has earned a place among the colleges and universities who are advancing the critical work to support diversity, equity, and inclusion. As we move forward with our goal of eliminating equity gaps by the year 2030, we are pleased to pause to share what we have learned, and we are grateful for the opportunity to learn from all of the organizations being recognized with a HEED Award for their outstanding work.”
— Chancellor Devinder Malhotra, PhD

OREGON STATE UNIVERSITY
“We believe that excellence is achieved through diversity. This award recognizes our efforts to foster a more inclusive community, including in our recruitment efforts where the number of African American students applying to Oregon State has increased by 33 percent in three years. Yet, we know we have more work to do.”
— President Edward J. Ray, PhD

PIKES PEAK COMMUNITY COLLEGE
“Pikes Peak Community College uses the process to apply for the HEED Award as a guide to assess our campus diversity, equity, and inclusion efforts over the past academic year. In the past two years, our DEI staff has blossomed. ... But our greatest strides have been made not in the increased staff, but in the wider buy-in throughout our college. The practices of disaggregating data and our commitment to not just equal opportunity but equal outcomes are becoming infused into our institutional culture.”
— President Lance Bolton, PhD

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2019 HEED Award Winner
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- People of color make up more than 40 percent of new faculty hired in the past three years.
- We are rated 4.5 out of 5 stars on the Campus Pride Index for LGBTQ+ inclusivity.

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LEADERS AT HEED AWARD INSTITUTIONS ARE SPEAKING OUT

UNIVERSITY OF GEORGIA
“The University of Georgia is proud to be a national leader in promoting diversity and inclusion throughout our institution. I appreciate this recognition from INSIGHT Into Diversity once again for our successes in this important area and our efforts to go even further.”
— President Jere W. Morehead, JD

UNIVERSITY OF KENTUCKY
“We know our campus thrives when we cultivate an inclusive community of belonging that celebrates the distinctiveness of our people. This award recognizes the rich tapestry of culture, race, background, ethnicity, and lived experiences that fuel our efforts to do more — and be more — for our community, as the University for Kentucky.”
— President Eli Capilouto, PhD

THE UNIVERSITY OF LOUISIANA AT LAFAYETTE
“The University of Louisiana at Lafayette used data collected as part of the 2018 HEED Award application process to craft the institution’s new Strategic Plan for Inclusive Excellence, an ambitious three-year roadmap for building on our diversity and inclusion successes.”
— President E. Joseph Savoie, EdD

UNIVERSITY OF MICHIGAN (U-M)
“On behalf of the University of Michigan, I thank INSIGHT Into Diversity for bringing attention to the importance of diversity, equity, and inclusion in higher education and for honoring the tireless commitment of U-M faculty, staff, and students as they work to make a positive difference in our society.”
— President Mark Schlissel, PhD

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
“We are proud that for the second straight year, UNCG has been recognized for our tenacious focus on student success. As one of the most diverse universities in North Carolina, we are leaders in creating opportunity and access for all our students. The HEED Award reflects our dedication to providing an inclusive and vibrant campus learning environment for the vast array of students we serve.”
— Chancellor Franklin D. Gilliam Jr., PhD

UNIVERSITY OF NORTH FLORIDA (UNF)
“The HEED Award has impacted the University of North Florida by helping us attract underrepresented students and employees. Job candidates have shared that the award influenced their decision to apply to UNF because it shows that we value and embrace diversity. Students have also communicated the same message.”
— President David Szymanski, PhD
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**UNIVERSITY OF WEST FLORIDA**

“Every day at UWF, we focus on creating an inclusive culture. We pride ourselves on how our students, faculty and staff feel they belong on our campus. The HEED Award is a great honor for our university and symbolizes that we are making significant progress.”

— President Martha D. Saunders, PhD

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**UNIVERSITY OF WEST GEORGIA**

“Since receiving this award last year, we have cited it on several grant awards as evidence of our commitment to diversity and inclusion. We continue to use the criteria for the HEED Award to gauge our progress toward an increasingly more diverse and inclusive community.”

— President Micheal Crafton, PhD

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**WASHINGTON STATE UNIVERSITY VANCOUVER**

“I am very proud of the work faculty, staff, and students have done to make WSU Vancouver a welcoming community that is committed to equity and inclusion. We have more work to do, but the HEED Award is evidence that we are moving in the right direction.”

— Chancellor Mel Netzhammer, PhD

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**WESTERN MICHIGAN UNIVERSITY**

“We are honored that Western Michigan University has been named a Higher Education Excellence in Diversity Award winner for the seventh year in a row. We recognize that diversity is our strength, and this distinction is a testament to our commitment to building broader diversity within our student body and across our faculty ranks. While we graciously accept this accolade from INSIGHT into Diversity, we know that we have more work to do, and we will continue to make strides in enhancing inclusivity and engagement across our campus.”

— President Edward Montgomery, PhD

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**WILLIAM & MARY**

“As the award recognizes, the William & Mary community continues to enthusiastically seek ways to make higher education more diverse and inclusive. The positive momentum across all levels of faculty and staff inspires us to ever expand our efforts to become more welcoming and equitable. This work is especially important during this year of planning for the future at William & Mary; we celebrate the groundwork we’ve already accomplished and reaffirm our commitment to accomplish more.”

— President Katherine A. Rowe, PhD

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Leaders at HEED Award Institutions Are Speaking Out
DIVERSITY LEADERS SHARE WHY THEY PURSUE THE HEED AWARD

The annual INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recognizes colleges' and universities' dedication to a diverse and inclusive campus. Chief diversity officers and diversity leaders at several 2019 HEED Award-winning institutions shared why they applied for the HEED Award.

**Adelphi University**
“Adelphi is committed to diversity and inclusion as one of our core values, one which we like to convey in as many ways as possible. Winning the HEED Award last year helped us move closer to becoming a model of diversity and inclusion. Being a model requires constant efforts to push ourselves to become even more inclusive, something that led us to launch many new programs in the last year.”

*Perry Green, PhD*
*Vice President for Diversity and Inclusion*

**Greenville Technical College**
“We have applied for the HEED award because we are very proud of the culture change that has taken place and continues to grow at Greenville Technical College. We want other organizations to see what we have accomplished not for our own glory, but so that they can be inspired to dig into the hard work of change that can produce a more welcoming environment on campus. We also want potential students and employees to know that this is a place where they can feel a sense of belonging. The HEED Award is nationally recognized among two- and four-year colleges and universities, and we believe it to be the gold standard for institutions that not only believe in diversity and inclusion but also produce tangible results for employees and students.”

*Wendy Walden*
*Associate Vice President for Executive Affairs*

**Seminole State College of Florida**
“Since I first prepared the college’s application in 2014, the college has devoted the time to this comprehensive annual application for two reasons. First, a national assessment of diversity at no charge to the college is a tremendous asset for the program. It provides an endorsement of strength and a candid identification of areas that could be enhanced. And, of course, the stringent assessment may lead to the actual award, which is recognized nationally for credibility.”

*Janet Park Balanoff*
*Associate Vice President, Equity and Diversity/Title IX*

**Southern Illinois University Edwardsville**
“We use the HEED Award application as a benchmark to guide us on our road to excellence. Each year we apply for the HEED award as this is an opportunity for us to take an institutional look at what we have accomplished. The application also has assisted us in setting institutional goals of truly embracing the concept of an inclusive campus community. The application allows me as the chief diversity officer to bring suggestions to other units on campus on how we can be more inclusive. I like the questions and that each year the questions seem to be more specific. This year we were able to highlight all of the new things we will be doing in our new Diversity Strategic Plan.”

*Venessa A. Brown, PhD*
*Associate Chancellor and Chief Diversity Officer*

**Union College, NY**
“What is important about this award are the questions asked of the applicant. It allows for campuses to consider the demographics and retention rates that they may not have considered before completing the application. For our campus, winning past HEED awards has allowed us to increase budgets and staffing of offices that are responsible for diversity initiatives. In addition, looking at demographics allows for accountability for our entire senior staff to consider.”

*Gretchel Hathaway, PhD*
*Dean of Diversity and Inclusion, Chief Diversity Officer*

**University of Colorado Boulder (CU)**
“We believe the HEED Award can help us measure our progress and will encourage campus members to continue to keep diversity and inclusion efforts in the forefront of their work. Additionally, the HEED Award will allow CU Boulder to share information with other institutions that value diversity and equity and, more importantly, learn from their best practices.”

*Alphonse Keasley, PhD*
*Associate Vice Chancellor*
Texas A&M University
“The process of completing the HEED Award application has proven to be enormously beneficial in two ways: One, we deeply appreciate many of the questions posed. Several questions prompted to us to think in innovative ways about how we have moved the needle regarding diversity, equity, and inclusion on our campus. And two, the HEED Award application will provide essential guidance to the Office for Diversity as we write our State of Diversity report in the coming weeks. The data we have collected here will also inform future Diversity Plan Accountability Reports.”
Robin Means Coleman, PhD
Vice President and Associate Provost for Diversity

Princeton University
“Winning the HEED award shows the diligence and support for diversity and inclusion at the institutions that are selected. The application is comprehensive and assists us in providing a roadmap of best practices. Because it is so comprehensive, applying for it ensures that a broad cross-section of the university is involved in the application process. Thus, the process of preparing the application helps keep the subject of diversity and inclusion front and foremost among our colleagues.”
Michele Minter, MFA
Vice Provost for Institutional Equity and Diversity

School of the Art Institute of Chicago
“The HEED Award presents an opportunity for our institution to reflect upon past, current, and future efforts our school can take in advancing issues of diversity, equity, and inclusion. It allows us to re-evaluate our current practices and provide insights into other initiatives or strategies our institution can implement. We use this application as a form of self-assessment.”
Christina Gomez, PhD, MBA
Director of Academic Affairs for Diversity, Equity and Inclusion

University of Louisiana at Lafayette
“Receiving the HEED Award for the first time in 2018 was a catalyst for university-wide strategic planning to develop the institution’s first Strategic Plan for Inclusive Excellence. Based largely on an assessment driven by data collected for the 2018 HEED Award application, the new Strategic Plan is a bold and visionary step forward. We view the HEED Award not as an end in itself, but as motivation for continued improvement and sustained efforts toward increased inclusion on campus.”
Taniecea Arceneaux Mallery, PhD
Director of Equity, Diversity, and Community Engagement
THE 2019 HEED AWARDS

INNOVATION IN DIVERSITY, EQUITY, AND INCLUSION CONTINUES

Top Colleges for Diversity

TEXAS A&M UNIVERSITY

FLORIDA STATE UNIVERSITY

INDIANA UNIVERSITY BLOOMINGTON

THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
Readers of **INSIGHT Into Diversity** are almost certainly aware that underrepresented groups in the United States will soon become the majority. Despite this fact, uncertainty and turmoil around diversity and inclusion continues to rankle in our country’s highest levels of government. But much of higher education continues to serve as a bastion of security and progress, providing underrepresented students and employees alike with the opportunities and support necessary to ensure their success on campus and off.

Now in its eighth year, the annual **INSIGHT Into Diversity** Higher Education Excellence in Diversity (HEED) Award continues to honor those institutions that are at the forefront of this mission. They educate and prepare future leaders who will seek stability, growth, and truth in their sectors. They ensure the campus environment is welcoming to all, and that attracting and retaining underrepresented employees is as much of a priority as graduating their diverse students.

This year, **INSIGHT Into Diversity** is proud to recognize 94 colleges and universities that have dedicated their time and efforts to promote diversity, equity, and inclusion throughout their campuses. Among those winners, 16 are also honored as Diversity Champions for excelling among the recipients.
All HEED Award-winning institutions have taken strategic and innovative steps toward reaching their goals. In the next section, we’ve organized their efforts into the following categories: innovative diversity education, strategic initiatives and policies, community outreach, social justice and activism, health and wellness, events and celebrations, recruitment and retention, support, and campus climate.

Awareness and recognition of the HEED Award continues to grow, making it an honor that institutions continue to seek year after year. The award will become even more relevant in the future as the conversation around diversity and inclusion grows in communities, on campuses, and nationwide.

Leaders at HEED Award-winning institutions know all too well the conversation is only the beginning. They navigate difficult dialogues, budget cuts, little buy-in, and sometimes even outward hostility on a daily basis. Therefore, their actions, programs, initiatives, and strategies are strategic and game changing. The programs described in the 2019 HEED Award section are just a sampling of the groundbreaking work they’ve accomplished. Please join us in honoring the 2019 awardees.

Kelsey Landis is editor-in-chief for INSIGHT Into Diversity.
HOW COLLEGES CAN STAND OUT IN A DECLINING ENROLLMENT ENVIRONMENT

It’s no secret that higher education enrollment has declined in recent years. According to a recent report from the National Student Clearinghouse Research Center, student enrollment has steadily dropped for the past eight years.

Despite the decrease in applications at colleges and universities across the country, enrollment among underrepresented students continues to rise, according to data released earlier this year from The Association of American Colleges and Universities. The research supports the notion that now is the time for universities to prioritize diversity and inclusion practices in order to be the college of choice for potential students.

National honors such as INSIGHT Into Diversity’s Higher Education Excellence in Diversity (HEED) Award, which recognizes schools that exhibit an exceptional commitment to diversity and inclusion, can be the catalyst that sets them apart from their peers.

HEED Award schools exhibit above-average short- and long-term retention rates for their underrepresented students. They are welcomed and supported throughout their time on these campuses and, most important, they are graduating.

Making sure underrepresented students are aware of a school’s diversity and inclusion practices can be difficult. Therefore, all institutions need to be sure to communicate this information as a point of differentiation.

As there seems to be no foreseeable end to the decline in enrollment, colleges and universities need to ensure that their institution is open and welcoming to all students. Those who have been nationally recognized with diversity and inclusion awards have a clear advantage.

— Lenore Pearlstein, publisher of INSIGHT Into Diversity

Staff writer Mariah Stewart contributed to this report.
RECIPIENTS OF THE 2019 INSIGHT INTO DIVERSITY HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2019 DIVERSITY CHAMPIONS
Clemson University
Columbia University in the City of New York
Florida State University
Indiana University Bloomington
Medical University of South Carolina
Oklahoma State University
Rochester Institute of Technology
Texas A&M University
Texas Tech University
University of Alabama at Birmingham
University of Cincinnati
University of Kentucky
University of North Florida
University of South Carolina
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

2019 HEED AWARD RECIPIENTS
Adelphi University
Arkansas State University
Augustana College
Ball State University
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Los Angeles
California State University Northridge
California State University San Marcos
Case Western Reserve University
Central Washington University
Clemson University
Columbia University in the City of New York
Cuyahoga Community College
Davenport University
DePaul University
East Carolina University
Eastern Washington University
El Paso County Community College District
Florida State University
Framingham State University
Georgia Institute of Technology
Georgia State University
Grand Valley State University
Greenville Technical College
Hillsborough Community College
Indiana University Bloomington
Indiana University-Purdue University Indianapolis
Kansas State University
Kent State University
Lehigh University
Louisiana State University
Maryville University
Metropolitan State University
Metropolitan State University of Denver
Millersville University
Minnesota State
Mississippi State University
North Carolina State University
Northeast Wisconsin Technical College
Northeastern University
Ohio University
Oklahoma State University
Oregon State University
Pikes Peak Community College
Princeton University
Rochester Institute of Technology
Santa Rosa Junior College
School of the Art Institute of Chicago
Seminole State College of Florida
Southern Illinois University Edwardsville
State University of New York College at Cortland
SUNY Buffalo State College
SUNY Old Westbury
Swarthmore College
Texas A&M University
Texas A&M University System
Texas Christian University
Texas Tech University
The University of Alabama at Birmingham
The University of Tulsa
Union College, NY
University at Albany - State University of New York
University of Central Florida
University of Cincinnati
University of Colorado Boulder
University of Georgia
University of Houston
University of Houston-Downtown
University of Houston Law Center
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Kentucky
University of Louisiana at Lafayette
University of Louisville
University of Maryland School of Public Health
University of Michigan - Ann Arbor
University of Missouri-Kansas City
University of North Carolina at Greensboro
University of North Florida
University of North Texas
University of Pittsburgh of the Commonwealth System of Higher Education
University of South Carolina
University of South Florida
University of Tennessee
University of Texas at Austin
University of Texas at Dallas
University of Texas at San Antonio
University of Texas - Dallas
University of Texas at El Paso
University of Texas Pan American
University of West Florida
University of West Georgia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Washington State University Vancouver
West Virginia University
Western Michigan University
William & Mary
William Marsh Rice University (Rice University)
Winston-Salem State University
practical, accessible, and usable strategies that instructors can use immediately.

Dialogue and Difference in Action (DDA)
DDA at Princeton University is a five-day pre-orientation program developed and delivered by Princeton staff and trained students for incoming Princeton undergraduates. Participants examine concepts of identity, power, privilege, and difference within the context of the Princeton University community and in society at large. Through self-reflection and dialogue, students develop competencies and perspectives crucial to the creation of an inclusive campus climate. Each day, trained student-leaders and professional staff members lead new students through small group sessions and interactive large group experiences. Exercises encourage participants to share their own identities and develop the knowledge and skills to delve into the realities of racism, sexism, homophobia, xenophobia, religious discrimination, and other conscious or unconscious biases.

Pre-Law Pipeline Program
The Pre-Law Pipeline Program at the University of Houston Law Center is an eight-week summer course designed to increase diversity among law school applicants by providing students from low-income, first-generation, and underrepresented backgrounds an introduction to legal education. Dean Leonard M. Baynes established the two-track program: Students in the Law School Admission Council’s PLUS program participate in class instruction taught by Law Center faculty, including legal writing and research training and trial advocacy sessions, as well as internships with local law firms and legal organizations. Scholar II track students learn LSAT-mastering techniques through a comprehensive, specialized curriculum. Nearly 160 students have completed the program; of that number, 46 eligible college graduates have been accepted into law school.

JumpstartTU
JumpstartTU at The University of Tulsa is a one-week intensive experience in Panama designed to prepare first-generation college students for higher education. This past summer, 150 students participated, gaining field experience in local nonprofit organizations and intergovernmental agencies in order to discover global issues in an international context. JumpstartTU presents life through a global lens and encourages students to view themselves as players rather than observers in a diverse world.

Diversity Retreat
University of Pittsburgh’s Pitt Diversity Retreat is an annual, daylong conference open to all employees. The 2019 retreat had workshops, roundtable discussions, and poster presentations; a community panel session; and presentations on how to foster an equitable, just, and inclusive campus. Pitt had its largest retreat participation to date with more than 350 attendees. Participant surveys reflected a very positive response to the event’s programming.

Columbia Center for Teaching and Learning (CTL)
Columbia University’s CTL offers a wide range of resources to promote inclusive teaching. The CTL hosts a teaching orientation for new faculty and presented best practices for inclusive teaching at the first all-campus new faculty orientation this year. They also created the first ever MOOC (massive open online course) dedicated entirely to the topic of inclusive teaching in higher education. Finally, the CTL has created a Guide for Inclusive Teaching at Columbia, which contains
“Diversity and inclusion are more than just a strategic goal at Florida State University — it’s at the heart of everything we do as an institution,”

— John Thrasher, President, Florida State University

Florida State University is an internationally recognized teaching and research institution committed to preparing our graduates for the ever-expanding opportunities of a global society. We recognize that every competitive advantage begins with people. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion—one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders.
The Center for Latino Studies
The Center for Latino Studies at the University of Houston-Downtown (UHD), in collaboration with the Center for Critical Race Studies, founded the Emerging Scholars of Color to showcase the scholarship of early academics. Potential future faculty are recruited from across the U.S. and invited to UHD, a Hispanic- and Minority-Serving Institution, to present their current research with the purpose of connecting and empowering UHD’s student population by sharing scholarship that reflects their lived experiences. Scholars also spend time with UHD faculty, students, and administrators to assist UHD in designing and implementing innovative pedagogical interventions for UHD students.

Research BootCamp
The University of South Florida System Office of Diversity, Inclusion, and Equal Opportunity (DIEO) hosted its fifth annual Research BootCamp (RBC). The RBC is an intense, week-long, professional development program for advanced doctoral students, post-doctoral scholars, and early career faculty. The goal of the RBC is to assist doctoral students with dissertation completion and post-doctoral scholars and early career faculty with manuscript preparation and articulation of their research agendas. More than 20 participants and approximately 10 senior scholar mentors participated in this year’s event.

Learning for Life
Learning for Life (L4L) is a voluntary mutual learning program composed of Swarthmore College student-staff-faculty partnerships. Partnerships design their own learning projects, which reflect their interests and expertise and often result in lasting friendships. L4L partnerships meet several hours per week and work toward their personal learning goals. They study computers, physical fitness, math, and photography; host their own radio shows; and more. Through their adventures together, staff and students get to know each other and take advantage of the learning opportunities at Swarthmore.

African American Male Initiative
University of West Georgia’s African American Male Initiative (AAMI) first-year program helps African American male students adjust academically and socially to college life. Earlier this year, eight AAMI students earned the opportunity to broaden their horizons, traveling to Brazil over spring break. Morris Council, PhD, who led students on the trip, said he wanted to design a study abroad program that deliberately targeted black males on campus — an underrepresented group in study abroad programs. Additionally, by going to Brazil, students acquired an understanding of how race, class, gender, and geographic location intersect to affect educational and non-educational opportunities for Afro-Brazilian.

The Research Leadership Development Initiative (ReDI)
The ReDI program at Northeastern University is designed for a diverse cohort of associate and recent full professors who show promise for research leadership on a wider scale — whether in forging significant research collaborations, in directing centers, or in guiding their own academic departments towards greater research visibility. ReDI’s central activity is the Cohort Challenge. The group breaks into smaller teams to investigate an important issue facing the university, using strategies discussed in an initial four-day workshop. It provides ReDI participants an opportunity to apply their leadership skills while engaging with the university’s academic leaders about best practices to support and promote the research enterprise. Both tenure-stream and full-time, non-tenure-track faculty are eligible for the program. ReDI aims for each cohort to include 50 percent women faculty.

A-State Inspire
The A-State Inspire program at Arkansas State University (ASU) is a five-day program designed to introduce incoming freshmen from diverse backgrounds to resources and involvement opportunities at ASU. Through team building, campus exposure, freshmen will prepare to be active leaders through their college matriculation at the university. A-State Inspire is based on four principles: diversity, inclusion, growth, and education. Additionally, the program provides one-on-one campus tours, early move-in, a “meet and greet” with diverse faculty and staff, and automatic membership in the Brother 2 Brother and Sister 2 Sister mentorship programs.
Meet Dr. Bhibha M. Das, researcher and associate kinesiology professor in ECU’s College of Health and Human Performance. She conducts mixed-methods research in physical activity promotion, focused on employees and the underserved.

For many of her students, it’s the first time they’ve engaged on a meaningful level with someone like her – a woman of color and the daughter of immigrants.

First-generation researcher.
Future generations’ benefactor.

The ECU Diversity and Inclusion Research and Scholarship Program is a faculty development and seed grant program that provides funds to departments with faculty who engage in research projects related to diversity, equity, inclusion and cultural competence. This commitment to a broad spectrum of research and faculty like Dr. Das are part of the many reasons ECU has been named a recipient of the Higher Education Excellence in Diversity (HEED) Award for the eighth consecutive year.

Visit the Office for Equity and Diversity for more information at oed.ecu.edu
STRATEGIC INITIATIVES & POLICIES

MINNESOTA STATE EQUITY 2030
Minnesota State has set a goal of eliminating educational equity gaps at every Minnesota State college and university by 2030. This goal was an outcome of a strategic visioning process that asked essential questions about what it means to be a public higher education system and what its role should be. “Minnesota State: Equity by Design,” a methodology that equips higher education leaders and organizations with tools to address disparities and advance equity-minded practices, is one of the strategic initiatives the system has in place to contribute to achieving this goal. Affordability, enrollment, student services, and graduation metrics are all targets under Minnesota State Equity 2030.

DIVERSITY, EQUITY, AND INCLUSION (DEI) IN CORE CURRICULUM
Texas Christian University added DEI as an essential competency in its core curriculum. This addition complements the university’s efforts to advance DEI initiatives that are critical for success and helps answer students’ desires for greater curricular diversity. The current curriculum successfully introduces students to geographically and ideologically distinct cultures; adding DEI will cultivate an understanding of diversity within the university, community, or chosen discipline. “Such courses are foundational in establishing a more inclusive campus community and will help ensure our students graduate with competencies that will enhance their ability to be outstanding global leaders,” said Provost Teresa Abi-Nader Dahlberg.

EDUCATIONAL OPPORTUNITY PROGRAM
This fall marks the 50th year of California State University, Northridge’s Educational Opportunity Program, which provides students from underserved communities with admission and academic assistance to pursue college degrees. Students are placed within a community of mentors for counseling, tutoring, and academic advisement, and they enroll in programs to strengthen their math, reading, and other skills. The program has expanded from 90 participants in 1969 to roughly 2,600 today.

STANDARDIZED TEST-OPTIONAL UNDERGRADUATE ADMISSIONS
Ball State University continues to make enrollment of underrepresented students a priority and last year announced a test-optional undergraduate admissions policy. The policy took effect for the freshman class that began in the college in Fall 2019. It is based on research that shows high school grade point averages are the strongest predictors of student success. This change enables Ball State to make exceptional educational experience accessible to more first-generation and minority students, for whom such tests can be an unwarranted barrier. Results can be seen in this year’s freshman class, which is the most diverse in Ball State’s history.

DIVERSITY ABROAD
The goals of the Diversity Abroad initiative at Louisiana State University (LSU) are threefold: increase the number of underrepresented students studying abroad; provide scholarships and programmatic support for student participants; and develop international opportunities for faculty and administrative exchanges. The LSU Diversity Abroad Initiative aims to affect the student experience by providing those from underrepresented populations with greater opportunities to see the world and develop as global citizens. LSU’s Rep Your Flag event allows students to celebrate their culture and heritage while learning about opportunities to study abroad.

THE iRESPECT! CAMPAIGN
The iRespect! Campaign at Northeast Wisconsin Technical College (NWTC) is a college-wide movement created to cultivate awareness and understanding around equity and inclusion. Students, faculty, and staff pledge to be aware of their personal biases, encourage a welcoming environment for the benefit of all, continue learning to better understand the world and its cultures, and speak out and have courageous conversations. The iRespect! image and principles are the foundation for all diversity programming at NWTC. Faculty and staff can take their commitment to equity and inclusion to the next level by enrolling in iRespect! education electives.
“K-Staters have a collective responsibility to help build a community where everyone is welcome. Our goal is to graduate world-ready students who understand the power of inclusiveness.”

- President Richard Myers
The University of Missouri-Kansas City Chancellor's Diversity Council and Division of Diversity and Inclusion developed the Inclusive Excellence Action Planning and Consultation Program. Annually, deans and administrators from all schools and divisions present progress on strategic diversity action plans to the Diversity Council, chancellor, and provost, who deliver feedback on how to improve. Plans are tailored to each school or department, inclusive of metrics and timelines. One example is an early intervention program in the School of Biological and Chemical Sciences that increased retention of underrepresented minority students by 5 percent. Another, the Avanzando Scholars Program, boasts a 100 percent retention rate for participating Latinx students.

Anti-Bias Hiring Workshops

Approximately 150 deans, department chairs, and faculty at Indiana University Bloomington participate annually in anti-bias hiring workshops for those who serve on hiring committees and are working to better use existing strategic hiring funds to bring in underrepresented tenure-track faculty, including senior women in STEM fields. This initiative is a collaboration between the Office of the Vice Provost Diversity and Inclusion and Office of the Vice Provost for Faculty and Academic Affairs.

The Sage Project

The Sage Project at Kent State University is an initiative that allows women students to share how they have overcome adversity in order to adapt to life on campus. To be eligible, the nominee must be a full-time student during the award period, have a cumulative GPA of 2.5 for undergraduate students and a 3.0 for graduate students, and be graduating in or after May of the academic year. The purpose of this project is to share the experiences of balance and growth that women have encountered throughout college and to inspire others.

“Don’t Cancel Class!”

This year, the University of Cincinnati introduced a new program called “Don’t Cancel Class!” For faculty members or instructors, attending presentations, engaging in research, or taking part in professional development opportunities can mean having to miss time in class. The university’s equity and inclusion training team makes use of class time to offer educational sessions covering a wide range of topics when faculty and instructors might need to be away. These discipline-specific workshops are full of activities designed to make learning about diversity, equity, and inclusion fun and informative.
THE UNIVERSITY OF HOUSTON AND THE UNIVERSITY OF HOUSTON LAW CENTER ARE EXTREMELY PROUD TO BE THE RECIPIENTS OF THE HEED AWARD FOR THE 4TH STRAIGHT YEAR IN A ROW.

We have one of the most diverse student bodies of all public research universities in the nation. Our students, faculty and staff work together to ensure that diversity and inclusion are woven into everything that we do. The University of Houston is proof that diversity and excellence are not mutually exclusive.
**BLACK HISTORY MONTH**

*Greenville Technical College* celebrated Black History Month by joining with engineering and construction company Fluor to present a special conversation with Andrew Young, former ambassador to the United Nations. Young discussed his early days with the civil rights movement, his work with Dr. Martin Luther King Jr., race relations then and now, root causes of poverty, and diplomacy. The event was designed to bring people together for meaningful dialogue, expand students’ perspectives as they prepare to enter the workforce, and provide the audience with the necessary tools to have respectful interactions with individuals who may be different from them.

**DIAMOND AWARDS-NATIONAL WOMEN’S HISTORY MONTH**

*El Paso Community College* (EPCC) diversity and inclusion programs established the Diamond Awards with the purpose of recognizing the important contributions, commitment, and excellence in service by full-time female employees. A committee that represents each employee classification of the college selects 40 winners. This program is now in its 11th year, and the goal is to celebrate the achievements of all full-time female employees at EPCC, providing the winners with a special day of appreciation. Each awardee receives a diamond-shaped statue and is recognized and celebrated at a luncheon.

**THE CROSS CULTURAL AND GENDER CENTER RETREAT**

The *California State University, Fresno* retreat is a three-day residential experience that facilitates a successful transition for incoming students. Through intentional cultural programming and cross-cultural activities, the retreat provides an opportunity for students to establish a sense of belonging on campus, develop leadership skills, increase cultural awareness, build a social support system, and learn strategies for being a successful student. A signature activity of the retreat is the diversity dinner where the wearing of cultural attire is highly encouraged.

**UNLIKELY ALLIES IN THE ACADEMY**

Based upon the book *Unlikely Allies in the Academy: Women of Color and White Women in Conversation*, this multi-module series creates opportunities for intragroup dialogue (among those with the same racial and ethnic identities), and intergroup dialogue (between those of differing identities) with the goal of cultivating bonding and bridging capital among the *University of North Texas* community. Piloted in the fall of 2016, the series began with campus visits from Dr. Karen Dace, the book’s editor, followed by sessions with some of the book’s contributors. By demand, the series evolved into a dialogue-based curriculum exploring commonalities and barriers that affect coalition building.
Named one of the most diverse universities in the nation by the Wall Street Journal, CSUN delivers award-winning undergraduate and graduate programs to nearly 40,000 students annually. A social elevator and national leader in granting bachelor’s degrees to Latinx students and enrolling deaf and hard-of-hearing students, CSUN has developed many programs to positively impact students’ lives. Established in 2014 and re-funded in 2019 by a combined $41 million in grants from the National Institutes of Health, CSUN’s BUILD PODER is one of the nation’s largest biomedical research training programs. Under the auspices of the NIH Diversity Program Consortium, BUILD PODER is one of 10 NIH-funded BUILD sites that train undergraduates to become biomedical researchers. CSUN is where individuals rise — and through them, we all do.

Visit CSUN.EDU to see how we make a world of difference for our students and all of Southern California. Apply today to join our dynamic team of educators and professionals.
STATE OF DIVERSITY ADDRESS
In March 2019, the inaugural State of Diversity Address was presented by Bryan Samuel, PhD, chief diversity and inclusion officer (CDIO) at Kansas State University (K-State). Attendees heard updates on diversity advancement and engagement initiatives throughout the university, future directions for the K-State 2025 Strategic Action and Alignment Plan, and information on continuing priorities and opportunities for diversity and inclusion. All participants, both in-person and livestream, were able to engage with university president Gen. Richard Myers, the CDIO, and all members of the president’s cabinet in a question-and-answer session focused entirely on diversity and inclusion efforts at K-State.

LGBTQ LATINX HEALTH
The University of Central Florida, a Hispanic-Serving Institution, honored Latinx Heritage Month this year in part with an LGBTQ Latinx Health discussion. The conversation featured speakers from the Orlando LGBTQ community centered on HIV/AIDS. Participants talked about healthcare for Latinx communities and mental healthcare after the 2016 shooting at the Pulse nightclub in Orlando. The discussion was hosted by the Pride Faculty and Staff Association.

COMMITMENT TO VETERANS AND MILITARY STUDENTS
Winston-Salem State University (WSSU) showed its commitment to veterans and military students by recognizing 99-year-old World War II veteran Elizabeth Barker Johnson on stage during its commencement ceremony on May 10. Johnson — part of the 6888th regiment, the first African American Women’s Army Corps battalion to serve overseas during World War II — was unable to attend her graduation in 1950 because she was teaching school in Virginia and could not get a substitute teacher. She was also recognized by the WSSU Army ROTC program. Johnson’s story was covered by television and print outlets across the nation, including NBC’s “Today” and Fox News.

BRIDGE TO THE FACULTY
Bridge to the Faculty at University of Illinois at Chicago (UIC) is a new postdoctoral program designed to recruit underrepresented scholars with the goal of transitioning them to faculty members after two years. This initiative aims to attract promising scholars to UIC as well as diversify our faculty, emphasizing departments with few or no faculty who are underrepresented in their field. Resources for the postdoctoral positions will be provided by the chancellor. UIC is recruiting 10 postdocs for the 2020 academic year in anthropology, chemistry, educational psychology, French and Francophone Studies, math, museum and exhibition studies, pharmaceutical sciences, philosophy, public administration, and urban planning and public policy.
Hillsborough Community College Congratulates All 2019 HEED Award Colleges and Universities!

OUR WORK IS AUTHENTIC!

BLACK & LATINO MALES IN COLLEGE: Taking Care of Business!

14th Annual National Summit
March 6-9, 2020 • Tampa Convention Center

Registration NOW OPEN
Call for proposals
www.bbcbsummit.org

Student-centered engagement; inclusive policies, faculty and staff recruitment, governance, and activities, and more, for successful graduation of our students!
The Nancy Randolph Davis Sculpture and Memorial Highway

In January, Oklahoma State University dedicated a life-size statue of Nancy Randolph Davis, honoring her legacy as the institution’s first African American student. The statue represents Davis in her graduation cap and gown, stepping over a threshold. It memorializes her courage when, 70 years ago in 1949, she crossed racial barriers and state law to enroll at then-Oklahoma A&M. She became the symbol that education is for everyone, creating a pathway and opportunity for all. The state also recognized Davis by naming a three-mile stretch of Interstate 35 in her honor.

The Anne Frank Project (AFP)

Buffalo State College’s AFP initiative is now in its 11th year. A two-day social justice festival, AFP mixes artistic performances with workshops led by genocide survivors, marginalized individuals, and others to encourage conflict resolution, community-building, and identity exploration. The inspiration for AFP was a 2006 production of The Diary of Anne Frank that featured a Rwandan girl whose life mirrors that of a Holocaust victim. AFP has since expanded into an annual festival that draws thousands to campus, with ongoing drama-based educational workshops in the Buffalo public schools and trips to Rwanda each summer where students train teachers in the drama-based education model.

The Black Diamonds Conference

Black Diamonds is a collaborative effort between educational institutions, community organizations, corporate partners, and individuals that provides opportunities for continuous development among African American women and girls in Northeast Ohio. The annual two-day Black Diamonds conference at Cuyahoga Community College offers a series of workshops that deliver information related to mental and physical well-being, career opportunities and readiness, academic success, and financial literacy.

Diversity Day

Diversity Day at Southern Illinois University Edwardsville (SIUE) is a celebration of the institution’s past, present, and future as it relates to the core values of citizenship, wisdom, and inclusion, which are demonstrated in the day’s theme: “From Awareness to Action, SIUE Shaping a Changing World.” Diversity Day is an educational day that includes music, art, discussions, guest speakers, presentations, posters, and even cuisine representing the ethnic roots of SIUE’s students. The university does not just embrace the values of diversity and inclusion; through efforts like Diversity Day, it also demonstrates its commitment to a campus environment that has a sense of belonging for all people.
Texas Christian University is proud to be recognized as a HEED Award winner for the second year in a row.

Promoting diversity, equity and inclusion is a priority; it’s even a foundational theme in our new strategic plan, *Vision in Action: Lead On*. Together, we’ll continue to champion change on campus and beyond.

Learn more about TCU’s commitment to building a community for all at [Inclusion.TCU.edu](http://Inclusion.TCU.edu).
Campus Life
Images from the 2019 HEED Award recipients

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

— Rice University President, David W. Leebron
Partnerships with Social Justice Organizations

Framingham State University has established several partnerships with local, regional, and national organizations that assist in responding to national trends and incidents of hate that have occurred on campus. Last year, the university partnered with ADL, formerly the Anti-Defamation League, Lawyers’ Committee for Civil Rights, and the Smithsonian to host programming on “Hate Activity on College Campuses,” “Defining Hate Crimes on College Campuses,” and the virtual symposium “Dialogues across the Puerto Rican and Caribbean Diaspora,” respectively.

“Know Your Rights” (KYR)

University of Louisville’s (UofL) Brandeis School of Law students and community volunteer groups provide KYR sessions at Kentucky’s largest immigration detention center. KYR materials assist detained individuals who do not have an attorney, and volunteers also interview them, possibly leading to pro bono legal representation in a limited number of cases. The KYR program is a collaboration with the National Immigrant Justice Center and is facilitated under the leadership of professor Enid Trucios-Haynes, JD, co-director of the law school’s Brandeis Human Rights Advocacy Program and director of UofL’s Muhammad Ali Institute for Peace and Justice.

The Audre Lorde Social Justice Living Learning Community (Audre Lorde SJ LLC)

The Audre Lorde SJ LLC at the University of Kentucky is a living-learning community that offers students a distinctive opportunity to develop their understanding and advocacy for intersecting identities such as race, ethnicity, sexual orientation, and gender identity through a social justice lens. Students who participate in the community have the ability to engage in tailored co-curricular programs and a host of dynamic course offerings that help them reflect on their own identities and others’ experiences. Students live in the same residence hall area and develop a set of community standards so that all members of the community feel supported.

Leaders for Equity, Advancement and Diversity (LEAD)

Maryville University’s LEAD program is a council made up of 32 students who have an executive role in a cultural or social awareness student group on campus. Participants directly communicate with school administrators, faculty, and staff as they promote multicultural awareness and a welcoming campus environment. Through their work, they are creating spaces for the majority of students on campus to learn about cultures and identities different from their own. In doing so, participants gain important career skills and develop a network of support.

Multicultural Leadership Summit

The annual Multicultural Leadership Summit at Florida State University focuses on building a foundation of knowledge that enhances student success in leadership in the areas of multiculturalism and social justice. During the event, participants learn about their identities and how these identities affect the way the students choose to show up in the world. Participants are empowered to be agents of social change in the global community.

Through the Survivors’ Lens

Through the Survivors’ Lens at Ohio University is a survivor-centered, arts-based event which provides a compelling, visual means for provoking thought and reflection on survivorhood. Using the methodology of PhotoVoice, organizers worked with survivors of sexual assault, domestic violence, dating violence, stalking, and harassment to capture photographs of what survivorhood and trauma looks like. Fifty-two photographs were displayed from 20 different survivors. Accessibility is a core part of the exhibit, and braille is provided, as are audio recordings with item descriptions of the photographs. Organizers are working with other partners to create a virtual reality online exhibit of Through the Survivors’ Lens.
#1 IN THE NATION FOR THE UPWARD MOBILITY OF OUR STUDENTS

2019 HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
EMBRACING DIVERSITY AND INCLUSION

Your opportunity to GO FAR begins at Seminole State!

GO STATE. GO FAR.

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Seminole State College of Florida thanks INSIGHT Into Diversity for its sixth consecutive HEED award, recognizing the inclusive excellence brought to the student experience by faculty and staff.

WASHINGTON STATE UNIVERSITY
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WSU Vancouver is committed to equity-mindedness, cultural responsiveness and inclusive excellence.

MAKE AN IMPACT.
BE A VANCOUG.

43% of students are first in their family to attend college

students of color represent 28% of total enrollment

View open faculty positions at vancouver.wsu.edu

THE 2019 HEED AWARDS

SOCIAL JUSTICE & ACTIVISM

SUPPORT FOR SMALL, MINORITY, AND WOMEN ENTREPRENEURS

The Hillsborough Community College (HCC) Office of Procurement strategically provides extensive outreach with small, women and minority business entrepreneurs (W/MBE) to level the playing field in contracting and purchasing in an open access marketplace. HCC encourages W/MBEs to participate in all contracting, subcontracting, and joint venture opportunities. For example, during the recent ribbon-cutting ceremony for the Drs. Kiran and Pallavi Patel Allied Health Building at HCC’s Dale Mabry Campus, it was noted that the project was completed on time and under budget. This state-of-the-art medical technological facility used six W/MBE firms, which were integral to this success.

NEXT STEP RETREAT

Union College, NY will participate in its sixth year of the Next Step Retreat, an annual event that gives students a forum to develop knowledge and skills to become better change agents, leaders, and activists in regard to diversity, equity, power, privilege, prejudice, and discrimination. The mission of Next Step is to create a safe and inclusive yet challenging experience for students, staff, and faculty, where issues of social injustice and oppression are discussed honestly and openly through each others’ experiences and stories.

MEMORIAL TO AFRICAN AMERICANS ENSLAVED BY WILLIAM & MARY

Like so many other institutions of higher education, north and south, William & Mary’s hidden history includes a slaveholding past. After an international competition to solicit ideas, the university selected a concept for the Memorial to African Americans Enslaved by William & Mary as a way to acknowledge this harsh fact. The concept, created by 2011 graduate William Sendor, is titled “Hearth” and resembles a brick fireplace, representing both a place of work for the enslaved as well as a place of gathering and community. Now that a concept has been selected, a building committee with faculty, staff, students, and Board of Visitors representatives will hire an architect to develop the design.
all genders.
all colors.
all religions.
all nationalities.
all backgrounds.
all people.
all BOBCATS.

We are honored to accept the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award, for the second consecutive year, in recognition of OHIO’s commitment and progress.

www.ohio.edu
Community Outreach

Trailblazer Awards
In honor of Black History Month, the University of West Florida partners with local community organizations to recognize nine community members who inspire and empower locals. Individuals and organizations are selected for the Trailblazer Award based upon their contributions in the areas of education, community service, leadership, activism, and volunteerism. A signature Trailblazer Award is also presented to an individual who has an impact on multiple aspects of the community.

Partnerships with Community Organizations
Seminole State College of Florida partners with six community organizations whose missions enhance the college’s goals. With the Hispanic and African American Chambers of Commerce, the college hosts events to enhance supplier diversity and build alliances for legislative initiatives. With the Central Florida Disability Chamber, it recruits veterans with disabilities for faculty and staff positions. With the National Association of Women Business Owners, the college adds women business owners to its speakers’ lists and advisory boards. With Delta Sigma Theta and the City of Sanford MLK 2020 Commission, Seminole State attracts African American students. Net results include increased diversity in employment, enrollment, and community support.

Events for the Hispanic and Latino Community
Pikes Peak Community College (PPCC) sponsors various multicultural events in the Pikes Peak region of Colorado for student recruitment and community outreach. Events include the Cinco de Mayo Scholarship Gala, the Latino Community Luncheons, and the Hispanic Chamber of Commerce of Colorado Springs Business meetings. PPCC helps undocumented students and their families better understand immigration rights and the Deferred Action for Childhood Arrivals program. It also supports the Colorado Advancing Students for a Stronger Economy Tomorrow In-State Tuition program that was created to financially assist undocumented students. The college hosted several campus visits in Spanish for students and families to learn more about enrolling and the collegiate experience.

College of Architecture Collaboration with the Brazos Valley African American Museum
Texas A&M University’s College of Architecture collaborates with the Brazos Valley African American Museum by honoring the African American heritage of the Brazos Valley. The associate dean of the College of Architecture serves on the board of directors of the museum. Students and faculty engage in projects such as designing the museum’s landscape, recreating models of historical buildings in the community, and collaborating on fundraising and development efforts. Additionally, the College of Architecture and the museum have partnered with elementary and high school students in the community to create an art installation.

Solar Suitcase
In a physics-environmental studies hybrid course, California State University, East Bay (Cal State East Bay) students learned about solar energy design for social impact through building stand-alone solar power and lighting systems called “Solar Suitcases.” In partnership with the nonprofit We Share Solar, the suitcases were sent to energy-impoverished schools and orphanages. Cal State East Bay students also shared their knowledge at workshops in local low-income middle and high schools within the Hayward Unified School District, inspiring younger children to pursue higher education, solar careers, and global citizenship. The schools’ teachers also received training in the curriculum through Cal State East Bay, and use it to motivate learning in STEM.
COMMIT TO

A BETTER WORLD

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

It’s our commitment.

diversity.uga.edu
Center for the Advancement of Students and Alumni into Graduate and Professional Programs (CASA)

CASA at Georgia State University serves as an institutional hub that supports the progression of students from all backgrounds into PhD programs, medical school, law school, or related pathways. CASA offers mentoring, paid research opportunities, professional development workshops, hands-on seminars, career-related field trips, and standardized test preparation. In keeping with Georgia State’s approach to data-driven social impact, CASA also employs a mixed-methods quantitative and qualitative approach to identify high academic performers and high potential talent among current students and recruit them into professional pathways that ultimately lead to successful and fulfilling careers.

The Erika J. Glazer Family Dreamers Resource Center

The Dreamers center at California State University, Los Angeles (Cal State LA) is the first endowed center of its kind in the California State University system. The center supports undocumented students, often called Dreamers, through a number of programs and services aimed at ensuring their academic success and personal well-being. The center provides emergency grants, assists with Deferred Action for Childhood Arrival (DACA) renewals, provides legal consultations, and regularly engages students with a number of academic and professional development workshops and programs. The center collaborates with divisions, departments, and offices across Cal State LA and offers training to help university employees better support undocumented students.

Prevention Research Center (PRC)

With funding from the Centers for Disease Control and Prevention, the University of Maryland School of Public Health PRC is dedicated to service, teaching, and research around issues of mental health among LGBTQ communities. Its mission is to eliminate existing social injustices and associated health disparities experienced by LGBTQ persons. The center is committed to bringing awareness to these inequities as well as disseminating data, validated tools, and best practices to improve access to quality mental health care for these communities. In collaboration with LGBTQ partner organizations, the PRC will promote evidence-based training of students and mental health care providers in culturally sensitive and inclusive practices.

Old Westbury Interfaith Center

With the goal of addressing the spiritual and religious needs of the SUNY College at Old Westbury’s campus community, the Old Westbury Interfaith Center was launched in fall 2018 in the Student Union. This newly renovated space is designed to meet the needs of diverse student populations’ religious and spiritual needs. The center also provides opportunities for the Office of Counseling and Psychological Wellness Services to offer mindful meditation activities to students to combat and remove mental health stigma. The center hosts the Council of Interfaith Student Organizations that meets monthly with the chief diversity officer to address religious and spiritual diversity efforts on campus.
The Spirit of Diversity

Explore SUNY Cortland

Located in the geographic center of New York state, SUNY Cortland is committed to creating a learning and work environment that actively promotes a culture of inclusive excellence.

Learn more at cortland.edu
If you get excited about being a part of a values-driven organization that transforms the lives of students, Anne Arundel Community College provides opportunity for faculty and staff to meet the needs of a diverse student body.

With a strategic plan focused on student completion, every move we make is done with the intention of helping our students achieve academic excellence and remain engaged with their educational goals. As a three time winner of the Higher Education Excellence in Diversity award, AACC is committed to embedding the goals and values of equity and inclusion into every office, department and function of the college. Our workplace culture is rich in opportunity and positivity and provides the ability for our faculty and staff to build meaningful relationships within the community and each other.

Innovation and creativity are at the center of what we do at Anne Arundel Community College. We’re looking for forward-thinking individuals to join our team who are ready to thrive and grow with us.

Visit www.aacc.edu/employment to learn more.
MUSC is honored to be named a Diversity Champion by *INSIGHT Into Diversity* for the second year in a row and a HEED award winner for the third consecutive year.

Join national diversity and inclusion thought leaders for the **3rd Annual Inclusion to Innovation Summit**

**November 7 - 8 | Charleston, SC**

Featuring Howard Ross and Lisa Moreno, M.D.  
[education.musc.edu/diversitysummit](http://education.musc.edu/diversitysummit)
Students

PATHWAYS TO ACADEMIC SUCCESS AND OPPORTUNITIES (PASO)

PASO is a federally funded Hispanic-Serving Institution program at California State University San Marcos dedicated to increasing retention and graduation rates among Latino students by infusing culturally relevant curriculum, enhancing existing student support services, introducing innovative technological approaches, and striving to promote educational equity at the institutional level. PASO has helped to increase the number of Latino students receiving federal financial aid by 30 percent. The program recently was selected as one of 16 national finalists out of 166 nominations for Excelencia in Education’s 2019 Examples of Excelencia.

MLK ACADEMY

The MLK Academy is one of Western Michigan University’s (WMU) longest running programs designed to promote student success. The MLK Academy began in 1968 to support African American students attending WMU. This program has continued for more than 50 years and now has broadened its focus to assist first-generation students with economically and academically disadvantaged backgrounds. The MLK Academy provides academic, social, and professional development support for students from the first year of college through graduation. Participants are provided peer coaches to mentor throughout their college experience. This program is facilitated by the Division of Multicultural Affairs.

CAMPAMENTO HISPANO ABRIENDO NUESTRO CAMINO A LA EDUCACION

University of North Carolina at Greensboro’s (UNC Greensboro) summer pre-college program for students from Latinx backgrounds, CHANCE, provides first-generation, underserved Latinx high school students with a pathway to college. Through CHANCE, Latinx students engage in a weeklong college preparation and leadership skills development experience. The program offers faculty-led classes in a range of majors that track into professions following graduation. To date, 57 percent of participants have enrolled in college with a retention rate of 92 percent for those who enrolled at UNC Greensboro. These students have also achieved an average GPA of 3.3. CHANCE has served over 341 students since 2017.

LATINX PREVIEW DAY

To recognize the contributions of diverse perspectives within the student body, Mississippi State University’s Holmes Cultural Diversity Center sponsors Latinx Preview Day, an exploration program for Hispanic and Latinx students in grades 9-12. This special visit allows students to explore Mississippi State’s campus, learn about academic and non-academic resources, and engage with current Hispanic and Latinx students, faculty, and staff. Mississippi State’s Office of Admissions and Scholarships presents a free and expansive leadership conference called SPARK (Students Paving a Road to Knowledge), which is designed to assist underrepresented rising seniors in laying the foundation for their future.

NEW APPROACHES TO DIVERSITY AND INCLUSION GRANT PROGRAM

The University of Georgia (UGA) is committed to creating and improving efforts to make the campus a more diverse and inclusive community. Drawing from $300,000 in private funds dedicated by the president, the New Approaches to Diversity and Inclusion Grant Program provides between $10,000 and $25,000 to administrative and academic units for the implementation of new initiatives to enhance the academic experience of underrepresented, first-generation, rural, and other underserved students at UGA. The purpose of the grant is to expand support for underrepresented and underserved students and to develop or adopt new programs that foster an inclusive and welcoming environment for all UGA students.

A LETTER TO EVERY STUDENT

The Division of Diversity, Equity, and Inclusion at Texas Tech University (TTU) collaborates with the Office of Admissions in creating embedded messaging throughout campus communications that includes the many student-centered services. This past year, efforts included a letter from the vice president of the Division of Diversity, Equity, and Inclusion and chief diversity officer to every student admitted to TTU. The letter centered on creating an inclusive campus community that values the diverse perspectives and opportunities to thrive at TTU. TTU’s recent designation as a Hispanic-Serving Institution speaks to the success of the collaborative work in enrolling and retaining students from diverse backgrounds.

LATINX VIDEO SERIES

Starting in 2019, Central Washington University (CWU) partnered with Yakima Valley College (YVC) and the Univision affiliate in Yakima to produce Orgullo Comunitario, a weekly video series that spotlights high-achieving Latinx students who have graduated from YVC and continued their educations at CWU. The segments, in Spanish, support CWU’s commitment to diversity and inclusiveness and allow students to talk about their experiences as well as their aspirations. In addition to being broadcast during the Univision news program, the segments are posted on the Univision website.
LSU is committed to a diverse faculty, staff, and student body. Our Spring 2019 commencement class was one of the largest ever, with the greatest number of African American and Latinx graduates in university history.

LSU is a diverse campus that embraces all races, beliefs, and sexual orientations. We believe this is crucial to the growth and progress of our university, state, country, and the world.

"With six years of HEED award-winning excellence in diversity, the LSU community is honored and proud of our ongoing dedication to inclusiveness at Louisiana's flagship university."

- Dereck J. Rovaris, Sr., Ph.D.
  LSU Vice Provost for Diversity
We’re driving the change we wish to see in the world.

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

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

Northeastern University
northeastern.edu/diversity

THE 2019 HEED AWARDS

RECRUITMENT & RETENTION

EQUITY GUIDES
Augustana College instituted policies to enhance recruitment and retention of employees from underrepresented groups through training “Equity Guides.” The policies require a diverse pool of candidates; an equity guide on search committees; and diversity, equity, or inclusion questions to be included in interviews. The guide’s responsibility is to ensure issues of diversity, equity, and inclusion are factored into Augustana’s recruitment and retention strategies. Equity guides have received training related to the influence of unconscious bias, myths about merit and fit, addressing microaggressions, and ground rules for search committees.

EMERGING SCHOLARS SYMPOSIUM
East Carolina University (ECU) offers the three-day program for scholars nearing the end of their terminal degree studies and recent graduates, including postdoctoral scholars. The program is designed to diversify ECU’s faculty pipeline with emphasis on groups underrepresented in their field. Participants engage with ECU academic leaders, learn about faculty life at ECU, and showcase their research.

HIREREACH
To increase the diversity of faculty and staff, Davenport University is implementing HireReach, a collaborative, three-year initiative between West Michigan’s Talent 2025 Diversity and Inclusion Working Group and West Michigan Works! with the purpose of training employers on an evidence-based selection process. These strategies help employers to not only hire the best possible workforce but also increase diversity among their staff. The process evaluates candidates holistically, targeting skills relevant to each job and reducing the potential for unconscious bias.

FACULTY OF COLOR NETWORK
In the past three years, nearly 40 percent of new faculty members hired at Adelphi University have been people of color. Recruitment is only the first step in bringing greater diversity to faculty; equally important is engaging faculty of color in the academic life of the university. The Faculty of Color Network was created by the Office of Diversity and Inclusion and Faculty Center for Professional Excellence to support recruitment and strengthen retention efforts by promoting involvement, scholarship, and tenure. It provides networking and mentoring opportunities for faculty of color, offers research workshops, and promotes collaborative relationships with colleagues across the university.

FUTURE FACULTY DEVELOPMENT PROGRAM
This year marks the 11th anniversary of the Future Faculty Development Program at Virginia Polytechnic Institute and State University (Virginia Tech). The goal of the program is to recruit underrepresented graduate students or post-doctoral students, including individuals who identify as African American, Hispanic, Latinx, American Indian, Alaska Native, or Pacific Islander. Last year, 19 underrepresented faculty were hired at Virginia Tech.
Understanding your campus’s climate is an important step toward ensuring your institution’s future success — and that of your students and employees. Viewfinder® Campus Climate Surveys are designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators. They provide insight into what shapes the experiences and perceptions of diverse individuals on campus to help institutions create an environment where everyone feels safe, welcome, valued, and respected.

Each Viewfinder® Campus Climate Survey Includes:

- Survey administration by Campus Climate Surveys, LLC*
- PDF of survey to review and submit unlimited survey question changes, additions and deletions
- Custom email invitation sent to potential survey participants
- Reminder emails to take or complete survey
- Raw data in SPSS and/or XLS format
- Option to offer incentives for survey participants
- No hidden fees
- English and Spanish (additional fees apply for Spanish)
- Interim and final data reports

*SurveyMonkey, Inc., the platform used by Campus Climate Surveys, LLC to administer Viewfinder® Campus Climate Surveys, certifies on their website that their survey designs are Section 508 and WCAG 2.0 compliant. Most screen readers including NVDA, JAWs and Apple VoiceOver will accommodate people with disabilities.

Viewfinder® Campus Climate Survey Pricing:

- ADMINISTRATORS
  - Viewfinder® Survey
  - $4,250

- FACULTY
  - Viewfinder® Survey
  - $4,250

- STAFF
  - Viewfinder® Survey
  - $4,250

- STUDENTS
  - Viewfinder® Survey
  - $4,250

- ADMINISTRATORS, FACULTY, AND STAFF
  - Combination
  - Viewfinder® Survey
  - $5,750

- ADMINISTRATORS, FACULTY, AND STAFF
  - Health Professions
  - Viewfinder® Survey
  - $6,150

To purchase or learn more about Viewfinder® Campus Climate Surveys, visit viewfindersurveys.com or email lpearlstein@viewfindersurveys.com.
COUNSELING SERVICES
Student Counseling Services at the University of Alabama at Birmingham advocates for equity, inclusion, and access through several current initiatives and practices. Key programs that have provided specific outreach to increase access to mental health support include The Black Experience Groups, “Hey Sis Hey” for women and “Fellas Let’s Go There” for men, as well as the borderTRANS group for transgender and gender nonconforming students. A liaison program identifies specific staff as points of contact for various student identities and demographics that tend to underuse services and have increased barriers to care, including Black student groups, LGBTQ students, international students, graduate students, veterans, and TRIO students (first-generation, students with disabilities, and students with financial need).

BOARD OF TRUSTEES DIVERSITY INITIATIVE GRANTS
The Diversity Initiative grants at Eastern Washington University (EWU) provide funding for promising and high-quality faculty, staff, and student projects, including research that promotes diversity and inclusion on campus. The proposals must be for new initiatives that affect at least one of three categories: curriculum, student recruitment and retention, and campus climate. The goal is to engage members of the EWU community in continuous dialogue and action intended to build a stronger campus that is inclusive, respectful, and supportive of all of its members. Examples of projects receiving funds for the 2019-2020 academic year include the Eagle F.A.M. program, translation of admissions materials to Spanish, and the creation of a new minor in Sexuality and Queer Studies.

LEADING WOMEN@TECH
One of the major findings from Georgia Institute of Technology’s Climate Assessment Survey in 2012 was an expressed desire for targeted professional development opportunities for women on staff. This effort was echoed in the then-president’s discussion groups on inclusiveness and gender equity. The Leading Women@Tech program was launched to engage senior and emerging women leaders at Georgia Tech. The program creates empowerment opportunities for women leaders and builds a community of women who will advance the culture of inclusive excellence at Georgia Tech. It strengthens leadership ability, enhances personal and professional growth, and supports participants’ overall career development via monthly program activities.

PACK ESSENTIALS
North Carolina State University is dedicated to providing support for those who experience food or housing insecurity or both. From the Feed the Pack Food Pantry to temporary and emergency housing, the university provides resources for students across campus. Several entities offer funds for student emergencies. The program will begin certifying faculty and staff through an online training experience that provides knowledge and skills not only to ensure that the university meets students’ basic needs, but also to know what is necessary to support innovation on campus, in the state, and beyond.

LEARNING IS FOR EVERYONE (LIFE)
The University of Louisiana at Lafayette was the first four-year institution in Louisiana to offer a post-secondary program for students with intellectual disabilities. The LIFE program is a Comprehensive Transition Program that is certified and approved by the U.S. Department of Education. LIFE focuses on academic growth, career development, and community involvement through functional academic courses, internships, and on-campus organization involvement. The program is entering its sixth year this fall, and the first graduates completed it in spring 2018. In the coming years, the program is expected to expand enrollment and incorporate a residential component.

CHIEF DIVERSITY OFFICER ADVISORY BOARD
Clemson University’s Chief Diversity Officer Advisory Board is composed of corporate CDOs who provide guidance for the Division of Inclusion and Equity and inform faculty and students about competencies necessary in today’s workplace. The CDOs participate in the Men of Color Summit, allowing them to meet with underrepresented students exploring employment and internship opportunities. The board members represent a diverse range of professional, academic, and life experiences. The board provides students with a pipeline of opportunities into their organizations, which are some of America’s most successful corporations.

HUMAN SERVICES RESOURCE CENTER (HSRC)
The HSRC at Oregon State University was launched by students more than 10 years ago to serve students experiencing food and housing insecurity. Now incorporated into the Division of Student Affairs and funded by student fees, the HSRC has grown to become an important success catalyst, providing comprehensive support to low-income Oregon State students through a variety of programs including benefit navigators, a food pantry, a textbook lending library, and emergency housing.
High-Impact Experience Opportunity Fellowship is a wage replacement program that allows qualified students to receive a paycheck while participating in these programs as well as compensation for associated expenses such as room and board or equipment costs.

Community Alliance for Student Success (CASS)
CASS was created to serve traditionally underrepresented students at the University of North Florida. A presidential initiative that started this past summer, CASS is a unique program that clusters students into small teams and pairs each team with a community leader who takes them under their wing and helps prepare them for community leadership and the workforce. The program is all about building community and teams that will last from the freshman to senior year, increasing engagement in campus activities, and fostering retention. Within two weeks of registration, the program reached pilot capacity with 62 students for the fall term.

Augustana College is committed to a campus community that reflects the diversity of the world, equitable practices, an inclusive learning environment and a similar sense of belonging for all community members. augustana.edu
**Touhey Family Fellows Program**

The University at Albany recently launched the scholarship-supported Touhey Family Fellows Program. It is designed to assist students from underrepresented backgrounds pursuing graduate degrees in education and mental health by diversifying the teaching and counseling professions. It will position the university’s School of Education as a leader in creating a diverse teacher and mental health professional workforce that reflects New York’s changing demographics. The program will also provide an ecosystem of support for undergraduates through a unique set of experiences including mentoring, engagement sessions with faculty, collaborative research opportunities, and specially designated scholarships.

**The Rice Investment**

The Rice University Board of Trustees announced a new financial aid structure called The Rice Investment, which addresses the issue of affordability, especially for students from underrepresented, low-income, or first-generation college backgrounds. Beginning in fall 2019, under The Rice Investment, middle-income families will receive grant aid to cover full tuition if they earn less than $130,000 per year, and partial tuition for families earning between $130,001-$200,000. Students with family incomes below $65,000 will receive grant aid covering not only their full tuition but also all of their mandatory fees and room and board.

**Tuffy Graduation Scholars**

The Tuffy Graduation Scholars (TGS) program at California State University, Fullerton is designed to support academic success and graduation goals by providing opportunities for students to connect with peers who have similar academic interests, facilitating access to advisers, and building a sense of community. TGS participants will receive personalized and comprehensive advising support throughout their years at Cal State Fullerton. They can also count on a TGS staff member to help them navigate the academic process, major requirements, and the campus community. Scholars will receive opportunities to get involved in leadership, internships, student employment, service to community, career opportunities, and more.

**Go Blue Guarantee**

Launched in 2018, the Go Blue Guarantee at the University of Michigan - Ann Arbor makes college more affordable for Michigan families with annual incomes of $65,000 or less and assets below $50,000 by providing financial aid packages totaling, at a minimum, the cost of tuition and mandatory university fees. During winter 2018, 1,687 students were identified as eligible and collectively received over $11 million in institutional support for that term. In fall 2018, 95 percent of eligible in-state undergraduates received institutional aid and 85 percent paid no tuition. Marketing for the program promotes the significant funding available for Michigan residents.

**The Chancellor’s Scholars Program**

The Chancellor’s Scholars Program at West Virginia University is a partnership with the West Virginia Higher Education Policy Commission (HEPC). The financial support provided by HEPC’s Chancellor makes doctoral degree completion a reality for many underrepresented students. Since the program’s inception, participation in doctoral programs at WVU by underrepresented scholars has increased more than five-fold. Alumni of this program have gone on to serve as successful faculty and academic administrators across West Virginia and around the country. Graduates of this program have proudly filled the gap by becoming role models for many students of color.
ARKANSAS STATE UNIVERSITY

2018 & 2019
Higher Education Excellence in Diversity (HEED) Award Recipient

Advancing Diversity and Community Engagement

INCLUSION

AState.edu
Negating Hate Digital Quilt
The word “inclusion” is at the base of a new “Digital Quilt” called “Negating Hate” on Millersville University’s website. The webpage serves as a visual collection of inclusive, supportive statements from members of the campus community. All are encouraged to submit their own statement and contribute to the patchwork of positivity that is growing there. The ultimate goal is that this Digital Quilt will continue to grow and live on in perpetuity as a symbol of Millersville’s mission and focus on diversity.

Building a Community of Equity Professional Development Program (BaCE)
Designed for staff, faculty, and administrators at Washington State University Vancouver (WSU Vancouver), BaCE provides conceptual and practical frameworks, self-reflection, and group discussion, skill-building, and action steps to align with and advocate for equity throughout the campus community. BaCE facilitates Goal 4 of the WSU Vancouver strategic plan to promote an ethical and socially just society through an intentional commitment to equity, diversity, and inclusion. Specifically, BaCE supports the following commitments: ensuring equitable opportunities and outcomes for students, infusing equity throughout the campus structure and working toward equity in all aspects, and building and maintaining a safe and welcoming environment for all.

Orientations for Students of Color
Grand Valley State University (GVSU) hosts orientations designed for students of color prior to the start of the fall semester. Laker Familia Orientation, serving those who identify as Latinx and Hispanic, recently held its sixth orientation. This is the third year for Black Excellence Orientation, for students who identify as Black or African American. Using similar models, both orientation programs hosted dinners for parents and guests, team-building activities, and opportunities to network with current students, faculty, and staff members. More than 200 first-year students participated in August 2019. After orientation, programs like Brothers: Black Male Scholars, Laker Familia, Niara (for women of color), and Queer Connections support students throughout their GVSU journey.
THE GOAL OF A UNION COLLEGE EDUCATION IS NOT TO ENTER WITH A LIFE PLAN AND AVOID ANYTHING THAT COULD POSSIBLY DISRUPT IT. RATHER, THE POINT IS FOR STUDENTS TO FIND OUT WHO THEY WANT TO BE BY EXPLORING MANY PATHS. MANY OF US KNOW THAT IT WAS A COURSE WE DID NOT WANT TO TAKE THAT OPENED OUR EYES TO A NEW PATH OR HELPED US BETTER UNDERSTAND WHY THE PATH WE WERE ON WAS THE RIGHT ONE.

—INAUGURAL ADDRESS, SEPTEMBER 8, 2018
Limitless Opportunities

LEARNING SHOULDN’T BE LIMITED TO CLASSROOMS ON CAMPUS—OR TO SELECT STUDENTS.

Exploring the world beyond campus boundaries helps shape our students into well-rounded, well-prepared global citizens. We extend such life-changing and immersive learning experiences to all because limitless opportunities produce limitless possibilities—for our students and for the world.
At Oregon State University, we don’t avoid hard conversations, we look forward to them.

We’re working every day to build a welcoming community for every student and employee who walks through our doors.

This commitment to diversity is woven into the work being accomplished every day across our campus. We’ve invested in seven cultural resource centers and created channels for leadership to root out and address disparities in our education system, wherever they exist.

When it comes to inclusion, we’re in it for the long haul.

Will you join us?

diversity.oregonstate.edu

INSIGHT Into Diversity

STUDY ABROAD SCHOLARSHIPS

Studying abroad can be a life-changing experience and we know that institutions of higher education and corporate recruiters see the value in how these opportunities enhance teamwork and cultural competency skills. A study abroad experience is one of the most dynamic ways to make your résumé stand out as you look to gain experience in your field of study and as you enter the workforce.

INSIGHT Into Diversity is committed to improving educational equity for all students, but especially those from underrepresented backgrounds who may not traditionally be afforded the ability or opportunity to participate in a study abroad program.

We are awarding a $2,000 scholarship to five individual students currently enrolled in a baccalaureate-granting institution, graduate school, or health profession school. Currently, the international education programs you can apply for are for Summer 2020 and Fall 2020.

Visit insightintodiversity.com/scholarships to apply.
As an urban campus in the heart of a vibrant city, IUPUI embraces the varied backgrounds of its students, faculty and staff.

The Division of Diversity, Equity and Inclusion at IUPUI oversees diversity initiatives campuswide.
Proud recipient of the Higher Education Excellence in Diversity (HEED) award 6 years in a row.

“The diversity of our campus community is a core value and strength”
- President Joseph I. Castro

It's what makes us great!

Committed to diversity, equity and inclusion in everything we do

Our December 2019 Issue:
The Health Professions HEED Awards

Our next issue will recognize the 43 recipients of the INSIGHT Into Diversity 2019 Health Professions Higher Education Excellence in Diversity (HEED) Award for their outstanding commitment to diversity and inclusion.

The advertising deadline is November 1.
To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.
Cal State San Bernardino Celebrates National Hispanic Heritage Month
By Mariah Stewart

California State University, San Bernardino (CSUSB) went all out on festivities for Mexican Independence Day to kick off the celebration of National Hispanic Heritage Month, which runs from September 15 through October 15. The free public event attracted roughly 500 participants and was organized in partnership with the Mexican Consulate of San Bernardino, the university’s Latino Education and Advocacy Days (LEAD), Associated Students Incorporated, the student government, local businesses, school districts, faith-based organizations, elected officials, and entertainers.

“I am pleased that we are celebrating the anniversary of the independence of Mexico. ¡Viva México! ¡Viva México! ¡Viva México!” CSUSB President Tomás Morales said during the celebration.

During the event, professor Enrique Murillo, director and founder of LEAD and the chief organizer of the CSUSB’s celebration, was honored for his contribution to the university, “especially in addressing the educational equity in the specific needs of Latino education and his leadership in raising the profile of CSUSB as an institution committed to diversity, inclusion, and student success,” Morales said.

CSUSB held events throughout the month of September honoring the contributions of its Hispanic students, alumni, faculty, and staff with festivities as well as discussions of current events and issues affecting the Hispanic and Latinx community.
I am made of welcoming support.

At South Carolina, every student is welcomed like family. A first-generation college student, Sam Wilson was unsure of himself when he first arrived on campus to study electrical engineering. But with the support of his family — and his new Gamecock family — he’s found a second home. Now a multicultural student mentor, Wilson is helping welcome other students who find themselves in the shoes he once wore.
A diverse University community is essential to achieving academic excellence. Fostering the uninhibited exploration of competing ideas and beliefs—expressed by people of different backgrounds and perspectives—makes possible the distinct brand of scholarship, learning, research, and public service that are Columbia’s reason for being.