Top Colleges for Diversity

The 2020 Higher Education Excellence in Diversity Award recognizes the efforts of 90 institutions that celebrate and encourage diversity and inclusion across their campus.
As one of the nation’s largest universities, we offer 106 bachelor’s, 88 master’s, and 36 doctoral degree programs. By providing access, welcoming diversity, and strengthening our collaborations, UNT’s faculty and staff work each day to prepare students for the challenges they will meet in our changing world.

UNT recently achieved HSI and MSI status and is a Top U.S. Public University on the Rise with record high enrollment and increased retention rates for both new first-year and transfer students.

The University of North Texas is proud to be an INSIGHT Into Diversity HEED Award recipient for the third consecutive year.
A 2020 HEED Award recipient and a four-time Diversity Champion, Oklahoma State University continues to build on its commitment to diversity and inclusion.

Over the past decade, OSU has seen a 90% increase in enrollment of students of color, a 99% increase in this population earning an OSU bachelor’s degree, and a nearly 90% increase in faculty of color.

OSU is one of seven institutions to have earned the award nine consecutive years — and the only one in Oklahoma — to receive the HEED Award nine years running.

These distinctions recognize progress, even as we recognize the call to do more.

We are proud of this university, the mission it represents, and all that’s to come. At OSU, we cultivate Bright Minds for a Bright Future and the Brightest World for All!

That’s the Cowboy way.
For Her Passion, She Persisted.

For Texas A&M University student Rosemary Martinez, faith and values have helped her plot a path from hardship and struggle to find her true calling: nursing.

After her post-bachelor-degree decision to join the Army, she persisted in continuing her education so that she could give back, serving her community and others in need.

For her, nursing is a beautiful balance of cognitive decision making and empathetic care. It’s top of mind daily as she continues to fight for those she serves - as a soldier, a mom and a nurse.

PERSEVERANCE ON EVERY FRONT.

ROSEMARY MARTINEZ
Nursing Student
Texas A&M College of Nursing

TEXAS A&M UNIVERSITY
FEARLENSFRONT.COM
A Message From the Big XII Association of Diversity Officers in Higher Education

Online Platform Helps College Students Make Their Vote Count
By INSIGHT Staff

Students and Advocates Combat Rise in Anti-Asian Discrimination
By Lisa O’Malley

Creating Impactful Service-Learning Programs for College Students through YMCA Partnerships
By Melina Gehring, PhD

4 Things CDOs Think You Should Know About Diversity, Equity, and Inclusion Work in 2020
By Lisa O’Malley

Deaf and Hard of Hearing Community Suffers from Dearth of Diverse Interpreters
By Mariah Stewart
Clemson University has been ranked among the top public universities in the nation for the past 12 years by U.S. News & World Report (2020). The University promotes a diverse campus environment and innovative programs to foster inclusive excellence in education, business and employment.

- The **Clemson University Men of Color National Summit** works to close the opportunity gap for African American and Hispanic males. [clemson.edu/menofcolor](https://clemson.edu/menofcolor)

- **Tiger Alliance** is a program that mentors and prepares high school men of color and other underrepresented young men for college entrance and success. [clemson.edu/inclusion/summit/tiger-alliance.html](https://clemson.edu/inclusion/summit/tiger-alliance.html)

- The **Call Me MISTER®** program increases the pool of available teachers from broader, more diverse backgrounds. [clemson.edu/education/callmemister](https://clemson.edu/education/callmemister)

- The **Emerging Scholars** program helps establish a college-going culture among students in school districts along the state’s I-95 corridor. [clemson.edu/academics/programs/emerging-scholars](https://clemson.edu/academics/programs/emerging-scholars)

- The **Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students’ needs while providing diverse and experiential-learning opportunities. [clemson.edu/centers-institutes/gantt](https://clemson.edu/centers-institutes/gantt)

- The **Charles H. Houston Center for the Study of the Black Experience in Education** conducts research and assesses programs that impact the educational experiences of African Americans. [clemson.edu/houston](https://clemson.edu/houston)

- The **Clemson Career Workshop** summer program supports college readiness of high-achieving students from diverse populations. [clemson.edu/centers-institutes/houston/clemsoncareerworkshop](https://clemson.edu/centers-institutes/houston/clemsoncareerworkshop)

- **Creative Inquiry** combines engaged learning and undergraduate research experiences that are unique to Clemson University. [clemson.edu/ci](https://clemson.edu/ci)

- **PEER (Programs for Educational Enrichment and Retention)** provides collaborative experiences for underrepresented students in science and engineering. [clemson.edu/cecas/departments/peer-wise](https://clemson.edu/cecas/departments/peer-wise)

**Creating a framework for excellence that incorporates diversity at its core while linking the quality of the educational experience.**

[clemson.edu/inclusion](https://clemson.edu/inclusion)
In Brief

10 Diversity and Inclusion News Roundup

New Directions

16 Leaders on the Move

Monthly Observance:
National Native American Heritage Month

28 Eradicating Native American Mascots Is a Victory, but Racial Justice Efforts Must Continue
By Mariah Bohanon

Closing INSIGHT

82 Remembering Justice Ruth Bader Ginsburg, Trailblazer for Gender Equality
Kansas State University is taking a stand against racial injustice by building on our unique past, acknowledging our challenges and looking toward the future.

Wildcats are not afraid to stand up for what is right. #BlackLivesMatter is a call for action and commitment that unites the entire K-State community as we work to fight prejudice and champion access and opportunities for each member of our community.

K-State recognizes the power of education and its impact on equity, inclusiveness and belonging, as well as our responsibility to not only examine our practices and policies but improve them where needed.

We are determined to build a more equal and inclusive community by:

• Empowering the voices of our students, faculty and staff through Community Action Talks.

• Utilizing home games as Unity Games in all sports to show support that Black Lives Matter.

• Implementing the President’s Action Plan for a More Inclusive K-State.

• Engaging the public in conversations about social and racial justice.

Kansas State University is committed to looking inward and ensuring that we are fulfilling our core values and holding ourselves accountable. Together, Wildcats will.

Find a circle of support.
k-state.edu
September 25, 2020

The Big XII Association of Diversity Officers in Higher Education acknowledges the pain, hurt, confusion, and hopelessness many people have been feeling following the ruling in the Breonna Taylor case. This past Wednesday was a day filled with emotion — sorrow, anger, fear, frustration, and grief. Today those may still exist. Unfortunately, we recognize these feelings have become all too familiar, particularly given the multitude of recent occurrences of social injustice, intolerance, and hatred across our nation.

We encourage you to take time to validate your feelings, and please know that you are loved, you matter, and you have a host of faculty, staff, and students on your campuses who care about you. Know also that whatever may come, the work for equity, inclusion, and justice will continue. We will continue to be at the forefront of our institutions’ efforts, and you remain in our thoughts, and serve as motivation, and the inspiration of our work every day. We hope you are protecting your minds and spirits. Emotional and physical exhaustion from racial battle fatigue is real. You don't have to be Black or a woman to feel these emotions — they can be felt by all. The intersections of who we are as campus communities become ever more evident when we empathize with each other.

Know that we continue working while you take a moment to breathe deeply, recenter your minds and spirits, and focus on the task at hand to complete your journey on campus and beyond. As administrative leaders at our respective institutions, we are passionate about past, present, and future issues of diversity, equity, and inclusion. Our roles across Big XII campuses position us to continue facilitating critical dialogues and communications among key stakeholders. Our unified voices, infused with an unprecedented resolve, are working together to better cultivate and strengthen our respective efforts to foster a genuine and authentic sense of belonging and inclusion across every Big XII institution.

We believe our institutions can individually and collectively shine as beacons of hope and what is possible in this set of circumstances that will prepare us all for a better and brighter future!

Yours in service,

Carol A. Sumner, Ed.D., Texas Tech University
Meshea L. Poore, J.D., West Virginia University
Bryan L. Samuel, Ph.D., Kansas State University
Reginald Chhen Stewart, Ph.D., Iowa State University
Jennifer Ng, Ph.D., University of Kansas
Darren D. Kelly, Ph.D., The University of Texas at Austin
Malcolm B. Foley, M. Div., Baylor University
Jason F. Kirksey, Ph.D., Oklahoma State University
Darron Turner, Ed.D., Texas Christian University
Belinda Hyppolite, Ed.D., University of Oklahoma
BIPOC Is Inclusive Term for Non-White Populations

Among the social issues that the ongoing racial justice movement has brought to the forefront of public discourse is the need for more inclusive terminology when it comes to diverse populations. Recently, “BIPOC”—which stands for Black, Indigenous, and People of Color—has become the preferred term when referring to ethnicities and races other than White.

The acronym (pronounced “bye-pock”) is meant to replace the vaguer term “People of Color” (POC) in an effort to place attention on the individual communities of color that experience racism. BIPOC and POC are not considered synonyms and should not be used interchangeably.

“POC is used to encompass all non-white people. BIPOC aims to offer more nuance and inclusion than POC,” PR News Online reports.

The earliest record of BIPOC is a 2013 tweet by Twitter user @GrindToronto, according to The New York Times. The acronym has grown in popularity in recent years due to its ability to eliminate the problematic and incorrect assumption that “all people of color experience racism equally,” Cindu Thomas-George, a professor of communication at College of Lake County, explains in an educational YouTube video from February 2020.

“People of color’ really generalizes and clumps all experiences of very different communities of color into one term and one label,” Thomas-George, who is also the founder of and principal trainer for Shakti Diversity and Equity Training, states in the video. “Another issue with the term POC is that it doesn’t acknowledge the oppressive histories and experiences of Black Americans and Indigenous people in this country.”

Others are not as supportive of adopting the term BIPOC and question why certain groups are not directly placed in the acronym.

The organization Showing Up for Racial Justice DC (SURJ) drew attention to the fact that Latinx people are not explicitly included in BIPOC in a September blog post titled “Wondering about the L in BIPOC.”

SURJ points to the history of racial violence that Black, Indigenous, and Latinx people have endured and highlights how ‘Latinx’ can be viewed as referring to both racial and ethnic identities. “Latinx can be seen in any and all components of the term BIPOC,” the group writes.

Other opponents to the use of BIPOC disagree with acronyms or phrases in general that they say lump all ethnicities and races together as a monolithic group. Sylvia Obell, host of the podcast “Okay, Now Listen,” told The New York Times that she wants people to take the time to say the different names of all groups commonly referred to as people of color or BIPOC.

“[BIPOC] allows people to play it safe and not leave anyone out, and it also allows you to not have to do the work,” Obell told the newspaper. “Take the time to say [B]lack, Latinx, and Asian. Say our names. Take the time to learn. Show me that you know the difference.”

Despite these criticisms, BIPOC has become a preferred term for many diversity professionals, scholars, and activists. It is also increasingly common in mainstream media and the public lexicon. INSIGHT, along with many other publications, will be adopting the term going forward in an effort to be as inclusive, supportive, and respectful as possible of the preferred terminology of underrepresented populations.
RIT named 2020 HEED and Diversity Champion Recipient

Keepers of a legacy.

RIT is proud of our link to the great Frederick Douglass. We honored his legacy with the unveiling of his sculpture on Friday, October 2nd, 2020.

Advancing social justice, building on our achievements.
Arizona State University’s Watts College of Public Service and Community Solutions (ASU Watts College) has partnered with the Volcker Alliance, a nonprofit dedicated to educating and inspiring future government workers, to launch the Next Generation Service Partnership (NextGen Service), a nationwide initiative to encourage undergraduates to pursue public service careers.

The Volcker Alliance was founded by Paul Volcker, who worked in the U.S. federal government for nearly three decades and spent two terms as chairman of the Board of Governors of the Federal Reserve System from 1979 to 1987.

The initiative consists of a cohort of colleges and universities working together to share best practices that tie into ASU’s Public Service Academy (PSA) model. This approach to undergraduate engagement encourages the union of public, nonprofit, and private sectors. It trains military and civilian students using special curriculum focused on leadership and social impact, cross-sector service internships, and enrichment activities such as retreats and seminars that build leadership experience.

ASU is the first higher education institution in the country to launch a public service academy of this nature.

“The Public Service Academy answers our nation’s call for a new type of leader, a character-driven leader armed with the courage to cross sectors, connect networks, and ignite action for the greater good,” the ASU website states.

According to the Volcker Alliance, the NextGen Service initiative’s goals are as follows:

- Foster collaborative planning and learning between schools of public service and other academic units and departments across campus
- Provide technical assistance and resources to help schools of public service accelerate planning and implement innovative undergraduate programming quickly and effectively

NextGen Service is operated through two tiers. Tier one is the Information Sharing Network. Leaders from any public service school can join and participate in a series of webinars and interactive sessions on ASU’s PSA model and other approaches to public service education.

Tier two, launched in July, is known as the Active Planning Cohort. In this tier, NextGen Service selects schools that are actively implementing undergraduate public service programs that emulate the PSA model. Member schools have access to and support for one year from NextGen Service.

“NextGen Service will give universities around the country the guidance and resources they need to better support their undergraduates’ drive to make a difference in careers of public service,” ASU President Michael Crow explained in a recent statement.

Through this service, schools will gain resources to inform and accelerate planning and implementation efforts for their public service programs, including seed funding, strategic planning, project management support, facilitation, engagement of thought partners, documentation and synthesis, communications strategy assistance, and organized opportunities for peer-to-peer learning.

As of August, four universities have joined the cohort: The City University of New York, Georgia State University, Indiana University, and University of Nebraska Omaha.

“The civil unrest and pandemic we are currently experiencing are examples of the need to train the next generation of leaders to be effective across sectors,” Craig Maher, PhD, director of the University of Nebraska Omaha School of Public Administration, said in a statement. “Having the ability to partner with the Volcker Alliance and Arizona State University means that we have access to resources that will enable us to get this program up and running at a much quicker rate.”
UAB inspiring equity and inclusive excellence every day.
California voters will have the opportunity to repeal a 24-year-old ban on affirmative action when they head to the polls on November 3.

Several recent lawsuits on behalf of White and Asian American/Pacific Islander (AAPI) students have attempted to ban race-based admissions. In August, the U.S. Justice Department (DOJ) sided with students who accused Yale University of discriminating against Whites and Asian Americans. Harvard University won a lawsuit last year alleging bias and discrimination in admissions against AAPI applicants, but the DOJ’s August announcement — which came after a two-year investigation — casts doubt on how Harvard will fare against an appeal by Students for Fair Admissions (SFFA). The organization represented students in both the Harvard and Yale cases and is a leading advocacy group against affirmative action nationwide.

Eric Chang, the Deputy Attorney General for the California DOJ, penned a June op-ed in The San Francisco Chronicle arguing in favor of lifting the state’s affirmative action ban and calling on AAPIs to not let the issue divide them as a community.

“It is not surprising that some Asians might think that affirmative action disadvantages them. However, a closer look at the Harvard case shows that bias against Asians is an entirely separate matter,” Chang wrote.

Chang serves on the board of directors for the group Chinese for Affirmative Action. The California Asian Pacific Islander Legislative Caucus and the California Legislative Latino Caucus are among the other ethnic identity organizations that

A 2019 survey by the Pew Research Center found that 78 percent of White, 65 percent of Hispanic/Latinx, 62 percent of Black, and 58 percent of Asian Americans believe race and ethnicity should not be considered in admissions decisions. Nearly one in five White, Black, and Hispanic/Latinx respondents said race and ethnicity should be a “minor factor” in admissions, compared with 30 percent of Asian American respondents.

There was a 22 percent margin between political parties regarding race in admissions, with 85 percent of Republican or Republican-leaning respondents opposed to race and ethnicity playing any role in college acceptance decisions compared with 63 percent of respondents who were Democrats or Democrat-leaning.
support repealing the state ban.

Their opponents say that affirmative action is a prejudicial solution for rectifying educational disparities for Black and Latinx students. During a June hearing, Republican California Sen. Ling Ling Chang said lifting the ban was akin to “legalizing racism.”

“It takes the position that we must fight discrimination with more discrimination,” she stated.

Eric Dreiband, Assistant Attorney General for the DOJ Civil Rights Division, argued in an August statement regarding the Yale decision that banning affirmative action is long overdue. “Unlawfully dividing Americans into racial and ethnic blocs fosters stereotypes, bitterness, and division. It is past time for American institutions to recognize that all people should be treated with decency and respect and without unlawful regard to the color of their skin,” Dreiband stated.

California’s decision could have an effect on how state and federal courts rule on affirmative action’s legality in other parts of the U.S. California is the most diverse state in the country and, with 2.4 million students enrolled in fall 2019, it has the nation’s largest college population, according to the National Student Clearinghouse Research Center.

California State University, the country’s largest university system, supports repealing the state’s affirmative action ban, as does the University of California and many other higher education institutions across the state.
CALIFORNIA
Joseph I. Castro, PhD, is the first Mexican American to be named chancellor of the California State University system. Castro previously served as president of California State University, Fresno.

COLORADO
Faye Caronan, PhD, was selected as the inaugural Chancellor’s Faculty Fellow at the University of Colorado Denver. Caronan was a professor and head of Ethnic Studies in the College of Liberal Arts and Sciences at the university.

ILLINOIS
Juan de Pablo, PhD, was selected as vice president for National Laboratories, Science Strategy, Innovation and Global Initiatives at the University of Chicago. De Pablo will continue his role as Liew Family Professor in Molecular Engineering at the university and senior scientist at Argonne National Laboratory.

MARYLAND
Anne Khademian, PhD, has been named the new executive director of Universities at Shady Grove in North Potomac and associate vice chancellor for academic affairs at the University System of Maryland. Khademian previously served as a Presidential Fellow at Virginia Polytechnic Institute and State University in Blacksburg.

MISSOURI
Rodney D. Smith, EdD, was selected as the inaugural Vice President for Access and Engagement at William Jewell College in Liberty. Smith is the co-founder and managing partner of Sophic Solutions LLC and most recently served as an adjunct instructor at the University of Missouri-Kansas City.

NORTH CAROLINA
Yasmine Farley, PhD, has been named director of career services at Fayetteville State University. Farley previously served as director of career services at Campbell University in Buies Creek.

OHIO
Corrine Witherspoon, EdD, was selected as the director of the William A. McClain Center for Diversity in the Office of Student Development at Wittenberg University in Springfield. Witherspoon was the assistant director of inclusive excellence and strategic retention at the University of Cincinnati’s College of Engineering and Applied Science.

PENNSYLVANIA
Lynette Chappell-Williams, JD, has been appointed the inaugural role of systemwide vice president and chief diversity officer for Penn State Health Milton S. Hershey Medical Center in Hershey. Chappell-Williams will continue her role as associate dean for diversity and inclusion at the Pennsylvania State University College of Medicine. Paula K. Davis was selected as associate vice chancellor for the University of Pittsburgh’s Office of Health Sciences Diversity. Davis was assistant dean for admissions, financial aid, and diversity for the university’s school of medicine.

VIRGINIA
Clifford Porter, JD, has been named vice president for university advancement at Norfolk State University. Porter previously served as vice president for institutional advancement at Bethune-Cookman University in Florida.

Hakeem Leonard, PhD, was selected as the inaugural assistant provost for inclusion, diversity, and equity at Shenandoah University. Leonard will continue to serve as associate professor of music therapy at the university.

Brent Lewis, PhD, has been appointed the inaugural role of associate vice president for diversity, equity and inclusion at James Madison University in Harrisonburg. Lewis previously served as the chief diversity officer and director of identity, culture, and inclusion at Randolph College in Lynchburg.

WISCONSIN
Claudia Guzmán was selected as director of the Multicultural Student Center at the University of Wisconsin-Madison. Guzmán was the director of student life at the University of Wisconsin-Green Bay.

Jessica Franco-Morales has been appointed as the inaugural Diversity, Equity, and Inclusion Career Coach at Northeast Wisconsin Technical College in Green Bay. Franco-Morales will continue to serve as a career coach for Green Bay Area Public Schools.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Diversity is Excellence. Excellence is Diversity.
Online Platform Helps College Students Make Their Vote Count

By INSIGHT Staff

According to the U.S. Census Bureau, just 46.1 percent — less than half — of Americans between the ages of 18 to 29 voted in the 2016 presidential election. In order to maximize young voter participation, several recent college graduates have banded together to create Voteology, a nonpartisan online platform that aims to improve voter participation by helping students discover where their votes have the most impact.

With the assistance of Voteology’s algorithm, students can input their home and college addresses to determine in which location their vote will be most effective. The algorithm makes this strategic call by calculating electoral data such as the margin of the last presidential election in a student’s home voting district and their university’s district, and whether any U.S. Senate seats or governorships in those districts are up for grabs.

The inspiration for the tool came from the idea that students aren’t necessarily apathetic towards voting — they simply need to know their individual vote has power, according to Voteology co-founder Juliana Bain. “The controversial 2016 election of Donald Trump when I was a freshman in college revealed a great need and opportunity; my peers, irrespective of their political orientation, didn’t feel like their votes mattered, and they did not vote,” she explains.

“Our nearest-term mission is welcoming the next generation into political empowerment,” Bain says.

To reach potential voters where it matters most, the Voteology team is targeting their outreach efforts in four swing states — Wisconsin, Michigan, Florida, and Pennsylvania — as well as states with large student populations, including North Carolina, Virginia, and Arizona. The team is represented at nearly 20 campuses and, as of September, has had nearly 1,000 registrants. Bain says the number of users continues to grow daily.

Using their social media savvy, the Voteology team is also leveraging popular platforms like Instagram and TikTok to spread their message about the importance of civic participation and awareness.

Registering students on college campuses is a challenge during the pandemic. Many who register to vote using their college address may end up voting in their home districts if their campus shuts down due to a rise in COVID-19 cases. Furthermore, some states have laws that discourage students from registering or from casting a ballot.

While deadlines and mail-in ballot regulations differ by state, Bain says students who register before their state’s given deadline should also be able to request a mail-in ballot.

Voteology hopes to keep students informed of the election process no matter their location. In addition to its algorithm, the platform offers links to information about candidates, deadlines, polling locations, and more. The team has also developed informational packets for campus resident advisers to share and has launched a campus ambassador program to enlist students who are passionate about their cause.

Voteology also has plans beyond the election. The group has already obtained nonprofit status and is scaling up its model to address equality in American democracy.

“Longer term, the big-picture vision is to draw attention to the disparity in the empirical values of votes across districts and states, which today is due to gerrymandering and electoral-college driven inequality,” Bain says.

To learn more about Voteology, visit voteology.org. Learn more about laws that attempt to disenfranchise student voters in INSIGHT’s August 2018 article “Use it or Lose it: Ohio’s Voter Purge Law Targets College Students, Marginalized Groups.”
“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. As a university, we hold most dear—respect, civility, diversity, inclusion, and a commitment to equality.
Students and Advocates Combat Rise in Anti-Asian Discrimination

By Lisa O’Malley

Boram Lee, PhD, was a graduate student at Harvard University last spring when she had her first experience with anti-Asian racism on campus.

Lee, who is from South Korea, was riding her bicycle on campus when a stranger suddenly began verbally harassing her.

“I was biking along, and this guy just yelled at me and swore at me,” she says.

The incident took place in March, shortly after the coronavirus pandemic began spreading rapidly across the U.S. Lee didn’t want other Asian students who became the targets of such harassment to feel isolated in their experiences. She and Ja Young Choi, a fellow Harvard PhD candidate, created a tool that uses Google Maps to document instances of racism against Asian international students and Asian American and Pacific Islanders (AAPI) in Boston.

Within the first two months, Lee and Choi’s map received 129 reports. The project soon expanded, tracking racist incidents across Massachusetts and as far away as New York City.

Many of the reports came from college students, according to Lee.

“Someone reported that they were an MIT student and were walking by a building on campus when two people spat on them and then ran away,” she says.

Lee and Choi say these attacks — and their potential to escalate into more violent hate crimes — have become a global health crisis in and of themselves.

Their goal is to raise public awareness of these incidents and shed light on the experiences of Asians during a time of increasing ethnic bias and hatred.

Stop AAPI Hate

Others in higher education have found innovative ways to document and combat this growing wave of hostility.

Russell Jeung, PhD, chair of the Asian American Studies department and an assistant professor at San Francisco State University, launched a website in March to track the rise of anti-Asian bias in correlation with the spread of COVID-19. He expected anti-Asian sentiment to start growing when the virus first began to spread internationally, he says.

“Recently, after the 9/11 attacks and SARS in 2003, we knew that Asians were racialized as either terrorists or as outside threats, and so we anticipated a rise in racism,” Jeung explains. He and his colleagues have been surprised, however, by the way politicians have stoked the flames of anti-Asian sentiment over the course of the COVID-19 pandemic.

“What we didn’t expect was that political rhetoric would incite so much racism,” Jeung says. “The president insists on using the term ‘Chinese virus’ and complaining that the plague was sent by China, and that type of rhetoric we have found correlates to a rise in hate speech and hate violence.”

Jeung started documenting news reports of anti-Asian bias and hate crimes in January. In March, he and two local organizations — Chinese for Affirmative Action and the Asian Pacific Policy and Planning Council — launched the website Stop AAPI Hate to help track incidents.

The site provides forms in English and several Asian languages for reporting bias, harassment, and assault.

Nearly 100 reports are submitted to the site daily, according to Jeung. As of October 8, it had documented more than 2,700 cases.

“They’re actually very hate-filled attacks with profanity and racial slurs,” if not incidences of outright violence, Jeung explains.

While there have been reports of such attacks at colleges and universities, he says the fact that most institutions shut down in March reduced the likelihood of these incidents occurring on campuses. There has, however, been anti-Asian harassment directed at students online, says Jeung.

In May, a Zoom meeting hosted

Further Reading on AAPI Issues

According to Kevin Kumashiro, PhD, the U.S. has a long history of using Asian Americans as scapegoats for public health crises. In a recent INSIGHT op-ed, Kumashiro states:

From the early 1800s through the early 1900s, Chinese — and, at times, Japanese — immigrants to the U.S. were accused of bringing and spreading bubonic plague, cholera, smallpox, syphilis, trachoma, and even sexual deviance. The results of such beliefs were school segregation, systematic destruction of homes and property, and immigration restrictions. ... Increasingly throughout the 20th century, the fear of racialized diseases spreading and debilitating the U.S. constituted part of a larger narrative of the so-called “Yellow Peril,” a centuries-old stereotype that Asians pose a threat of invasion and conquest.

Read Kumashiro’s entire article, “COVID-19, Racialized Disease, and the Yellow Peril,” in our May/June 2020 issue at insightintodiversity.com/peril.
by California Polytechnic State University’s Chinese Student Association was interrupted by non-university members who shouted racial epithets, showed images of swastikas, and blamed Asians for COVID-19. These incidents, referred to as “Zoom-bombings,” became more prevalent as the use of video conferencing software increased.

Many colleges and universities have taken steps to combat anti-Asian sentiment during the pandemic, according to Jeung.

“There were some missteps made initially,” he says. “The rush to quarantine and how [schools] quarantined international students were sort of discriminatory, but then a lot of [higher education] institutions came up strongly in denouncing anti-Asian racism. They made resolutions, health center statements, or presidential statements to create an institutional tone.”

For example, Purdue University’s Asian American and Asian Resource and Cultural Center released a statement in May outlining the university’s policies against racism, bias, and violence against students. It provided teaching materials for faculty and campus groups to educate students on the seriousness of racist incidents and the proper way to respond as a bystander. The center offered mental health resources for students who may have been affected by discrimination.

Jeung says that colleges and universities can do more to raise awareness and protect AAPI members of their campus communities by providing online reporting options for racist incidents. Schools should be swift and intentional in addressing them.

“It’s sort of similar to how you have to investigate promptly Title IX issues,” Jeung explains. “An online reporting center would be helpful in highlighting these issues and quickly addressing any forms of harassment.”

The #IAmNotAVirus Campaign
Raising awareness is an important objective for Asians and Asian Americans looking to combat harassment. That was the goal for Mike Keo, an Asian American wedding photographer based in Connecticut, when he launched the #IAmNotAVirus campaign.

Keo started the campaign as a portrait series inside his studio. “It was a way for me to communicate what I was feeling — the anxiety and anger I was feeling — and see something more positive,” he says.

Before Connecticut was placed under lockdown in March, Keo photographed 25 Asian Americans in his studio to create a campaign that would help raise awareness and combat anti-Asian racism.

Kelly Ha, a Master’s of Social Work student at the University of Connecticut and campaign manager for #IAmNotAVirus:

“I am not a virus. I am a Master’s of Social Work student, a mental health advocate, and a healthcare worker.”

Photo courtesy Mike Keo and #IAmNotAVirus campaign

The #IAmNotAVirus campaign raised awareness among Asian Americans and Asian Americans looking to combat harassment. That was the goal for Mike Keo, an Asian American wedding photographer based in Connecticut, when he launched the #IAmNotAVirus campaign.

Keo started the campaign as a portrait series inside his studio. “It was a way for me to communicate what I was feeling — the anxiety and anger I was feeling — and see something more positive,” he says.

Before Connecticut was placed under lockdown in March, Keo photographed 25 Asian Americans in his studio to create a campaign that would help raise awareness and combat anti-Asian racism.

Kelly Ha, a Master’s of Social Work student at the University of Connecticut and campaign manager for #IAmNotAVirus:

“I am not a virus. I am a Master’s of Social Work student, a mental health advocate, and a healthcare worker.”

Photo courtesy Mike Keo and #IAmNotAVirus campaign
In a June survey by the Pew Research Center, Asian Americans were the most likely of all racial and ethnic groups to say that they had experienced racism since the start of the coronavirus outbreak. Among AAPI adults:

- 31 percent said they had experienced some form of harassment since the start of the pandemic
- 58 percent said it had become more common for people to express racist views against Asians
- 39 percent said someone had acted uncomfortable around them because of their race
- 26 percent reported fearing that someone might threaten or physically harm them

In contrast, a 2017 report on experiences of discrimination among Asian Americans conducted by NPR, the Robert Wood Johnson Foundation, and Harvard T.H. Chan School of Public Health found that among AAPI adults:

- 35 percent had received insensitive or offensive comments or negative assumptions
- 32 percent had racial slurs directed at them
- 8 percent said they felt people acted afraid around them

stereotypes. Once he began sharing the photos online, a community began to build and the #IAmNotAVirus project turned into a full-fledged campaign.

Although the pandemic has limited Keo's ability to create additional portraits, #IAmNotAVirus has grown in other ways. It now offers a podcast, webinars, and other resources for AAPIs and their allies seeking to spread awareness of and fight racism. The campaign includes an entire team of volunteers, many of whom are college students.

The students, Asian Americans who found out about the campaign through social media, were eager to provide their support. “They saw it as something they cared about and wanted to be involved in. So, they’ve been helping with advocacy and the anti-racist curriculum we’re working on.”

The curriculum is framed around Asian American equality, fairness, and representation and will feature involvement from the Immigrant History Initiative, a group that seeks to build community by celebrating and highlighting immigrant experiences. Keo says the curriculum will be piloted in local K-12 schools, with the ultimate goal of circulating it to schools nationwide.

Keo and his team also host events, such as an online wellness clinic in October that provided Asian American college students with a way to express themselves through journaling, art, and other stress-relieving strategies.

Ultimately for Keo, the goal of #IAmNotAVirus is to show younger Asian Americans that they’re more than the racist remarks they may have heard in recent months. “We believe that visibility really allows the younger generation of Asian Americans to see themselves in different roles besides stereotypical spaces,” he says.

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity. To learn more about combatting racist attitudes and attacks against AAPIs, visit stopaapihate.org or iamnotavirus.info.
Lance Collins has earned national recognition for his commitment to increasing diversity in higher education. He brings that passion to his new role as vice president and executive director of the Virginia Tech Innovation Campus.

“Awards

2015
Pioneer of Diversity Award, AIChE Minority Affairs Committee

2017
Inaugural Mosaic Medal of Distinction

2018
Edward Bouchet Legacy Award, Edward Bouchet Society

“Diversity isn’t just a core value to me - it’s a value of excellence.”
THE POWER OF COMMUNITY

$1.3 BILLION ANNUAL ECONOMIC IMPACT

94% of graduates were employed or continuing their education within one year of graduation.

190 academic programs.

84% of our graduates stay in the Tampa Bay area.

47,000 students served each year.

$4.80 higher earnings per student dollar invested.

17.9% return for every dollar invested by the state.

BUILDING A TALENT PIPELINE FOR TAMPA BAY

For more than five decades, Hillsborough Community College is helping to drive the economic recovery of our region one student at a time.

HCC subscribes to equity, access, diversity and inclusion.
Creating Impactful Service-Learning Programs for College Students through YMCA Partnerships

By Melina Gehring, PhD

Service learning is a powerful mode of experiential learning. It is a proven way to build and demonstrate leadership and organizational skills in students and to develop responsible citizens. With thorough preparation and guided reflection, service-learning initiatives bring a transformative power that leads many students to point to these experiences as some of their most cherished college memories.

Current conversations around diversity and inclusion, racial justice, and the role of higher education in combating systemic racism and improving access to opportunities should inspire colleges to ask how they can design significant community-based learning programs. After all, volunteering in an underserved community can push privileged students to recognize and confront their privilege. Likewise, it empowers those student volunteers who come from underserved communities to support causes that greatly matter to them.

However, it is not easy to identify the right community partner and establish a robust working relationship between, say, a local elementary school, food bank, or homeless shelter and your institution of higher learning. The good news is that there is an organization that exists in many communities that is dedicated to developing young adults as leaders and understands that service learning means more than having your students put in a predetermined amount of volunteer hours to meet a course or work-study requirement.

The YMCA — nowadays more commonly known as the Y — can inspire students to realize their civic purpose, push them to explore issues of power and privilege, and create a guided and meaningful learning experience that emphasizes diversity, equity, and inclusion. The Y has over 10,000 locations in the U.S., so there is a good chance your reliable community partner may be just a stone's throw away from campus. Their staff are typically extremely well-connected with local nonprofits; they are trained and experienced in mentoring and empowering young adults to realize their civic purpose, and they have an

Above: The YMCA provides a myriad of service-learning opportunities for college students that help improve communities at home and abroad.
intimate understanding of the needs of the community they are serving.

Some YMCAs are even exclusively dedicated to a specific university’s student population and may already be connected to the student affairs office. They often serve as a link between the campus and local nonprofits and have the students’ personal interests and career development in mind when they place them with community organizations.

Jenny Wright Collins, Executive Director of the University YMCA at the University of Minnesota (UM), explains: “We first build relationships with students to understand their interests and strengths. Then we bridge between campus and the community to meet needs on both sides. It is important that the students can address an unmet community need with our partners and learn something in the process.”

Ebenezer Chinedu-Eneh, an African American medical student and former YMCA student mentor, feels deeply indebted to Collins and the University Y. “Some of my fondest college memories are related to the UM YMCA,” Chinedu-Eneh says.

During his undergraduate studies, Chinedu-Eneh taught science to first and second grade students in an afterschool program. “The students I worked with knew that I wanted to be a doctor. It allowed them to dream,” he says. “[That] is something I never had growing up.”

Springfield College (SC), a predominantly White institution in Massachusetts, has been partnering with the YMCA movement for 135 years and even offers a minor in YMCA Professional Studies, which prepares students for a career with the Y or similar community-based organizations. “We want to show students how they can make a difference in the world,” explains SC Vice President for Inclusion and Community Engagement Calvin Hill, PhD.

SC students volunteer in a YMCA after-school enrichment program that focuses on enhancing literacy and math skills for K-5 students. Bringing SC students together with diverse, local public school children is beneficial for both sides, according to Hill. “We understand that our White students have often not engaged cross-culturally,” he says.

The elementary school students come to the SC campus for the afterschool program rather than staying at their own school. Hill points out that “if young people can be a part of a campus and see themselves there, it is not outside of their comfort zone or their norm.” After all, a future first-generation student who gets to eat a meal in a college dining hall might have an easier time envisioning themselves on a university campus.

Similarly, when colleges partner with the YMCA for programs that focus on mentoring middle and high school students, this type of community outreach can become a powerful diversity recruitment tool. Once underrepresented or first-generation students have successfully enrolled, the Y can support a college’s retention efforts by setting up a peer-to-peer mentoring program for first-year students, such as in the successful Y Collegiate Achievers Program.

According to Hill, regardless of COVID-19 remote-learning situations across the country, now is the time to design programs for when students can resume in-person community engagement. He also argues that colleges should continue to focus on how they can develop their students into active, responsible citizens during distance learning. “In this virtual world that might stay with us for a little while, we still have to show students what it means to think about others. If students can’t have a service-learning opportunity, they nevertheless need to think about what it means to do service.”

Melina Gehring, PhD, is a coordinator for the Office of International Affairs at Stanford University and a board member of the Palo Alto Family YMCA.
With career coaching provided by Johns Hopkins, longtime truck driver Clayton “Smitty” Smith became a clinical care technician in the Neurosciences Critical Care Unit at Johns Hopkins Hospital and is completing the courses required to apply to nursing school.

HOPKINS LOCAL
BUILD. HIRE. BUY.

We’re increasing our investment in the city when we build, hire, and buy.

Over four years our HopkinsLocal initiative committed over 20% of construction contracts with minority- and women-owned disadvantaged businesses. We hired 1,440 Baltimore City residents into targeted positions. And, during the same period, we increased by over $450 million the amount we spent on goods and services from Baltimore-based companies cumulatively. Find out more at hopkinslocal.jhu.edu.

Johns Hopkins. Investing in our community.
The momentum of this year’s Black Lives Matter protests and nationwide demands for racial justice have helped propel calls for justice and equality for all marginalized groups, including Indigenous peoples. Among the most significant causes in support of this population is the push to eradicate the long-standing tradition of Native American discrimination in the form of team names and school mascots.

This ongoing bigotry defies calls from numerous tribal organizations to dismantle the appropriation of their cultures and the dehumanization of Indigenous people. The National Congress of American Indians (NCAI), which represents nearly 800,000 Native Americans across multiple tribes, has “waged a formal campaign to eradicate negative, harmful stereotypes of Native peoples in popular culture and media for more than five decades,” including eliminating offensive mascots, names, and logos from sports at all levels, according to the NCAI website. Other inter-tribal groups representing dozens of tribal nations have issued multiple resolutions against the use of racist terminology in team names, as have more than 40 tribal governments. Advocacy groups such as changethemascot.org are dedicated solely to this mission.

Yet sports teams and educational institutions — many of them predominantly White — continue to perpetuate this discrimination. In addition to ignoring the requests of millions of Native Americans and their supporters, these traditions can cause psychological damage to all who are exposed to them — especially Native American students — and can hinder equitable education. In 2005, the American Psychological Association issued a formal resolution calling for the “immediate retirement of all American Indian mascots, symbols, images, and personalities by schools, colleges, universities, athletic teams, and organizations.” The association’s decision was based on a “growing body of social science literature that shows the harmful effects of racial stereotyping and inaccurate racial portrayals, including the particularly harmful effects of American Indian sports mascots on the social identity development and self-esteem of American Indian young people.”

Progress has been slow, and one of the most important successes in this area was achieved only after millions took to the streets this summer to demand better treatment and respect for marginalized groups. In July, the Washington Redskins changed its name to the Washington Football Team. An NFL franchise whose owner had previously vowed to never change its name, the team rid itself of the “R-word” and its logo and is currently determining what its new official name will be going forward.
The “R-word” was once used as a self-identifier by Native Americans but was appropriated by Whites in the late 19th century. It was during this same era that “other Native American words and images were becoming increasingly popular symbols for sports teams,” according to NPR. Braves, Chiefs, and Indians became acceptable names for teams at all tiers of athletics, including at the collegiate level. Over time, thousands of K-12 and postsecondary institutions adopted these and similar monikers along with dehumanizing caricatures of Native Americans as mascots.

More than 2,200 high schools in the U.S. still use “Native imagery” in their names and mascots, according to a July 10 report by The New York Times. Colleges and universities have been quicker to remove such iconography thanks to the efforts of Native American groups and student activists dating back to the 1960s. By the late 1990s, a wave of higher education institutions had begun changing their team names, mascots, and related symbolism. In 2005, after years of pressure from Indigenous advocacy groups, the NCAA officially enacted a policy to discourage member schools from using “hostile and abusive racial/ethnic/national origin mascots, nicknames, or imagery.”

The association listed 18 colleges and universities it deemed in violation of this policy, 10 of which complied with making necessary changes. The University of Louisiana at Monroe, for example, retired its “Chief Brave Spirit” mascot in exchange for Ace the Warhawk, a cartoonish red bird adorned in fighter pilot gear. Some teams, such as the Bradley University Braves, were allowed to keep their nicknames so long as they eradicated all symbolism or representation of Indigenous people associated with those names.

Five of the schools were able to waive the NCAA policy by proving that they had formal agreements with a Native American tribe or organization. The Seminole Tribe, for instance, issued a written resolution for Florida State University (FSU) to continue to use its name, logo, and related imagery. The long-standing partnership between the tribe and FSU includes an annual tradition of having tribal members crown the “Homecoming chief and princess with authentic Seminole regalia,” and FSU provides a scholarship program and other opportunities for Seminole students, according to the university’s website.

Not every institution of higher education has been compliant with eradicating their dehumanizing portrayal of Native Americans. At the University of North Dakota (UND), administrators were unsuccessful in gaining permission from Sioux tribes to continue to use its ‘Fighting Sioux’ team name after the NCAA’s 2005 announcement. Fans were so resistant to giving up the moniker and related logo that UND and its supporters twice attempted to sue the NCAA. North Dakota lawmakers even passed a bill making the proposed changes illegal. The law was later repealed, and voters officially approved removing the Fighting Sioux title and

Recognizing the importance of respecting Indigenous cultures and elevating Native American voices can and should be part of the “tough conversations” taking place in higher education, Bitsóí recommends.
appropriated Indigenous symbolism from the school in 2015.

Despite these advancements, some fans of collegiate and professional sports teams continue to resist letting go of offensive team names and traditions such as chants that mock Indigenous culture. Official bans against this form of dehumanization haven’t always been effective, but Lee Bitsói, EdD, director of the Fort Lewis College Diversity Collaborative and special adviser to the president for Native American affairs, says athletic teams have the power to enforce them if they are willing. He points to the example of NASCAR recently banning the Confederate flag at races; fans may still cling to this symbol, but the organization has taken a stance to show that it is no longer welcome or allowed at NASCAR events.

Bitsói says that athletic organizations and higher education institutions have a responsibility to not just eliminate these offensive symbols, but also make people aware of why these changes matter.

“The primary responsibility of colleges and universities is to educate students, to educate the citizenry. Sports and everything else should be secondary,” he says.

Too often, the fans who support maintaining discriminatory team names and imagery view Indigenous people as remnants of the past, according to Bitsói. Such symbols also promote the viewpoint of Native American tribes as monolithic rather than recognizing their cultural differences. Colleges and universities should be proactive in combatting these viewpoints and be leaders in spreading awareness about why they are harmful.

Recognizing the importance of respecting Indigenous cultures and elevating Native American voices can and should be part of the “tough conversations” on systemic racism currently taking place in higher education and society at large, Bitsói recommends. This discourse opens the way for creating major change in how students and people across the U.S. view Indigenous peoples.

“People are not aware of the diversity of who we are as Indigenous people, [but] we’re here,” he says. “We’ve always been here and always will be here.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. Lee Bitsói is a member of the INSIGHT Into Diversity editorial board.
At The University of Texas at Austin, we’re creating an inclusive campus culture that engages diverse people, ideas and perspectives to create a vibrant learning and working environment. This is the seventh year we have been recognized as a Higher Education Excellence in Diversity (HEED) Award recipient for our outstanding commitment to diversity and inclusion within our campus community.
**Recent and repeated** instances of police brutality toward Black Americans have motivated many students, faculty, and staff members to call on higher education institutions to take concrete action to address racial injustices on their campuses and in society at large. Colleges and universities have taken notice, and many have created new administrative and staff positions to promote diversity, equity, and inclusion (DEI).

Experienced diversity leaders, typically known as Chief Diversity Officers (CDOs), are invaluable promoters of equality and social justice on college campuses. As such, *INSIGHT* recently contacted several seasoned higher education CDOs to ask about the valuable lessons they have learned in their careers and what advice they have for those interested in pursuing a career in this challenging, yet rewarding, work.

**There is no such thing as a routine or typical day on the job**

According to some CDOs, it can be difficult to narrow down or pinpoint the precise duties of a college DEI professional. The role comes with wide-ranging responsibilities that can vary on a day-to-day basis.

“There is no typical day nor typical responsibility of someone who occupies this space,” explains Tanisha Stevens, PhD, vice chancellor for diversity, equity, and inclusion at the University of Missouri-St. Louis (UMSL). “For example, DEI staff may be planning for a panel discussion on race in the Latinx community and, in the next moment, conducting a large-scale departmental investigation in order to address equity-based concerns that contribute to a positive working environment.”

Among Stevens’ recent duties is managing an external investigation into the DEI practices at St. Louis Public Radio, which is a service of UMSL. This task illustrates the reach of responsibilities for campus CDOs, she says.

“This responsibility is not unique, but instead demonstrates the importance of the work that we do for a university — work that should not be diminished,” Stevens says. “This also highlights that ‘DEI’ encompasses promoting diversity, ensuring equitable treatment and inclusion of all in the conversation. No one aspect [of the job] is more important than the other.”

**Social media is crucial to staying informed and engaged**

Twitter, Facebook, and other social media channels are important forums for activists, scholars, and others to share information and updates around topics such as racial injustice.

According to Jennifer McGee Reyes, PhD, assistant vice president for diversity at Texas A&M University, DEI professionals should tap into these online conversations in order to stay engaged with and informed on trending topics and discussions.

“The important part of the DEI work in 2020 is managing self-care while being aware of the content and tone of discussions and events in the campus and community,” Reyes says.

**Confront your own bias and prejudices**

One of the strongest and most consistent points of consensus among DEI experts is that anyone attempting to do this work must address their own biases and prejudices. Now more than ever, introspection is necessary for facing issues of diversity, equity, and inclusion.

“I have learned that we must commit to challenging bias in ourselves and others,” says Ansley A. Booker, PhD, director of Diversity and Inclusion Initiatives at Mercer University. “The
fight against social injustice is a journey paved with education, self-awareness, accountability, advocacy, and resilience.”

It can be extremely challenging to confront one’s own unconscious biases, such as deeply engrained beliefs in stereotypes. That’s why self-education and mindfulness are so important for CDOs and anyone looking to take on DEI issues. Participating in unconscious bias training allows one to recognize their own limited beliefs and to develop greater empathy and understanding for people of all sociocultural identities.

This work is foundational for DEI advocates to “authentically live values of social justice from leadership through their own practices and actions,” says Nikki Pelonia, director of education and training at Salem State University’s Office of Inclusive Excellence. “That will bring high impact within campus communities that continue to do the work towards social justice.”

**Don’t be afraid to take a stand**

For Kijua Sanders-McMurtry, PhD, vice president for equity and inclusion and chief diversity officer at Mount Holyoke College, it’s important to acknowledge how the civil rights movement of the 1960s is connected to the racial justice movements of today. The activists of that time period were crucial to bringing about more equitable policies in higher education, just as current supporters of social justice have helped propel colleges to undertake new DEI efforts and initiatives.

She believes DEI professionals should not shy away from speaking out or showing support on current issues — just as civil rights leaders were not afraid to take a stand in the past. “If we can’t support Black Lives Matter or Colin Kaepernick’s non-violent peaceful protest, how can we truly address the inherent challenges we find with the systemic oppression that exists in the policies and practices at many higher education institutions?” says Sanders-McMurtry.

In her experience, some postsecondary institutions and leaders have been hesitant to show support for potentially controversial causes such as Black Lives Matter because it can come across as too political. However, it is understanding the history and connections of these types of causes that are key to the purpose of the CDO role.

“For me, there was nothing political about believing deeply that CDOs needed to positionally understand our role within academic institutions,” Sanders-McMurtry says, “particularly as it relates to the Black Lives Matter movements happening both within and outside of our campuses.”

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
Deaf and Hard of Hearing Community Suffers from Dearth of Diverse Interpreters

By Mariah Stewart

As in many professions, the field of sign language interpretation is extremely homogenous. Nearly nine in 10 interpreters are White, according to the 2018 annual report from the Registry of Interpreters for the Deaf, Inc. (RID). The statistics are similar when it comes to gender parity, as 87 percent are women. These demographics are relatively unchanged from what RID reported in 2000, thus showing that the industry has made little progress in diversifying.

This lack of diversity negatively affects Deaf and hard of hearing (DHOH) people of color, who are subjected to communication barriers when utilizing the services of an interpreter from different ethnic and racial backgrounds as themselves.

Interpreters who share their client’s sociocultural identity can pick up on cultural nuances and differences in dialect that are difficult for other interpreters to translate or understand.

The late Martin Hiraga — an activist and educator who identified as Asian American, Deaf, and LGBTQ— explained this concept in a video for the National Multicultural Interpreter Project (NMIP). An ASL interpreter of any background would be fully capable of translating for him when it came to a professional or work setting, but he preferred an interpreter who fully understood his cultural heritage when it came to personal settings and events, Hiraga said.

“At the end of August, we have a dance for the dead. Of course, I would prefer to bring in an Asian interpreter [for that event], and the reason is they would have the cultural background and wouldn't need to be briefed on all the various aspects and terminology. They would already have that knowledge base,” Hiraga stated in the video.

Many in the Black DHOH community tend to share Hiraga’s viewpoint. African American Sign language, also called Black Sign Variation or Black ASL (BASL), is a distinct form of communication. Its linguistic differences stem from the era of segregation, when African Americans were barred from mainstream DHOH organizations like the National Association of the Deaf and DHOH institutions such as Gallaudet University.

The differences between traditional and BASL can be significant, Gallaudet Professor Carolyn McCaskill explained in a 2012 article in The Washington Post. She recalls how, as a Black Deaf person in the 1960s, she was “dumbfounded” to discover that she couldn’t understand sign language

ASL Education and Careers

Nearly 150 colleges and universities in the U.S. offer degrees in American Sign Language, according to College Factual. These schools awarded 2,762 degrees in 2018-2019 academic year, marking a 4 percent increase over 2017-2018.

“A major in American Sign Language will allow you to focus on the scholarly and scientific study of the development, structure and use of these languages. Instruction in the syntax, phonology, and morphology are just some of the aspects of this study. Course load for this major includes Beginning, Intermediate, and Advanced ASL courses, History and Culture of the American Deaf Community, Art of Translation, Narrative and Poetic Styles in ASL, and Language Development.”

— College Factual

Among ASL Graduates....

50% earn four-year degrees
25% earn master's degrees
11% earn two-year degrees
9% earn postgraduate certificates or doctorates
5% earn two-year certificates or less

Professional interpreters must also take the National Interpreter Certification exam, which is administered by the National Association of the Deaf and the Registry of Interpreters for the Deaf, Inc. The test includes written and performance components that are based on American spoken English and ASL. Certain states require additional certifications.

Job Growth:

Projections place ASL job growth at 11% between 2016-2026, with an 18% increase in interpreter and translator positions and a 9% increase in ASL college educator positions.

Salary:

ASL interpreter salaries in 2017-2018 ranged from $19,000 to $77,000, depending on education level and position. The average interpreter earned $55,000, with new graduates making an average of $30,000.
conversations with White people. McCaskill — who went on to become the second Black Deaf woman to ever earn a PhD — had to relearn how to sign common words such as “shoe” and “school,” how to use one hand to sign certain terms and phrases, and other new skills in order to communicate with her White peers.

Today, BASL remains an important aspect of identity for the African American DHOH community and helps convey a sense of belonging for people. “Black ASL paints pictures and expresses messages in ways that just bring another layer and another flavor to the whole notion of what Black language is,” Candas Barnes, a staff member of the Gallaudet Interpreting Service, explains in a recent documentary. Titled “Signing Black in America,” the film is part of North Carolina State University’s Language and Life Project and is the first documentary on the history of this often-overlooked aspect of African American identity.

Research suggests that one reason more students of color don’t pursue ASL degrees is the inherent isolation and marginalization they experience in traditional interpreter programs.

“Anecdotal evidence suggests that interpreters of color have a significantly different experience going through interpreter training programs than their [W] hite counterparts,” according to the Rochester Institute of Technology (RIT) website. “Systematic norms catering to the success of the majority often adversely affect students of color. These norms can manifest in oppressive, alienating ways that make it difficult for interpreting students of color to succeed.”

RIT’s National Technical Institute for the Deaf (NTID) launched The Randleman Program in 2019 in an effort to disrupt the homogeneity of the interpreter profession and better serve DHOH people of color. Named for the first Black interpreter to work in RIT’s Department of Access Services, the program is a two-year preceptorship that offers mentoring, small group meetings, and other support that help interpreters of color build confidence, develop cognitive processing, and strengthen self-assessment skills.

“Protégés are assigned a preceptor and an individually designed curriculum. Protégés work 40 hours a week, which includes hours of interpreting, language development, professional development with an emphasis on diversity and inclusion, and leadership development activities,” according to RIT’s website.

This culturally sensitive, individualized approach appears to be extremely effective thus far. Within its first year, The Randleman Project has managed to boost the representation of Black and Indigenous People of Color interpreters at NTID from 8 percent to 14 percent, according to a RIT press release.

RIT is not alone in these efforts. Other groups have taken concrete action to rectify the long-standing racial and ethnic disparities in ASL education and careers. Gallaudet’s English Language Institute offers a full-time program for international students in ASL, English as a Second Language, and cultural studies with the goal of preparing them for additional education and career opportunities in the U.S. The National Alliance of Black Interpreters, Inc. focuses on building “a bridge for high school and collegiate students to cross into the world of interpreting” by hosting college and career fairs, performance and interview workshops, and more. DHOH organizations across the country are helping underrepresented ASL users and interpreters find community and spread the message about the need for diversity in their profession.

As awareness of social inequities continues to spread across the U.S. thanks to the racial justice movement, it is crucial that all populations who have traditionally been marginalized are included in the push for equality and inclusion. The ongoing efforts of DHOH organizations and educational institutions as mentioned above will hopefully be able to gain the attention of the public as this advocacy work continues so that all DHOH individuals, including those of color or from diverse backgrounds, can experience a brighter, more inclusive future.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
Creating Change Through Diversity and Inclusion

In a year marked by unprecedented challenges, the importance of diversity, equality, and inclusion (DEI) in higher education and society has never been more evident.

The continued violence and injustice wrought upon the Black community have made it impossible for many Americans — and their allies around the world — to continue to tolerate the biases, prejudices, and systemic racism inherent in all facets of U.S. society, including colleges and universities. The number of students, faculty, and staff who are calling upon their institutions to take intentional and significant steps in creating inclusive campuses and providing equitable education has increased, and their demands have grown in urgency.
Also in 2020,
the coronavirus pandemic has completely disrupted and reshaped higher education. COVID-19 has brought issues of inequality to the forefront as low-income students and those with disabilities have had to grapple with the difficulties of accessing remote education; LGBTQ students have had to face returning to home environments where their true selves are not always welcome; and students from Black, Latinx, and other marginalized backgrounds have had to face the pandemic’s inordinate economic and health effects on their communities. Faculty and staff have also been far from immune to the professional, financial, and mental health struggles of the pandemic.

Despite all of these challenges, colleges and universities have demonstrated that they can endure as sources of hope, support, and resilience. By allowing DEI principles and institutional missions for equality to guide them, many campus communities have been able to unite internally to ensure that no one is excluded from efforts to succeed during the ‘new normal.’ The Higher Education Excellence in Diversity (HEED) Award is designed to recognize institutions that understand that DEI missions require continuous work and dedication.

The 2020 HEED Award celebrates 90 colleges and universities that have gone above and beyond to answer this call by enacting programs and policies, hosting creative events and initiatives, and ultimately engaging in the work necessary to ensure every member of the campus and surrounding community feels welcomed, valued, and respected.

Diversity Champion institutions rank in the top tier of HEED Award recipients. Known for visionary leadership, Diversity Champions develop successful strategies and programs, which then serve as models of excellence for other institutions. They exceed everyday expectations, often eclipsing their own goals.

A limited number of colleges and universities are selected for this honor annually. In 2020, 14 schools scored high enough among HEED Award-winning institutions to be named Diversity Champions. They include Clemson University, Florida State University, Indiana University Bloomington, Oklahoma State University, Rochester Institute of Technology, Texas A&M University, Texas Tech University, The University of Alabama at Birmingham, University of Cincinnati, University of Kentucky, University of Louisville, University of North Florida, Virginia Commonwealth University, and Virginia Tech.

“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
Methodology

Now in its ninth year, the HEED Award analyzes a variety of factors to determine which institutions are truly committed to diversity and inclusion across their entire campus communities. The HEED Award application requires collecting extensive data and information, including but not limited to the following:

- Student, faculty, staff, and administrator demographics
- Recruitment and retention programs and initiatives for underrepresented students and employees
- Campus leadership and accountability
- Campus clubs, organizations, and events for students and employees
- Institutional branding efforts
- Role and responsibilities of the chief diversity officer

Each applicant receives an initial automated score based on the quantitative data submitted in its application. Every member of the HEED Award committee then thoroughly evaluates each application by reading through the information provided by each institution regarding its diversity, equity, and inclusion programming before assigning qualitative scores. HEED Award recipients are determined based on a combination of their quantitative and qualitative scores and by meeting a minimum total score.

*INSIGHT* aims to honor those institutions that undertake intentional and significant measures to
support populations that have traditionally been underserved in higher education.

Perhaps most importantly, HEED Award institutions actively seek to amplify the diverse voices on their campuses. They do this by fostering open and honest dialogue, holding space for multicultural meetings and events, and offering professional development and enrichment opportunities to equip faculty and staff with the knowledge and training to be champions for DEI in their everyday work.

The following pages contain a very brief sampling of the innovative efforts of HEED Award-winning colleges and universities and their exceptionally committed students and employees across their campuses. These efforts are categorized by the following:

- Campus Climate
- Community Outreach
- Events and Celebrations
- Health and Wellness
- Innovative Diversity Education
- Policy
- Recruitment and Retention
- Social Justice and Activism
- Support

It is INSIGHT’s sincere hope that colleges and universities across the U.S. will use the examples set by HEED Award schools as motivation and inspiration for expanding their own DEI efforts and programming. For more information on the award, accompanying data reports, and winning institutions, please visit insightintodiversity.com.

Mariah Bohanon is the senior editor of and Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
RECIPIENTS OF THE 2020 INSIGHT INTO DIVERSITY HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2020 DIVERSITY CHAMPIONS

Clemson University
Florida State University
Indiana University Bloomington
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 Louisville
University of North Florida
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

2020 HEED AWARD RECIPIENTS

Adelphi University
Arkansas State University
Augustana College (IL)
Ball State University
Brown University
California State University, Fresno
California State University, Fullerton
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
East Carolina 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
Lawrence University
Lehigh University
Louisiana State University
Metropolitan State University of Denver
Miami University
Millersville University
Monroe College of Education at the University of Denver
Ohio University
Oklahoma State University
Oregon State University
Pikes Peak Community College
Regis College
Rochester Institute of Technology
Santa Rosa Junior College
Seminole State College of Florida
Southern Illinois University Edwardsville
Stetson University College of Law

SUNY Buffalo State College
SUNY Old Westbury
Swarthmore College
Texas A&M University
Texas Christian University
Texas Tech University
The University of Alabama at Birmingham
The University of Missouri-St. Louis
The University of Texas at Austin
The University of Tulsa
Towson University
Union College (NY)
University at Albany – State University of New York
University of Central Florida
University of Cincinnati
University of Colorado Boulder
University of Dayton
University of Georgia
University of Houston
University of Houston Law Center
University of Houston-Downtown
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Kentucky
University of Louisiana at Lafayette
University of Louisville
University of Michigan – Ann Arbor
University of North Carolina at Greensboro
University of North Florida
University of North Texas
University of Oregon
University of Pittsburgh of the Commonwealth System of Higher Education
University of Rochester
University of South Florida
University of West Florida
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
West Chester University of Pennsylvania
West Virginia University
Western Michigan University
Whitworth University
William & Mary
William Marsh Rice University
Worcester Polytechnic Institute
Xavier University
Texas Tech is committed to continuously advancing the core elements of diversity, equity and inclusion throughout every aspect of the university experience and beyond. As a result, Texas Tech is proud to earn its ninth consecutive Higher Education Excellence in Diversity (HEED) Award and its fifth consecutive Diversity Champion designation.

- Initially attained status as a Hispanic Serving Institution in 2018
- 2019 Pan-American Intercollegiate Chess Champions
- 2020 Texas Tech University Named Chess College of the Year
- 2019 Campus Pride Index 5 out of 5 Star Institution
  - Ranked number 25 nationally among 382 institutions
- Recognized as a Military & Veteran Friendly University by GI Jobs 2019
- 2020 Inspiring Programs in STEM Award from Insight into Diversity
  - College of Architecture El Paso Program
  - Texas Tech University & Lubbock Independent School District Middle School STEM Challenge
- Recognized as Best for Vets Colleges 2019 by Military Times
- 2019 Best Military Friendly Online Colleges
- NASPA First-Gen Forward Institution 2020

FROM HERE, IT’S POSSIBLE!
HEED AWARD TESTIMONIALS

The annual INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recognizes colleges and universities that are dedicated to a diverse and inclusive campus. Several 2020 HEED Award-winning institutions shared why they applied for this honor.

“Over the last year, we used a lot of the questions on the HEED Award application to help inform our new campus dashboards, making diversity data a lot more accessible. The HEED Award is a unique national award and is a point of campus pride, especially when using the logo for recruiting new students, staff, and faculty.”
California State University San Marcos

“We always appreciate seeing what new information [INSIGHT] asks for each year. It helps us to talk about where we should be going if we want to remain a leader in diversity and inclusion. We also appreciate that INSIGHT looks at campuses across the nation.”
California State University, Northridge

“The HEED Award is a way to benchmark with other great universities that are Diversity Champions and raises the bar for inclusive excellence. This is a great opportunity for higher education.”
Clemson University

“The HEED Award has established itself as the standard and benchmark for diversity-related programming in higher education. The application provides a great opportunity for us to benchmark our progress as we continue to pursue excellence in everything that we do. It is also an honor to be counted among those institutions that are setting the standard in diversity, equity, and inclusion programming and research in higher education.”
Georgia Institute of Technology

“We have received the HEED Award for four years now, but rather than allowing this recognition to invite complacency, we use the award to set the bar higher, to surpass what we have done before, hold ourselves accountable, and to take a hard look at where we have come from and how far we have moved the needle. We appreciate this self-examination as a valuable tool in assessing our progress.”
Greenville Technical College

“By continuing to apply for this award year after year, we are able to use the collected data to create new initiatives across the university based on the benchmarks and standards provided in the award criteria. This allows us to maintain a focus on continuous improvement and allows our institution to be accountable for the work that still needs to be done to improve our diversity, equity, inclusion, and belonging priorities.”
Kent State University

“The HEED Award provides a competitive advantage for Oklahoma State University in attracting a broad array of students, faculty, and staff from across the nation, particularly those from underrepresented and underserved backgrounds.”
Oklahoma State University

“INSIGHT Into Diversity’s leadership team is the only organization that provides ongoing support for top CDOs during the year for their work in diversity and inclusion.”
Ohio University

“Applying for the HEED Award is an excellent way to end the academic year because it provides you with the opportunity to see if you did what you said you were going to do in regard to DEI on your campus. This award helps us to see if we are moving the needle. It also helps us to be reflective and determine what we need to be thinking about for next year.”
Swarthmore College

“We are so grateful for the HEED Award application and how it has guided us in leading our institution to be more diverse and inclusive. Each year the application stretches us and creates more dialogue on how we might improve and be a leader for all people. We have seen our campus diversity enrollment grow as a result of applying for and receiving the HEED Award.”
Southern Illinois University Edwardsville

“Applying for the HEED Award opens one’s eyes to a host of items colleges should be considering in order to address the inequities on campus. Most of the questions allow colleges to reflect on what they are doing well, but also visualize what they need to consider for their future in order to enhance their diversity efforts. The exercise of gathering data opens up the opportunity for dialogue on the need of having the data, the importance of the data’s outcome, and continued conversations with many departments about the strengths and challenges the assessment of the data offers. The opportunities that are offered by INSIGHT that are exclusive to those who have received the HEED Award in the past are crucial for CDOs’ personal and professional growth in this field of diversity, equity, and inclusion. CDOs also recognize INSIGHT Into Diversity as a leader and supporter of the good work, the hard work that it takes to have institutions of higher education move the needle in DEI on campus.”
Union College, New York

“We appreciate how the application evolves in ways that guide and inspire thinking about diversity.”
University of Houston-Downtown

“We have now had alumni contacting us about the HEED Award and wondering how they can get more involved in supporting diversity and inclusion programs on our campus.”
University of North Carolina at Greensboro
While we are proud of the programs and resources we have developed to create a more diverse and vibrant community, we are keenly aware that much more work remains as we pursue our broader effort to become an antiracist institution.
Titans Together: Striving for Justice, Equity, and Inclusion
The Titans Together initiative is an amalgamation of California State University, Fullerton’s (CSUF) diversity, equity, and inclusion efforts and initiatives — past, present, and future — that underscores a collective, ongoing commitment to transparency and accountability when it comes to improving campus climate. This initiative includes programming such as “One Book, One CSUF,” a campus dialogue series, and a variety of workshops and resources available to help the campus community better learn about racial disparities, understand the impact of intersecting identities, and connect lived experiences to history.

L.E.A.D. Fellows Program
The Leaders Engaged in Advancing Diversity (L.E.A.D.) Fellows program at Texas Tech University is an innovative effort that actively involves university staff in initiating, planning, and promoting diversity, equity, and inclusion across the Texas Tech campus. Realizing that most diversity programming in higher education focuses on faculty and students, the Office of Institutional Diversity initiated this program, which supports selected L.E.A.D. Fellows in each college in planning and promoting diversity, equity, and inclusion. In this way, specific programming and events are generated at the college-level to meet the unique needs of each school.

Blazer Allies
Blazer Allies serves as a support arm of The University of Alabama at Birmingham (UAB) Department of Athletics and is charged with listening, aiding, educating, and developing strategic action in areas of diversity, inclusion, social justice, gender equity, LGBTQIA+, disabilities, and socioeconomic status. The program’s “Student-Athletes and Administrators with Voices” is a social media platform designed for all members of the UAB athletics community to reflect on and support the social justice movement. Along with continued dialogue and a social media presence, Blazer Allies also provides student-athletes, coaches, and staff with educational programs and resources. These include guest speakers, virtual and in-person trips, and other initiatives throughout the academic year.

Strategy Groups
Strategy Groups at the University of Oregon (UO) are alliances that include faculty, staff, students, and community members from traditionally underrepresented groups. These volunteers commit personal time to strategize about policies, programs, and interventions that make the UO community more equitable and inclusive. Strategy Groups advocate for academic and professional inclusion, and they enhance the UO experience through opportunities for intentionally collaborating across campus; fostering understanding; and encouraging engagement, empowerment, and justice. Current groups include the Native American Strategies Group; Asian, Desi, & Pacific Islander Strategies Group; Black Strategies Group; LatinX Strategies Group; and Deconstructing Whiteness Working Group.

Courageous Conversations at the Senior Level
As part of the University of Dayton’s ongoing commitment to civil discourse, the president’s cabinet regularly participates in Courageous Conversations — completing assigned readings and engaging in discussions on difficult topics related to diversity, equity, and inclusion. This initiative aims to help the cabinet address their own blind spots when it comes to these issues as well as gain a greater understanding of the tensions and challenges faced by members of the university community. To move from insight to action, the group also discusses how to equip themselves as leaders to leverage these tensions to be constructive and drive positive change.
Inclusive Classroom Initiative

The Inclusive Classroom Initiative (ICI) consists of a series of modules developed by the faculty on topics that are of unique significance at University of Illinois at Chicago. Each module focuses on recognizing the unique environment of the student; creates a special connection for teaching and learning through empathy, relevance, and content; and provides practices strategies that are independent of the field or discipline. For example, ICI looks at questions such as how instructors can provide the best learning environment in the classroom for students with disabilities, international students, and students of color. Effective teaching occurs through high-quality engagement and knowing who students are is especially relevant during these times of remote instruction.

$1.25 Million Fund to Support Diversity

In July 2020, Miami University in Ohio announced a fund to advance diversity, equity, and inclusion efforts. Now at $1.25 million, the fund will develop programs that create clear, measurable progress in building a diverse, inclusive, and more welcoming community. It also generates a sustainable mechanism for donors to support DEI-related activities. A task force, town hall meetings, and a climate survey have already commenced. Future priorities include funding competitive grants to develop inclusive academic programming, driving innovative curricular reforms, and creating forward-looking programs that will impact students and increase recruitment and retention of diverse students, faculty, and staff.

The University of Tulsa

The University of Tulsa is a small, private institution in a culturally vibrant city located in a state that is home to 39 federally recognized Native American tribes. At the heart of our mission and values is a commitment to educate people of diverse backgrounds and identities in an environment of equity, inclusion and respect.
Images from the 2020 HEED Award recipients
In the aftermath of the murder of George Floyd, the recent shooting of Jacob Blake, and the disproportionate impact of COVID-19 on Black and Latino Americans, we are reminded yet again of the struggle for racial justice and how certain policies and practices continue to stand in the way of opportunity and equity for all.

Indiana University Bloomington (IUB) is among a select group of universities recognized as HEED Award recipients by INSIGHT Into Diversity magazine. Now more than ever, it is encouraging to see so many postsecondary institutions put words into action when it comes to matters of social justice and equity. Indeed, when one of us helps to make the world a more diverse and welcoming place, we all benefit.

In addition to the HEED Award, IUB also was named a recipient of the Diversity Champion Award. The Bloomington campus is one of only six universities in the country recognized with this distinction, receiving this outstanding award four years in a row.

Several programs and initiatives are responsible for Indiana University Bloomington’s achievements in diversity and inclusion, including:

- **21st Century Scholars Pre-College Academy.** When Community & School Partnerships (CSP) moved this annual event entirely online for the first time, it experienced a surge in applicants during the spring semester. A collaboration between CSP, the IUB 21st Century Scholars Program, and the Indiana Commission for Higher Education, the effort provides key resources and vital information about the 21st Century Scholarship to pre-college families across the state.

- **Getting You to IU.** This multiday recruitment program brings underrepresented and minority prospective Ph.D. and M.F.A. applicants to Indiana University Bloomington to learn about various programs while giving a firsthand view of the campus. IUB pays all costs associated with the visit.

- **American Talent Initiative (ATI).** Indiana University Bloomington and some 80 other institutions are working toward enrolling 50,000 additional low- and moderate-income students in higher education by 2025. ATI is a Bloomberg Philanthropies initiative aimed at growing economic diversity at the country’s top colleges.

- **Study Abroad Information Sessions and Student Panels.** In the 2019 academic year, the Overseas Studies & Scholarship Program, in partnership with other IU units, hosted 20 study abroad informational sessions, panels, and workshops to promote study abroad opportunities. Nearly 600 students attended these sessions. Topics included “Being LGBTQ Abroad,” “Financing Study Abroad,” “Gilman Scholarship workshop,” and more.

- **Diversity Leadership Conference.** This event is a student leadership program providing a platform to address issues impacting various student communities. The conference promotes academic excellence, timely degree completion, coalition building, diversity education, leadership development, and personal empowerment.

- **Diversity Career and Internship Fair and Bootcamp.** On Saturday, January 25, 2020, OVPDEMA hosted a Career Fair Bootcamp to prepare students for the IU Diversity Career and Internship Fair on January 27. The bootcamp provided students tools and tips on what to expect from the fair and how to research and interact with employers in attendance. Held in the Neal-Marshall Black Culture Center and attended by nearly 300 students, the event surpassed the predicted number of roughly 100-150 students and resulted in two sessions offered. In total, the fair allowed 1,746 attendees to connect with 75 companies and 175 employee recruiters representing both corporate and not-for-profit sectors. Additionally, 227 attendees had professional headshots taken at the event.

“It is always an honor to be recognized for the services and programs we provide to increase diversity and inclusion,” says James Wimbush, Indiana University’s vice president for diversity, equity, and multicultural affairs, dean of The University Graduate School, and Johnson Professor for Diversity and Leadership. “The recognition of these and other efforts serves as a powerful reminder of why it is so important to make our campuses the kind of places where people of all backgrounds can succeed.”
Professional Development for Law Enforcement and Schools
In the wake of George Floyd’s death, the Ball State University (BSU) Office of Inclusive Excellence collaborated with local law enforcement and Muncie Community Schools to provide professional development about implicit bias, microaggressions, conflict resolution, and de-escalation. That project was part of an expansive and continuing effort to build partnerships that benefit the Muncie community. Other examples include service-based immersive learning projects and a historic partnership between BSU and Muncie Community Schools to transform the district into a model for innovative education.

Journey Through Our Heritage
Journey Through Our Heritage (JTOH) is a community service and outreach program housed in Metropolitan State University of Denver’s Chicana/o Studies department that promotes self-empowerment, dialogue, and leadership through service. JTOH pairs college peer mentors with local middle and high school students in a year-long program that celebrates and explores cultural history; socially relevant issues; and the historic contributions of BIPOC communities, including but not limited to African American, Native American, Latinx, Manito, and LGBTQ communities. Students engage in service-learning projects, partnering with over 30 nonprofits, summer camps, and rural stewardship programs. They also host a community concert and collect heritage stories.

Student Outreach and Dream Center Teams
The Santa Rosa Junior College (SRJC) Student Outreach team consists of seven bilingual staff members who bring cultural competency into interactions with prospective students in the community. The team participates in many community events, including Indian Health Wellness, Fiesta de Independencia, Dia de los Muertos, Sonoma County Pride, and the Mi Futuro Conference. The Dream Center staff also perform informational tabling outreach at gatherings like Day Under the Oaks, while large-scale events such as the Sonoma County Fair allow a greater number of SRJC staff and faculty to participate in outreach with the community.

BTU—Partnerships at Work for Greater Baltimore
Towson University’s Office of Partnerships & Outreach houses BTU—Partnerships at Work for Greater Baltimore, which strives to elevate ongoing partnerships throughout the region with schools, communities, nonprofits, government agencies, and more to better address local needs in specific impact areas. These areas include high-quality and equitable education, strong neighborhoods and sustainable communities, thriving and competitive economies, lifelong health and well-being, and a vibrant arts and cultural community. BTU currently works with more than 500 partner organizations on 300+ active projects to further solidify the university as a community-engaged, anchor institution for Greater Baltimore.

Community Advisory Council for Race Relations
The University of Tulsa (TU) Office of Diversity and Engagement recently developed the Community Advisory Council for Race Relations (CACRR) to promote collaboration with local leaders and to unify efforts aimed at building a more inclusive Tulsa community. The CACRR provides an external perspective and advises TU’s president and the Office of Diversity and Engagement on fostering positive race relations through engagement with local underrepresented groups. It also identifies action steps to decrease racial discrimination within the Tulsa community.
Diverse Scholars Program
The mission of Framingham State University’s Diverse Scholars Program is to increase inclusive college opportunities for students ages 18-22 who have intellectual and developmental disabilities. The program partners with 12 local school districts to connect with eligible students from the community. Those enrolled in the program audit one general education course, participate in an on-campus internship, and connect with college-aged peers through a peer mentorship program. Framingham State students serve as mentors, role models, and liaisons between their mentee and the campus community. Additionally, the Diverse Scholars have equal access to all campus events, facilities, and resources.

Emerging Scholars Program
The Emerging Scholars program at Clemson University is a three-year commitment by high school students living in some of South Carolina’s most economically disadvantaged areas along the I-95 corridor. During their sophomore, junior, and senior years, these students experience academic enrichment and develop leadership skills while increasing college readiness. Over the course of the three-year program, students spend multiple weeks on Clemson’s campus and visit up to 14 different colleges. The goal of Emerging Scholars is college acceptance, attendance, and graduation with a focus on schools in South Carolina, not just Clemson.

Inspired to create an “End Racism” street mural on campus, Kellton Hollins got immediate support from the TCU community. Within days, students and staffers signed on and showed up: with paint, elbow grease and pledges to push for societal change in letters too large to ignore.

Thanks to Kellton, Horned Frogs worked together on a message a city block long—backed by a university commitment to inclusive excellence that goes beyond measure.

Visit tcu.edu/KelltonsMural

LEAD ON.
A NEW PLAY AND CONVERSATION ABOUT RACE

In February 2020, Texas Christian University (TCU) presented a staged reading of “For Bo: A Play Inspired by the Murder of Botham Jean by Officer Amber Guyger,” written and directed by TCU theatre professor Ayvaunn Penn. While witnessing media coverage of Jean’s death, Penn was moved to create a performance narrative examining racial issues and reactions to the murder and resulting trial. Following the premiere, Penn and the student cast gathered with campus and community participants for a discussion. This unique work of theatre demonstrates TCU’s commitment to encouraging creativity among its students and faculty as well as the importance of artistic expression and exchange for cultural understanding and social healing.

CAREER FAIR BOOTCAMP

On Saturday, January 25, 2020, the Indiana University Bloomington’s (IU Bloomington) Office of the Vice President for Diversity, Equity, and Multicultural Affairs hosted the Career Fair Bootcamp. Designed to prepare underrepresented students for the IU Bloomington Diversity Career and Internship Fair on January 27, the bootcamp provided tools and tips on what to expect, how to research the employers attending, and how to interact with potential employers. Held in the Neal-Marshall Black Culture Center and attended by nearly 300 students, the bootcamp surpassed the predicted number of roughly 100-150, resulting in two sessions offered. The career fair boasted 1,746 attendees who had the opportunity to connect with 75 companies and 175 employee recruiters representing both corporate and not-for-profit sectors.

UMSL COMMUNITY CONVERSATIONS

The University of Missouri-St. Louis (UMSL) Office of Diversity, Equity and Inclusion initiated the UMSL CommUNITY Conversation Series to provide space for conversations regarding racial equity and unity. The virtual panel discussions include campus partners and community members who cover topics relevant to pressing social issues such as systemic racism, police reform, LGBTQ+ initiatives, allyship, and more. The first conversation session, “Virtual Gathering for Racial Unity,” included a facilitated discussion on community understanding and racial healing. Other panel discussions in the conversation series examined anti-Blackness within the Latinx community and the topic ‘Out at Work’ during LGBTQ History Month in October.

DAY OF DIALOGUE

Case Western Reserve University’s biannual Day of Dialogue event provides an opportunity for staff, faculty, and students to come together to examine important inclusion and diversity issues. Additionally, the event provides space for critical conversations and cross-cultural engagement. Under the program, four to six topic sessions are held simultaneously at different locations across campus. University community members can select to attend the session of their choice, where trained facilitators moderate 90-minute discussions. Past Day of Dialogue topics included U.S. immigration policy, food insecurity issues, campus climate, and gun control. In June 2020, in the aftermath of the killing of George Floyd, a full-day Day of Dialogue event was held that included conversation sessions and panel discussions.

CONSTRUCTIVE ENGAGEMENT

Constructive Engagement events at Union College in New York aim to broaden perspectives on issues and provide an opportunity to engage in meaningful conversations instead of debates. Topics have included racial injustice, social entrepreneurship, and healing after hate. Aligning with the college’s vision and strategic plan, Constructive Engagement seeks to foster a learning environment where students, faculty, and staff are empowered to engage with one another through intentional dialogues and reflection that help everyone learn and grow as a community.
The harder we look
THE MORE WE SEE.

At Ohio University, our vision for Diversity and Inclusion is to celebrate all members of our University community and to broaden our collective understanding by uplifting diverse identities, cultures, experiences and perspectives. We recognize that this requires a willingness to have hard conversations, to recognize and call out prejudice, to hear and respect vastly different points of view, and to do all this with civility and grace.

The work of building a diverse and inclusive community is far more than a set of boxes to check or a series of events to attend. It happens in small steps and in big leaps, in one-on-one conversations and in massive demonstrations. To succeed we must be both relentlessly intentional and open to the spontaneous opportunities for positive change.

Recognizing our University commitment to being a leader in Diversity and Inclusion, we recently launched a new campaign that we are simply calling VISIBLE. Visible is about shining a light on all of it – the good work, the hard truths, the differences we easily embrace and those that make us uncomfortable, the barriers, the opportunities, and most of all of the people who are or strive to be a part of our Bobcat community.

LEARN MORE ▼

ohio.edu/diversity
Kendall knew her why. She just needed a little help with the how.

Kendall’s love of the arts and helping people led her to pursue a dual major in dance and nursing. With Western’s help, she achieved success in both.

Along our students’ journeys to craft their purpose, our faculty are there, inspiring a passion for learning and offering support inside and outside the classroom. Maybe that’s why 92% of Broncos felt instructors cared about them as a person.

And why Kendall now works as a nurse and created a nonprofit that makes the arts more accessible to minorities and young artists in Detroit.

Preparing you for a career and a lifetime of purpose. That’s Rethink Smart.

DIAMOND AWARDS
El Paso Community College’s (EPCC) Diversity & Inclusion Programs established the Diamond Awards with the purpose of recognizing the important contributions, commitment, and excellence in service by full-time women employees. A committee that represents each employee classification of the college selects 40 winners annually. This program is now in its 12th year, and the goal is to celebrate the achievements of all full-time women employees at EPCC by providing the winners with a special day of appreciation. Each recipient receives a diamond-shaped statue and is recognized and celebrated at a luncheon.

LAVENDER CELEBRATION
Lavender Celebration is an annual event and awards ceremony that celebrates LGBTQ+ and Allied students at The State University of New York at Albany (UAlbany) for completing their undergraduate, graduate, or postgraduate studies. The celebration marks the transition of LGBTQ+ and Allied scholars from academic experience to the working world. Among the honors bestowed at Lavender Celebration are the Safe Space Award, which recognizes students who have made substantial contributions to forging and creating safer spaces, and the Harvey Milk Alumnus Award, named for UAlbany alumnus Harvey Milk (’51), the first openly gay man elected to public office in the U.S.

CELEBRATION OF 1969 BLACK POWER SYMPOSIUM
On March 7, 2020, Augustana College (AC) in Illinois hosted Dr. Yusef Salaam, a nationally known speaker who was one of five teens wrongfully convicted by the New York Police Department of the assault and rape of a woman in Central Park in 1989. AC students had the opportunity to hear firsthand about issues of policing, bias, and racial profiling. The event marked the 50th anniversary of the Black Power Symposium, which was organized by AC’s Afro-American Society (now called the Black Student Union). The 2020 event highlighted social justice as one of AC’s Five Faith Commitments.
COMMITTED TO A BETTER WORLD

From broadening the pipeline of students pursuing STEM degrees to promoting academic success for first-generation and rural students, the University of Georgia is committed to cultivating an environment of diversity and cross-cultural understanding.

There’s more work to be done, and we’re committed to achieving it.

news.uga.edu/diversity
“The future of our democracy depends upon our ability to create inclusive and equitable communities to which everyone is invited to contribute their ideas, gifts and enthusiasms.”

Valerie Smith, President of Swarthmore College

Weigel Wellness Programs
The State University of New York College at Buffalo’s Counseling Center, a component of the Weigel Health Center, offers specialized support groups and workshops for students affected by systemic racism. The Supporting Communities of Color Workshop explores the effects of the COVID-19 pandemic on marginalized communities and offers strategies for improving and maintaining mental wellness for oneself and one’s community. This online workshop is available for students to access at any time. The Counseling Group for Students of Color is a safe and confidential space for group members to address the intersectionality of their identities and the effects on their mental health and well-being, interpersonal relationships, and resilience.

Real Talk
Real Talk is a program run by Rochester Institute of Technology’s (RIT) Counseling and Psychological Services that serves as a safe space for students to engage in “real talk” as anxieties and worries increase during the pandemic. Students are encouraged to share how they’re feeling, talk about challenging issues, problem solve, and find support. Discussions are hosted by students along with RIT Counseling and Psychological Services counselors.

Black HIV/AIDS Awareness Day with Free HIV Testing
The Black HIV/AIDS Awareness Day with free HIV testing at Louisiana State University (LSU) is designed to break the stigma of living with HIV by providing free, anonymous, and confidential needle-free testing as well as pre- and post-test counseling for all LSU students, faculty, staff, and community members. In addition, the LSU Women’s Center serves as the testing site and has partnered with the LSU Clarence L. Barney Jr. African American Cultural Center to host “Stopping the Stigma: A Panel Discussion on Living with HIV.”

UAB Cares
UAB Cares is a suicide prevention initiative designed to support the overall health and well-being of The University of Alabama at Birmingham (UAB) community. The mission of UAB Cares is to assist students, faculty, and staff in finding the help they need and ensuring they know they are important and matter. It includes resources for suicide education, prevention, intervention, response, follow-up, and post-intervention. UAB Cares was built by a task force of graduate and undergraduate students, faculty, staff, and administrators appointed by the university’s leadership.
Greetings from Beautiful Sonoma County!

Located in the magnificent Northern California Wine Country, we offer excellent opportunities for education professionals who want to serve a diverse, motivated student body. Nearly 3,100 individuals work full or part-time at SRJC, making it one of the largest employers in Sonoma County.

**SRJC receives second Higher Education Excellence in Diversity (HEED) Award!**
This award demonstrates SRJC’s outstanding commitment to building a more diverse and inclusive workplace and providing an equitable educational environment that offers multi-ethnic global perspectives and cultural competencies for all students.

Santa Rosa Junior College is continuously seeking qualified candidates for employment. Please go to [hr.santarosa.edu](http://hr.santarosa.edu) to apply for openings, or contact Sussanah Sydney, Manager, Human Resources/ Employment Equity at 707.527.4821 or ssydney@santarosa.edu for more information.
The Community Advancing Conversation Virtual Panel

The Community Advancing Conversation Virtual Panel session, the first of a monthly series at Oklahoma State University (OSU), was streamed live in June and featured thought-provoking perspectives on race and inclusion from campus leaders. Participants included men’s basketball coach Mike Boynton, Police Chief Leon Jones, Chief Diversity Officer Jason F. Kirksey, Office of Equal Opportunity Director Jackson Landrum, Assistant Vice President for the Division of Institutional Diversity Jovette Dew, and more. Kirksey called it a special and meaningful conversation and noted that OSU has received many awards for diversity, although the panel was a new beginning.

The Diversity Education and Training Lab

Kent State University’s Diversity Education and Training Lab is a component of the university’s division of Diversity, Equity and Inclusion. The lab aims to foster and develop diversity and cultural competency through awareness, knowledge, and skills. A team of diverse experts helps to address issues ranging from social justice, equity, unintentional biases, anti-racism, recruitment, promotion, and cultural competency skills. They facilitate dialogues, interactive workshops, and seminars to create awareness of barriers that affect climate, diversity, and inclusion. The training lab also partners with community organizations and corporations to extend the benefits of research, evidence-based practices, and shared expertise.

Free Courses for Racial Awareness and Healing

When the nation despairs over the deaths of George Floyd and Breonna Taylor this summer, faculty and staff across The University of Texas at Austin campus wanted to know how they could start conversations about race with team members. To meet these needs, Leonard Moore, vice president for diversity and community engagement and a professor of history, taught a six-part free course, “The History of the Black Experience,” via Zoom. More than 12,000 people participated in the online sessions, and many more have watched the videos on YouTube. The university plans to host a similar online class, “The History of Mexican Americans,” to be taught by history professor Emilio Zamora.

Diversity Planning Retreat

Since 2016, leaders at Lawrence University (LU) gather annually at an off-site location to network with one another; learn about diversity-related topics; and identify strategic diversity, equity, and inclusion priorities for the upcoming academic year. The retreat provides an opportunity for representatives from the president’s cabinet, the President’s Committee on Diversity Affairs, Faculty Governance Committee, student leaders from the LU Community Council, and other university leaders to participate and has received high praise in internal evaluation surveys.

Diversity and Equity Graduation Requirements

In spring 2019, California State University San Marcos approved a two-part diversity and equity graduation requirement for students pursuing a bachelor’s degree. Before graduation, students must pass one class that is certified for Diversity and Equity in the United States or a course that is certified for Diversity and Equity in Global Contexts. The requirement, which went into effect in fall 2020, has students take courses that address identity intersectionality. These cover the conditions, experiences, perspectives, and representations of at least three identities, including race, socioeconomic status, gender, sexuality, disability, religion, nationality, and more.

The 2020 HEED Awards

Innovative Diversity Education
Grand Valley State University is proud to be recognized with a 2020 HEED Award for our commitment to diversity and inclusion. Our continued commitment to supporting and empowering all students, faculty, and staff is one reason Grand Valley has become a national model for equity, inclusion, and social justice. That’s the Laker Effect.

Learn about our Inclusion and Equity efforts at gvsu.edu/inclusion
THE 2020 HEED AWARDS

POLICY

GO BLUE GUARANTEE
Launched in 2018, the University of Michigan - Ann Arbor’s Go Blue Guarantee program 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 fall 2019, 1,612 current students were identified as eligible and, collectively, received $19 million in institutional and federal support for that term. Overall, 93 percent of eligible in-state undergraduates received institutional aid, and 86 percent paid no tuition.

A BROAD DEI IMPLEMENTATION PLAN
This summer, University of Kentucky (UK) announced its Diversity, Equity and Inclusion (DEI) Implementation Plan that focuses on actionable steps in the university’s DEI efforts. A 21-member leadership team representing more than 10 colleges and units helps guide these efforts. Four advisory groups, which include faculty, staff, students, and community partners, serve to provide input, guidance, and feedback in all matters related to the plan. Additionally, six broad workstreams — for faculty and staff, students, culture, policies and programming, facilities and finances, and research and community outreach — will oversee the work of 17 DEI project teams, ranging from expanding professional development opportunities to creating a diversity and inclusivity master plan.

SUPPORTING SUPPLIER DIVERSITY
Western Michigan University (WMU) strives to enhance successful business relationships with underrepresented, women, veteran, LGBTQ, and other diverse or disadvantaged business enterprises through the implementation of the Supplier Diversity Program. The purpose of this program is to grow opportunities for diverse businesses via engagement with diverse suppliers through networking, outreach, education, and communication. The program increases departmental awareness of supplier diversity objectives and opportunities; educates diverse suppliers on how to become a university-approved vendor; monitors and records all expenditures with diverse businesses and reports results on a quarterly basis; and more.

“This Is Me” Campaign
The “This Is Me” campaign at Cuyahoga Community College allows students and employees to specify their preferred name, personal pronouns, and gender identity as part of their individual college profile. A preferred name is the name by which a person chooses to be identified, apart from their legal name. Identifiers such as name, gender, and personal pronouns are core factors in many individuals’ sense of self. Instructors, advisers, and administrators can see these values on class rosters, advising rosters, and other administrative pages, allowing them to connect with and be more inclusive of students and employees.
Cuyahoga Community College is fortunate to have a mosaic of people who contribute daily to create a dynamic learning and working environment. We are proud to be a 2020 HEED award winner.
NETWORK OF ADVISERS FOR RACIAL EQUITY
As a part of her actions for racial equity, Grand Valley State University President Philomena V. Mantella appointed a campus-wide network of advisers to make certain the campus community shapes and commits to these values. The network also seeks to ensure Black faculty, staff, students, and alumni voices are elevated to the highest level of engagement with Mantella and all university senior leaders.

FACULTY AFFILATE FOR STUDENT SUCCESS
The Faculty Affiliate for Student Success at California State University, Northridge (CSUN) works with faculty and advising staff to provide leadership, guidance, planning, implementation, and support of innovative practices, policies, and initiatives that foster inclusive excellence and equitable outcomes for all students. The Affiliate and the Office of Student Success collaborate with multiple campus offices, constituencies, committees, departments, and units to form and implement practices that will lead to equitable graduation outcomes for all CSUN students.

INCLUSIVE EXCELLENCE PLAN AND TOOLKIT
Ball State University has a campus-wide plan to promote inclusive excellence. The seven colleges within the university have been charged to take the strategies and goals in the campus-level plan and create their own unit-level inclusive excellence and diversity agendas. To help make that happen, the university developed an inclusive excellence toolkit that encourages each college to take an inventory of existing efforts, analyze strengths and areas for improvement, and take action.

TITLE IX DISCUSSION AND AWARENESS
To provide the University of Cincinnati community with the latest information on the Department of Education’s new Title IX Regulations and the university’s new Title IX Sexual Harassment Policy, the Office of Gender Equity & Inclusion (OGEI) launched a new series called “Mondays with Matt.” These online sessions offer attendees the opportunity to virtually meet with Matthew J. Olovson, Title IX Coordinator, Interim Executive Director of OGEI, and the Executive Director for the Office of Equal Opportunity & Access. During these sessions, participants discuss various topics surrounding harassment and discrimination.
Congratulations, SIUE campus community, for your commitment to diversity, equity and inclusion.

FIERCE URGENCY OF NOW

Diversity Day 2020

Venessa A. Brown, MSW, PhD
Associate Chancellor and Chief Diversity Officer
Recruitment and Retention

The Grit Pathway Program at the University of West Florida (UWF) is for freshmen applicants who demonstrate the potential for success in college but feel they would benefit from transitional support to maximize their achievements at UWF. Participants are connected to a variety of support resources to aid in their transition to the university, in addition to taking a reduced course load, participating in academic success workshops, and meeting regularly with a success coach. After completion of the program’s requirements, students are allowed to register as full-time for the following semester.

The Future Faculty Diversity Program (FFDP) at Virginia Polytechnic Institute and State University (Virginia Tech) works toward the recruitment of underrepresented scholars in graduate and post-doctoral programs, including African Americans, Latinx, Native American/Alaska Natives, and Pacific Islanders. The program consists of a three-day intensive workshop for students from underrepresented backgrounds who are interested in careers in academia. The inaugural workshop was held in 2010 with support from the Virginia Tech Office of the Senior Vice President and Provost; since that time, more than 230 scholars from across the U.S. have participated in the annual event.

Latin Dreams is a living-learning residential community at the University of North Texas launched in fall 2020 that targets first-generation Latinx men, a group that has historically been most at risk for attrition. The program is based on best practices and is designed to assist participants in strengthening their academic engagement skills and exploring their cultural identity. Latin Dreams utilizes an intersectional model and culturally relevant resources to help promote participants’ persistence, retention, and timely graduation.

The Lehigh University Student Scholars Institute (LUSSI) provides support to students who are first-generation, low-income, or from underrepresented groups throughout their time at the university. During pre-orientation, students are given information on university resources, study skill development, effective time management, and strategies for long-term health and wellness. Throughout the program, scholars meet biweekly in small groups with faculty, staff, and student mentors and are offered opportunities for career development, leadership training, and more. LUSSI places emphasis on building a strong and diverse social network both among the Scholars and the university community.

HCC Honors Program Only 28 percent of public community colleges offer honors education and programming. Hillsborough Community College’s (HCC) Honors Program boasts a holistic admissions process, a leadership travel abroad class in which travel is covered through course fees, and an HBCU experience through membership in the National Association of African American Honors Programs. Committed tenured and tenure-track faculty teach without compensation because they “love the honors teaching experience.” According to HCC Honors Program Director Kathleen King, “The support of our faculty and administration enriches our diversity and inclusion and gives our students a competitive edge for transfer.”

Latin Dreams is a living-learning residential community at the University of North Texas launched in fall 2020 that targets first-generation Latinx men, a group that has historically been most at risk for attrition. The program is based on best practices and is designed to assist participants in strengthening their academic engagement skills and exploring their cultural identity. Latin Dreams utilizes an intersectional model and culturally relevant resources to help promote participants’ persistence, retention, and timely graduation.

Diversifying Law School Enrollment 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 and working professionals from low-income, first-generation, and underrepresented backgrounds an introduction to legal education. Dean Leonard M. Baynes and Director Kristen M. Guiseppi established the multi-track program. Participating students spend their time engaging in classes taught by law school faculty; interning at a variety of law firms, courts, and legal organizations; and preparing for the LSAT and law school application process.
**THE CHALLENGE PROGRAM**

Challenge is a summer five-week residential program for incoming first-year underrepresented students at Georgia Institute of Technology (Georgia Tech). In the program, students are immersed in the Georgia Tech environment: they live in on-campus housing; take classes provided by Georgia Tech professors; and participate in cultural, professional, and academic workshops and activities. Challenge is designed to help prepare incoming first-year students for a successful college career by equipping them to address the 7Cs: Computer science, Chemistry, Calculus, Communication, Career development, Cultural competency, and Community service. Challenge participants develop a strong Georgia Tech peer, resource, and corporate network before entering into their first academic semester.

**DISTINCTIVE FACULTY RECRUITMENT AND RETENTION PROGRAMS**

Virginia Commonwealth University’s (VCU) Institute for Inclusion, Inquiry and Innovation (iCubed) focuses on faculty recruitment and retention through its four distinct and innovative programs. The Cluster Hiring Initiative actively recruits a highly inclusive cadre of scholars in the redress of challenges that affect urban areas; the Pathways to the Professoriate Program establishes formal relationships with HBCUs and other minority-serving institutions to expand and enhance the pipeline into critical areas of need at VCU; the Visiting Faculty Scholars Program provides a forum for faculty to engage in creative activity and scholarship; and the Commonwealth Scholars Program focuses on recruiting undergraduate and graduate students mentored by iCubed scholars to participate in community-based research.

**EMBRACING DIVERSITY AND INCLUSION**

Seminole State College of Florida thanks INSIGHT Into Diversity for its seventh consecutive HEED award. The dedicated faculty and staff and the diverse students in more than 200 degree and certificate programs showcase inclusion in all facets of campus life.

seminolestate.edu
At Oregon State University, we do the work to make students and faculty feel seen and heard. Empowered to instigate change — close to home and around the world.

Our commitment to diversity is proven through action. We continually work to understand and overcome racial biases, recognize the past and present contributions of Indigenous people and provide unwavering support to all students of color and international students.

We are here to collaborate with members of our community and offer ideas and solutions. Our door is always open.

There’s no finish line in diversity work. But we’ll make every moment count.

Let’s build a better future — together.

Join us at diversity.oregonstate.edu.

---

**TIGER ALLIANCE**

Clemson University’s Tiger Alliance program helps to create pathways to college for Black, Latinx, and Hispanic young men in high school. Tiger Alliance works directly with nine high schools across four counties in Upstate South Carolina in an effort to build a college-going culture for 9th–12th graders. The ultimate goal is to help students graduate from college and encourage the next generation to continue their education. Through its student ambassadors, workshops, college tours, summer academy, and participation in the Clemson University National Men of Color Summit, Tiger Alliance is shaping future local, state, and national leaders.

**FUTURE FACULTY CAREER EXPLORATION PROGRAM**

Rochester Institute of Technology’s (RIT) Office of Faculty Diversity and Recruitment increased its in-person engagement with prospective faculty this year by visiting universities that produce the highest number of women and underrepresented PhD students. These efforts brought in more than 30 percent of the participants in the Future Faculty Career Exploration Program, now in its 17th year. During this year’s program, 16 scholars presented research and networked with RIT administration, faculty, and students in a virtual format. To date, more than 350 scholars have taken part in the program, with 23 hired to RIT faculty positions.
CALIFORNIA STATE UNIVERSITY SAN MARCOS IS A BOLD TRAILBLAZER

Since our founding in 1989, we have cultivated a culture of inclusion with an unwavering passion and dedication to our inspiring students. Diversity is central to our mission, helping us remain innovative, creative and entrepreneurial. We are proud to be recipients of the HEED Award for the seventh consecutive year in 2020!

Learn more at www.csusm.edu/diversity
UNF Lead

University of North Florida (UNF) Lead is a newly implemented nine-month professional development program dedicated to preparing faculty and staff — especially women and those from underrepresented groups — for leadership positions and advancement opportunities at UNF. The 21 participants are guided through a curriculum designed to assist them with transitioning into leadership positions while remaining engaged in their current professional lives. Participants identify, plan, and implement a capstone project that responds to an identified need of their department, the campus, or community while building contact networks across the university.

RISE UP: Pathways to Diversity in Medicine

Rise Up: Pathways to Diversity in Medicine is a conference sponsored by the East Carolina University Brody School of Medicine that provides tools and encouragement for youth from diverse backgrounds to explore their potential in medicine. This year, it brought more than 160 attendees from eastern North Carolina to campus and offered interactive experiences for students ranging from K-12 to college.

Diversity Helps Us Think Beyond the Possible

Case Western Reserve University is dedicated to innovation, knowledge and inclusion—goals we achieve by welcoming a wide array of individuals, experiences and perspectives.

Learn more about our diversity and inclusion efforts at case.edu/diversity
ARKANSAS STATE UNIVERSITY

2018, 2019 & 2020
Higher Education Excellence in Diversity (HEED) Award Recipient

Top Colleges for Diversity

Advancing Diversity and Community Engagement

INCLUSION

ARKANSAS STATE UNIVERSITY

AState.edu
FRESHMAN INNOVATION GROUP
The Freshman Innovation Group in the Texas A&M University College of Liberal Arts is a program for incoming, first-generation freshmen that aims to build a strong foundation for academic and social success. The program links two seminar-sized courses, allowing sets of 25 students to move together as a cohort through their first year. Group members receive funding to offset the expense of course materials, enjoy meals with faculty, and take part in academic programming designed to engage their lived experiences and interests.

BUILDING UNITY AND CULTIVATING SUCCESS
Whitworth University offers two programs to support students in their progress toward graduation. The yearlong Building Unity and Cultivating Success Bridge program serves freshmen from first-generation and underrepresented ethnic populations. It begins with a pre-orientation and continues through the first year with monthly meetings and programming facilitated by peer guides and staff. Act Six is a cohort-based program that brings underrepresented students from urban ministries to the university on full scholarship and equips them to become transformative leaders on campus and in their home communities.

DIVERSITY DEMONSTRATED

54,000+ STUDENTS*

- ASIAN 14%
- BLACK 41%
- HISPANIC/LATINX 12%
- MULTIRACIAL 6%
- WHITE 25%

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

*Based on enrollment in fall 2019

Office of Diversity Education Planning | dei.gsu.edu

The 2020 HEED Awards

Recruitment and Retention

November 2020
Equity is at the heart of an introductory personal health course at East Carolina University. Designed primarily for first-year students, HLTH 1000 has been restructured to focus more purposefully on health inequities among marginalized populations.

The program embeds equity, diversity and inclusion from a health perspective, illustrating to students — many of whom experience health disparities in their own communities – the roles they can play in achieving parity.

A continued commitment to diversify the curriculum is one of the many ways ECU prepares students with the knowledge, skills and values to succeed in a global, multicultural society. It’s a prescription whose effects help ensure health equity for all.
ADDRESSING RACISM INITIATIVE
Since June 2020, Columbia University has led the Addressing Racism initiative, which has included a faculty panel discussion on how to leverage the university’s collective strengths to address the fundamental challenge of structural racism; a mini-institute with the Columbia School of Social Work that centered on anti-Black racism and how two global pandemics forced a reimagining of an anti-racist future and institution; seed grant funding to provide resources for collaborative dialogue, action, and insight for systemic change towards racial equity; and an all-faculty summer reading initiative that featured Birthright Citizens, Citizen: An American Lyric, and How the Irish Became White.

TRANSGENDER DAY OF REMEMBRANCE
On November 20, 2019, the LGBT Center at Ohio University hosted a 20th Anniversary International Transgender Day of Remembrance program. Members of the center’s Trans* Group and the broader university community enhanced visibility of the program by displaying student-created gender diversity flags throughout the airspace as a show of pride for transgender, nonbinary, genderqueer, genderfluid, agender, and intersex lives. Guest speakers presented on topics of history, contemporary challenges, and a call to action in support of transgender people, culminating in the reading of names and viewing of photos of transgender lives lost up to that point in November 2019.

THIS IS NOT NORMAL: ALLYSHIP AND ADVOCACY IN THE AGE OF COVID-19
The Office of Diversity and Inclusion at the University of Pittsburgh, in partnership with the Office of Health Sciences Diversity, developed and facilitates a bi-weekly town hall series called “This is Not Normal: Allyship and Advocacy in the Age of COVID-19.” Discussions focus on the diverse facets of the lives and communities affected by institutional and systemic inequities and injustices that are further exacerbated by the COVID-19 pandemic. The town halls, which are free and open to the public, feature diverse panels of university and community educators and activists who provide insight and analysis into the systemic issues facing communities.

COMMUNITY ENGAGEMENT FOR RACIAL JUSTICE
The Office of Equity and Inclusion at the University of Rochester is engaging the university community through the newly formed Committee on Community Engagement for Racial Justice. Local leaders are joining university faculty, staff, and students to work on real solutions to long-standing social, economic, and educational issues. The committee’s efforts include a network of community organizations, faculty, and staff to address critical disparities and the criminalization of mental health issues and substance abuse in Black and Brown communities.

WEB RESOURCES FOR RACIAL EQUITY AND DOCUMENTING THE BLM MOVEMENT
To intentionally address racism and the need for social justice, the University of North Carolina at Greensboro (UNCG) created a new website, Racial Equity at UNCG, which serves as a launching pad for Spartans, community members, and prospective students and families to learn more about the university’s commitment to racial equity. The website features resources for learning, upcoming events, and news. Additionally, UNCG’s new Triad Black Lives Matter Protest Collection is working to document the Black Lives Matter movement, police brutality protests, and race relations in the Triad region of North Carolina.

RESTORATIVE JUSTICE CENTER
The State University of New York at Buffalo’s division of Student Affairs and the division of Student Conduct and Community Standards established the Restorative Justice Center in the fall of 2019. Since its founding, this center has held numerous Restorative Justice Community Circles to explore and discuss
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

Social Justice Advocacy and Legal Empowerment

The Stetson University College of Law has a robust Social Justice Advocacy concentration that provides a myriad of opportunities for students to make a difference in the community, both locally and beyond. This year, law clinics were held in Honduras through an American Bar Endowment grant. The clinics with the Community Law program are held twice a month in St. Petersburg, Florida, where students and volunteer attorneys work to restore voting rights to convicted felons. The Legal Empowerment Brigade includes an annual trip to Honduras, where students work closely with Honduran attorneys on a variety of legal issues such as land registration and labor conflicts.

The Dream Collective

Faculty activists from the Southern Illinois University Edwardsville (SIUE) School of Education, Health and Human Behavior are building on decades of scholarship to conduct the important work of dismantling racism through the newly formed Dismantling Racism through Education, Advocacy and Mobilization (DREAM) Collective. They seek to create effective programming and foster cultural competency in responsive educators and community members. As scholar-activists, they believe that this work of dismantling racism and White supremacy is never done and requires constant inward reflection and outward engagement with societal injustices.
ALPHA LEAGUE AND ASPIRE

Davenport University has created two programs to help students of color achieve academic and personal success. Alpha League promotes brotherhood between men of diverse ethnic, racial, and socioeconomic backgrounds and helps them find their role within a global society through philanthropy, scholarship, leadership, and social/emotional workshops. The Achieving Success through Positive Interaction, Reflection and Empowerment (ASPIRE) leadership program provides opportunities for women of color to foster strong interpersonal skills and relationships and develop as leaders through opportunities for social networking, career exploration, and interpersonal reflection.

DIVERSITY RESIDENT PROGRAM FOR ACADEMIC LIBRARIANS

Florida State University (FSU) facilitates a Diversity Resident program in partnership with the American College and Research Libraries (ACRL) Diversity Alliance that provides opportunities for early career librarians from underrepresented groups so that they may gain professional experience as academic librarians and faculty members. The three-year program teaches the residents about special collections work, digital scholarship, library systems programming, and development, cataloging, and academic subject expertise. The program not only contributes to the residents’ professional development but also helps establish a pipeline of diverse librarians for FSU.

PARTNERS IN EXCELLENCE

Partners in Excellence (PIE), a Regis College mentoring initiative, is designed to provide personal guidance and support to first-year students of color and first-generation students by assigning trained peer, faculty, staff, and graduate mentors. Through structured and unstructured interactions with mentors, first-year students in the program establish meaningful relationships that assist in their transition to college, increase their engagement in and out of the classroom, and offer a source of support and guidance. PIE also helps close achievement gaps and build a sense of belonging at Regis.

THE RAM SHOP

In September 2019, West Chester University of Pennsylvania became the first university in the country to open an on-campus convenience store, the Ram Shop, to provide workplace training for students on the autism spectrum. The shop, working in partnership with the university’s growing Dub-C Autism Program, provides an opportunity for these students to practice and master social and professional skills, and it also works to ensure they are able to gain employment after graduation. The initiative was created to address the national statistic that 85 percent of college graduates with autism are unemployed.

LGBTQA+ FIRST YEAR EXPERIENCE

Adelphi University provides a safe space for incoming LGBTQ students and transfers by affirming their identity, fortifying self-esteem, and building growth that promotes a successful transition to campus life. During weekly online meetups hosted by the Office of Health Outreach and Promotion, new and incoming students can attend a virtual five-week program that introduces participants to returning LGBTQ students, leaders of the Gender and Sexuality Alliance, and additional resources such as social justice groups and LGBTQ organizations. The program helps students maintain persistence toward graduation and avoid risk factors like substance abuse.
Inclusion.
That’s the Power of I.

At the University of Illinois, we believe power is inherent in everyone. The power to see and solve big problems. The power to write your own story and reach toward higher goals. The power to share your voice and help shape the conversation.

And as an institution, we’re committed to creating an open, just, and accessible environment – a place where everyone can develop their power. Together we can change the world.

BLACK WOMEN’S EMPOWERMENT INITIATIVE
The Black Women’s Empowerment Initiative at Louisiana State University was established to promote, maintain, and advance the well-being of Black women at the university. The initiative fosters equity and community building through workshops and programming about pertinent topics and cultivating intentional spaces for Black women to gather. Strong emphasis is placed on developing leaders with drive and ambition who want to continue to uplift women in today’s society. Each participant focuses on the development of their own social, emotional, educational, and physical needs as well as those of other young underrepresented women.

PROMISE PROGRAM
West Chester University of Pennsylvania’s Promise Program is a campus support program serving unaccompanied homeless and foster youth. The program assists students by providing year-round housing on campus, including during academic breaks. It also connects students with resources both on- and off-campus, such as food and supplies, priority employment opportunities, access to scholarship funds, monthly mentorship dinners, and a safe space to share successes and challenges.
To the inspiring change makers

Thank you to the courageous communicators and bold decision-makers we’re proud to call our students, alumni, employees and educators. You make Davenport University the welcoming and inclusive community it is today and are paving the way for future generations.

davenport.edu

THE 2020 HEED AWARDS

SUPPORT

LGBTQ FRESHMAN ORIENTATION AND SUPPORT

The University of Louisville (UofL) programs for LGBTQ students are designed to put parents and students at ease by supporting the LGBTQ campus community and creating a sense of belonging. Programs like Cardinal OUTlook — a freshman orientation designed specifically for LGBTQ students and families — as well as the LGBT Health Certificate program and the civil rights history tour for students in the Bayard Rustin living-learning community provide opportunities that help LGBTQ students transition to campus and support their intersectional identities.

GEORGIA COMMITMENT SCHOLARSHIP PROGRAM

The Georgia Commitment Scholarship Program, a key priority of the University of Georgia’s recently concluded Commit to Georgia Campaign, was created to increase the number of need-based scholarships awarded to students. Thanks to that program’s matching component and the more than 340 donors who supported it, over $80 million has been committed to need-based aid since the program’s January 2017 launch. In total, the Georgia Commitment Scholarship program has created 528 endowed, need-based scholarships. Nearly 40 percent of the scholarship recipients are first-generation students, and approximately 60 percent are from underrepresented ethnic and racial backgrounds.

BLACK AND INDIGENOUS LIVING-LEARNING COMMUNITIES

Responding to compelling research demonstrating the value of living learning communities to support the success of historically underrepresented students, Oregon State University (OSU) launched the Nia Black Scholar Living-Learning Community and munk-skukum Indigenous Living-Learning Community. These communities create residential environments for students to find fellowship and explore cultural identity. The Nia community supports Black people and people of the African diaspora. The munk-skukum community offers connections to students with a shared interest in supporting Indigenous people, to cultural events on and off campus, and to resources to support students while they are at OSU.
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.

CSUN.EDU/RISE
Indiana University - Purdue University Indianapolis
Thoughtfully and Intentionally Creating an Inclusive Campus
Pediatric Otolaryngologist

The University of Utah Otolaryngology is seeking a BC/BE Pediatric Otolaryngologist at the Assistant Professor level on the Clinical Track. Fellowship training is required.

This new faculty will staff the Primary Children’s Hospital in Salt Lake City. This is a full-time academic position at the University of Utah. The successful candidate will join an existing pediatric group of 7 providers.

The successful candidate must demonstrate excellence in resident education, clinical research and patient care. Primary Children’s Hospital is the only freestanding pediatric center for the state of Utah, and it has a large referral base comprising the surrounding states.

Interested applicants must apply online at: http://utah.peopleadmin.com/postings/106257

For more information contact:
Albert Park, MD, Professor
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
(801) 585-3186
susan.harrison@hsc.utah.edu

Applicants should send an updated CV and a list of three references to the above address.

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

Equal Employment Opportunity

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

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

---

Race in America Faculty Position

Stanford seeks to hire as many as 10 strong researchers and scholars--campus-wide--who study the impact of race in American society, including the nature and persistence of racial inequality and its consequences. The University seeks to support, deepen, and enhance the important research and teaching in these areas long underway on our campus.

The Graduate School of Education invites applications for faculty positions from all disciplines. Rank is open, although there is the expectation that the majority of the appointments will be made at the assistant professor level. We are particularly interested in candidates with outstanding records of achievement in developing or using innovative approaches in the broad areas of their discipline. The successful candidates should possess a strong research background within their discipline and the ability to teach effectively in both the MA and PhD programs in the school. The successful candidates should have or must expect to have their PhD degree by the start date of their faculty appointment at Stanford University.

Review of applications will begin on November 15, 2020 and will continue until all of the positions are filled. Candidates are invited to apply online via http://apply.interfolio.com/79428, with the following materials:

- a cover letter of less than 3 pages which describes research and teaching experience,
- a curriculum vitae,
- three scholarly publications,
- applicants for assistant rank positions should submit three letters of reference,
- applicants for associate or full professor ranks should submit a list of three names of references (complete with addresses and phone numbers). We will request letters of recommendation for a short list of finalists only.

Please direct questions to the GSE Faculty Affairs Officer, Tanya Chamberlain, tanyas@stanford.edu.

Stanford is an equal employment opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other characteristic protected by law. Stanford welcomes applications from all who would bring additional dimensions to the University’s research, teaching and clinical missions.
General Urologist

The Division of Urology, Department of Surgery at the University of Utah is seeking a BC/BE trained Urologist for a full-time clinical track faculty position in urology. Clinical activities will take place at the Mountain West location in Tooele, Utah. A strong background in general urology or endourology is preferred. Applicants would be joining a vibrant growing clinical enterprise and would be welcomed into divisional education and academic activities. No on call responsibilities via call coverage from the University of Utah. Competitive package based upon experience with exceptional retirement, as well as bonuses for productivity over MGMA median national benchmarks.

Interested applicants apply online: http://utah.peopleadmin.com/postings/108295

For further information contact:
Jeremy Myers, MD
Professor & Chief
Division of Urology
Jeremy.Myers@hsc.utah.edu

Postdoctoral Positions in Mathematics
University of Pennsylvania

At least one position of Hans Rademacher Instructor will be available beginning July 1, 2021. Candidates should have a strong research program and will participate in the Department's undergraduate and graduate mission. Initial full-time appointment will be for one year with annual renewal up to two additional years contingent on satisfactory performance review and approval of the Dean.

Applications should be submitted online through MathJobs.org and include the following items: cover letter, curriculum vitae, research statement, teaching statement, publication list and at least 3 reference letters from mathematicians familiar with your work (one of these should comment on your teaching ability).

Review of applications will begin January 4, 2021 and will continue until the position(s) is filled.

The Mathematics Department values interdisciplinary research, collaboration, and collegiality; is committed to promoting a culturally diverse intellectual community; and strongly encourages applications from women, minorities, and underrepresented communities. The University of Pennsylvania is an equal opportunity and affirmative action employer. Candidates are considered for employment without regard to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class. Questions or concerns about this should be directed to the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, University of Pennsylvania, 421 Franklin Building, 3451 Walnut Street, Philadelphia, PA 19104-6205; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).
INCLUSION LIVES HERE
INNOVATION LIVES HERE
IMPACT LIVES HERE

next lives here

Proud recipient of the CHAMPION designation

University of CINCINNATI
“Women’s rights are an essential part of the overall human rights agenda, trained on the equal dignity and ability to live in freedom all people should enjoy.” – Ruth Bader Ginsburg

U.S. Supreme Court Justice Ruth Bader Ginsburg, one of the most influential figures in the history of the women’s rights movement, passed away on September 18 due to complications from metastatic pancreatic cancer.

The second woman to ever serve on the Supreme Court, Ginsburg was a fierce advocate for gender equality. She faced gender discrimination in her own life as a student at Harvard Law School and Columbia Law School (CLS) and then as a young lawyer in the 1960s. Despite these struggles, Ginsburg was able to secure teaching positions at Rutgers University and CLS, where she became one of the first women to earn tenure.

Ginsburg was co-founder of the American Civil Liberties Union’s (ACLU) Women’s Rights Project and led many legal battles that “established the foundation for the current legal prohibitions against sex discrimination in this country and helped lay the groundwork for future women’s rights advocacy,” according to the ACLU website.

In 1980, President Jimmy Carter appointed Ginsburg to the U.S. Court of Appeals for the District of Columbia, where she served until her appointment to the Supreme Court by President Bill Clinton in 1993.

Throughout her career, Ginsburg fought for equal rights in education. In 1996, she wrote the majority opinion for the ruling in *United States v. Virginia*, which declared that the Virginia Military Institute could no longer maintain a male-only admissions policy. She also played a role in the historic affirmative action case *Fisher v. University of Texas*, in which she supported the university’s right to consider race in admissions decisions.

Ginsburg was also pivotal in several Title IX rulings. In 1999, she was part of the majority decision to hold K-12 schools liable for protecting students from sexual harassment by their peers. In the 2005 case *Jackson v. Birmingham Board of Education*, Ginsburg supported the ruling that schools are prohibited under Title IX from retaliating against individuals who report gender discrimination.

Ginsburg was a champion for equal rights in other aspects as well, including ruling in favor of protections for people with disabilities. Additionally, she fought to protect African American voting rights and wrote a historic dissent to the Supreme Court’s ruling in *Shelby County v. Holder*, which reversed portions of the 1965 Voting Rights Act.

Her many accomplishments include honorary degrees from multiple universities and law schools. In a historic triumph, Harvard Law — where she experienced such severe sexism as a student that she transferred to CLS — awarded her an honorary degree. Harvard would later award her the prestigious Radcliffe Medal for her transformative impact on society.

In 2013, Georgetown University Law Center created the annual Ruth Bader Ginsburg Lifetime Achievement Award to honor individuals whose careers have affected women’s rights, education, and the legal profession.

Ginsburg was also the recipient of numerous lifetime achievement awards and other honors from educational, legal, nonprofit, and government entities in the U.S. and abroad. Shortly after her death, the National Constitution Center awarded Ginsburg a posthumous Liberty Medal.

On September 25, she was laid in state in the U.S. Capitol — the first woman and first Jewish person, and only the second Supreme Court justice to ever receive this honor. She was buried in Arlington National Cemetery.
Is the University of Kentucky meeting this moment?

We started by calling 30,000 students.

Then, we reimagined how our campus works...how we teach, research, heal and how we dismantle systemic racism.

Are we meeting this moment?

We strive to every day.

It is who we are.

We are the University of Kentucky.
The University of Louisville is home to a community of diverse perspectives and backgrounds. To rise to the highest ideals to which we aspire, we are taking a stand against systemic inequities and have pledged to become the nation’s premier anti-racist metropolitan research university. Working together, we address global challenges and drive needed change to build a better world here and beyond.

Proud to be a 2020 Diversity Champion.

louisville.edu/diversity