Now in its tenth year, the INSIGHT Into Diversity HEED Award recognizes 101 institutions — the largest number of recipients ever — for their outstanding commitment to diversity, equity, and inclusion in higher education.
At Oklahoma State University we are dedicated to empowering excellence in diversity, equity and inclusion. We embrace each other’s differences and work collectively to identify opportunities for change. This year, we enrolled the most diverse OSU freshman class on record, made up of over 30% historically marginalized and underrepresented students.

We are honored to receive the 2021 HEED Award for the 10th year in a row, and to be recognized for the inclusive environment that we have worked to build for our students, faculty and staff.

We remain immersed in our mission and are committed to working even harder over the next decade to facilitate inclusion and foster belonging. By continuing to cultivate creativity and illuminate innovation, we can create a brighter and better world for all.

Orange is the Answer.
### IN THIS ISSUE

**November 2021**

#### THE 2021 HEED AWARDS

Now in its tenth year, the *INSIGHT Into Diversity* HEED Award recognizes 101 institutions — the largest number of recipients ever — for their outstanding commitment to diversity, equity, and inclusion in higher education.

#### Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>A DECADE OF RECOGNIZING EXCELLENCE IN DIVERSITY</td>
</tr>
<tr>
<td>48</td>
<td>THE 2021 HEED AWARD RECIPIENTS</td>
</tr>
<tr>
<td>50</td>
<td>HEED AWARD TESTIMONIALS</td>
</tr>
<tr>
<td>54</td>
<td>U.S. MAP OF HEED AWARD WINNERS</td>
</tr>
<tr>
<td>56</td>
<td>HEED AWARD DATA CHARTS AND GRAPHS</td>
</tr>
<tr>
<td>64</td>
<td>CAMPUS CLIMATE</td>
</tr>
<tr>
<td>68</td>
<td>CAMPUS LIFE</td>
</tr>
<tr>
<td>70</td>
<td>COMMUNITY OUTREACH</td>
</tr>
<tr>
<td>74</td>
<td>EVENTS AND CELEBRATIONS</td>
</tr>
<tr>
<td>78</td>
<td>HEALTH AND WELLNESS</td>
</tr>
<tr>
<td>80</td>
<td>INNOVATIVE DIVERSITY EDUCATION</td>
</tr>
<tr>
<td>88</td>
<td>POLICY</td>
</tr>
<tr>
<td>90</td>
<td>RECRUITMENT &amp; RETENTION</td>
</tr>
<tr>
<td>94</td>
<td>SOCIAL JUSTICE &amp; ACTIVISM</td>
</tr>
<tr>
<td>100</td>
<td>SUPPORT</td>
</tr>
</tbody>
</table>

#### Articles

- **14** Campus Disability Offices Rebranding to Become More Inclusive  
  By Lisa O’Malley
- **16** Esports at HBCUs Promote Diversity in a Thriving Industry  
  By Erik Cliburn
- **20** Cluster Hiring Grows in Popularity as Institutions Act to Increase Faculty Diversity and Advance Social Justice  
  By Mariah Stewart
- **22** *INSIGHT* Hosts Webinar on Addressing AAPI Racism in Higher Education  
  By Lisa O’Malley
- **24** Meet the *INSIGHT Into Diversity* Editorial Board  
  By *INSIGHT* Staff
- **32** VA Tech Offers ‘White Allies as Transformational Leaders’ Program to Effect Change from the Inside  
  By Mariah Stewart
- **36** Amid Racial Justice Movement, University Museums Face Pressure to Return Stolen Artifacts  
  By Mariah Bohanon
- **40** University of California System Embeds DEI Practices in its Institutional Investment Strategies  
  By Lisa O’Malley
The University of Louisville is home to a community of diverse perspectives and backgrounds. Working together, we address global challenges and drive needed change to build a better world here and beyond.

PRIDE TO BE A 2021 DIVERSITY CHAMPION.

louisville.edu/diversity
In Brief

Diversity and Inclusion News Roundup

New Directions

Leaders on the Move

Monthly Observance

American Indian and Alaska Native Heritage Month: Higher Education Celebrates Native American Art

Closing INSIGHT

University of St. Thomas Students Lead Anti-Racism Rally After White Supremacist Imagery Is Found on Campus
UC Merced Website, Workshops Advance the Conversation About Free Speech on Campus

In 2021, the University of California, Merced (UC Merced), a Hispanic-Serving Institution, launched a website promoting the idea of free speech in tandem with the school’s inaugural Free Speech Week, which was led by the university’s Office of Equity, Diversity, and Inclusion (OEDI). The website and weeklong workshops were designed to amplify the discussion regarding freedom of expression and to provide resources about the differences between free speech, academic freedom, hate speech, and employee dialogue.

“The aim of the workshops is to try and make an abstract concept of free speech — which can be really nebulous and intimidating for some — into an accessible and understandable conversation with various audiences,” said Maria Ramirez Loyola, a graduate student researcher with OEDI, in a press release.

The virtual Free Speech Week centered around the theme “Can Speech Truly Be Free?” The workshops featured presentations from numerous academics who discussed free speech as a human right, the relationship between academic freedom and free speech, and higher education's supposed failure to teach critical thinking in public discourse. The final event was the launch of the UC Merced Free Speech website, freespeech.ucmerced.edu.

The site provides a wealth of information on freedom of expression and what is and is not protected under the First Amendment and UC system policy. It offers resources on how to engage in debate and public discourse with those of differing opinions and provides specific examples of free speech-related case law and their respective effects on public communication. The site plainly states that UC Merced will not discipline employees and students nor forbid guest speakers who express unpopular opinions but will uphold the community’s right to denounce such beliefs.

“Because no one has the right to be free from criticism, we will always ensure that members of the campus community can peacefully protest and express condemnation of views with which they disagree,” the website states. “Our role as a leading university encourages us to engage competing perspectives and learn from those who hold different viewpoints. It also demands that we speak out in support of each other when members of our community are subject to hateful, discriminatory, or inflammatory personal attacks.”

READ, WATCH, LISTEN

READ: Indentured Students: How Government-Guaranteed Loans Left Generations Drowning in College Debt
Tracing the history of the U.S. student loan industry from the Cold War era to the present, Elizabeth Tandy Shermer argues that the federal education loan program was never intended to make college more affordable. Shermer examines how the government’s choice to establish this program decades ago has had lingering effects on higher education — including making colleges and universities more dependent on tuition and saddling nearly 45 million Americans with exorbitant amounts of student debt. *Published by Harvard University Press*

WATCH: Level Playing Field
In this four-part documentary series, Vox Media follows the personal stories of several athletes to highlight larger social issues that affect all Americans. In the second episode, titled “Misclassified,” the show focuses on student-athletes' experiences once they graduate from college. The episode also recounts the lesser known history of the term "student-athlete" and includes commentary from Senator Cory Booker (D-NJ), a former Stanford University football player. *Streaming on HBO*

LISTEN: What Next: “Why College Professors Have Had It”
Even before the COVID-19 pandemic, college faculty were feeling burned out by long hours, difficulty obtaining tenure, and relatively low pay. This episode of Slate’s *What Next* podcast highlights the sentiments of many university employees who are hesitant to return to in-person teaching and feel frustrated by what they perceive as their administration’s lack of concern for their safety. *Available on slate.com and all major podcast apps*
Virginia Tech Collegiate Assistant Professor and Gloria D. Smith Professor of Black Studies Brandy Faulkner created a video game that she uses in her community activism trainings and workshops and in the classroom. Besides her role within the Department of Political Science, Faulkner’s passion is helping grassroots and social-change-based organizations. Her video game—Team Yellow—teaches community activists and organizers who are working to create social, political, and economic change how to understand and build power by understanding the decision-making process.

We all have a role. Claim yours... vt.edu
Ohio University’s Inclusive Pedagogy Academy Helps Faculty Take Student-Centered Approach to Teaching

In recent years, higher education institutions have begun to embrace inclusive pedagogy, a student-centered approach to teaching conceived in the late 1980s that takes into consideration students’ unique educational and life circumstances to help them overcome learning barriers.

To support faculty in implementing inclusive practices in their classes, the Ohio University’s Office of Instructional Innovation and the Division of Diversity and Inclusion partnered to establish the Inclusive Pedagogy Academy. Over nine months, the free program guides faculty members in revising their syllabi, choice of readings, and other course materials to better reflect diverse identities and perspectives. Members engage with the entire academy cohort as well as in smaller group settings with a facilitator and colleagues from their departments.

Faculty in the academy also learn to identify ways to further the diversity in their respective fields, spot opportunities to mentor students in need, and reflect on their own identities and level of privilege. Each participant who completes the program receives $1,000 as compensation for their professional development.

Through faculty training and collaboration, the Inclusive Pedagogy Academy ultimately strives to refine the university’s teaching practices to ensure that students from marginalized populations receive the resources and support they need to achieve academic success and complete their education.

Rowan University Embraces Neurodiversity with New Programming

Rowan University (RU) in New Jersey recently launched several large-scale initiatives aimed at improving campus climate and support for people with neurocognitive differences. This fall, it will open a unique campus resource known as The Center for Neurodiversity.

The new center will provide “research, resources, and advocacy to support meaningful access to higher education and beyond,” according to the RU website. It will be “grounded in the perspectives of neurodivergent people and leaders in the neurodiversity movement.” Among the center’s offerings will be the Office of Accessibility Services, formerly called the Office of Disability Resources. The university’s Division of Diversity, Equity, and Inclusion notes on its blog that the term neurodiversity was born within the disabilities community, and the center therefore seeks to support this community’s right to representation among leadership and policy makers.

The center is just one of several recent efforts by RU to better embrace neurodiversity, which it defines as “the full range of variations in cognition, learning, behavior, and socialization that exists within the human population.” Individuals who identify as neurodiverse may have dyslexia, attention deficit hyperactivity disorder, autism spectrum disorder, or Tourette Syndrome, among other conditions.

In January 2019, RU established the Neurodiversity Task Force, which included faculty and staff from across its three campuses as well as students, parents, and community members. The task force conducted surveys and focus groups to analyze what RU could do to improve resources for campus community members with neurocognitive differences.

In addition to the center, the task force is responsible for the creation of the RU Faculty and Staff Neurodiversity Affinity Group, whose primary goal is to “provide space for a community of people to share their interests, identities, or experiences,” its website states. The task force also helped to develop the Inclusive Pedagogy and Practices Certificate program, a professional development opportunity that teaches educators about concepts such as universal design for learning.
Kean University is recognized as one of the most diverse universities in the United States and a top performer for social mobility. Located 30 minutes outside New York City in Union, New Jersey, Kean is a growing hub for research, particularly on issues in urban communities.

Kean is building its faculty with researchers and scholars from all backgrounds. The University is hiring more than 40 new tenure-track faculty members across a range of disciplines for the 2022-2023 academic year. Opportunities include positions within Business, Computer Science, Liberal Arts, Education, Architecture, Design, and Natural and Health Sciences. Tenure-track faculty are expected to demonstrate a commitment to teaching, service and an ongoing program of research and publication or creative and performance activity.

Join a University community devoted to academic excellence and equity. Applicants from underrepresented groups are encouraged to apply. For more information, visit kean.edu/employment.

“As Kean strives to become New Jersey’s next world-class research institution, our success will be defined by our ability to cultivate the next generation of academics and to promote inclusivity and equity for all.”

Lamont O. Repollet, Ed.D.
Kean University President

Kean University celebrates its diverse community at Kean USA and Wenzhou-Kean University in China.
ARKANSAS
Cynthia Sides, PhD, has been appointed assistant vice chancellor, director of research advancement, in the Division of Research and Innovation at the University of Arkansas in Fayetteville. Sides will continue in her current position at the university as adjunct and graduate faculty in the Department of Chemistry and Biochemistry.

CALIFORNIA
Ashley Pallie has been appointed director of undergraduate admissions at the California Institute of Technology in Pasadena. Pallie was director of recruitment at Pomona College in Claremont.

COLORADO
Stephanie J. Fujii, PhD, has been named president of Arapahoe Community College in Littleton. Fujii previously served as vice president for academic affairs at Scottsdale Community College in Arizona.

FLORIDA
Veronica Cohen has been selected as vice president of institutional advancement, development, marketing, and communications at Edward Waters University in Jacksonville. Cohen previously served as vice president of institutional advancement at Jackson State University in Mississippi.

INDIANA
Lindsay A. Wimmer has been named director of development at Franklin College. Wimmer was associate director of development and alumni relations at Indiana University School of Optometry in Bloomington.

MARYLAND
David Valentine has been selected as vice president of finance and administration and chief financial officer (CFO) at Goucher College in Towson. Valentine previously served as CFO at Otis College of Art and Design in Los Angeles.

MASSACHUSETTS
Joseph Corazzini has been appointed vice president for government and community affairs at Clark University in Worcester. Corazzini was assistant superintendent of equity, diversity, and community development of Framingham Public Schools.

MINNESOTA
Leon Dixon Jr. will serve as the inaugural vice president for inclusion and human dignity at Saint Mary’s University in Winona. Dixon previously served as director of mission integration for inclusive excellence at Mount St. Mary’s University in Emmitsburg, Maryland.

NORTH CAROLINA
Veronica Creech will serve as the inaugural vice president of economic development and external engagement at Saint Augustine’s University in Raleigh. Creech was the director of the City of Raleigh Office of Economic Development and Innovation.

OKLAHOMA
Hollye Hunt, JD, has been selected as executive director of governmental affairs at the University of Oklahoma in Norman. Hunt previously served as the vice president of legislative affairs for the Oklahoma Independent Petroleum Association in Oklahoma City.

WASHINGTON
Mary Gresch has been selected senior vice president for advancement at the University of Washington in Seattle. Gresch previously served as vice president for communications and marketing at the university.

WASHINGTON
Angelica Witcher, PhD, has been appointed assistant dean for student vitality at Virginia Tech Carilion School of Medicine in Roanoke. Witcher was business manager of student affairs at the school.

WISCONSIN
Maria Gallo, PhD, has been named chancellor of the University of Wisconsin at River Falls. Gallo previously served as president of Delaware Valley University in Doylestown, Pennsylvania.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
FLORIDA STATE UNIVERSITY
Top 20 National Public University and 8-time HEED Award Recipient

Florida State is honored to receive the HEED Award for the 8th consecutive year and to be named Diversity Champion by *Insight into Diversity* magazine for 6 years running. With a vast array of programs for students, faculty, and staff, FSU is redefining what inclusion can mean on a college campus. While we are always striving to do more, we’re proud that our cohesive community has become a signature of the FSU experience.

Ranked No. 19 among national public universities by the *U.S. News & World Report*, Florida State University is also recognized as the No. 5 Best Value College in the nation, maintaining the highest ranking among state universities in Florida in the Best Value specification.

diversity.fsu.edu
American Indian and Alaska Native Heritage Month

Higher Education Celebrates Native American Art

American Indian and Alaska Native Heritage Month, celebrated each year in November, is a time to recognize the important contributions made by Indigenous peoples of more than 600 tribes and celebrate their histories, cultures, and traditions. It also serves as an opportunity to educate the larger U.S. population on the oppression and challenges faced by Indigenous peoples for hundreds of years and to shed light on injustices that still persist, according to the National Congress of American Indians.

Native American art across a wide range of mediums has helped advance the conversation around tribal history, societal contributions, and modern issues. Numerous colleges and universities across the country highlight contemporary Indigenous art through a variety of programs, exhibitions, film series, campus installations, and festivals. Featured below is a small sample of ways that institutions celebrated Indigenous art and culture in 2021.

Boston University

*Indigenous Voices in the Americas Series*

For the 2021-2022 academic year, the Boston University Arts Initiative is sponsoring an interdisciplinary program focused on amplifying the voices of Indigenous creators from North and South America through music, art installations, conferences, and more. In September, the program featured the Eastern Medicine Singers, an Algonquin drum group that promotes and celebrates the eastern woodlands American Indian culture.

Institute of American Indian Arts

*Manifesting Our Destinies Exhibition*

From April to October 2021, the Institute of American Indian Arts in Santa Fe, New Mexico, is hosting an exhibition of work completed by graduating fine arts students from diverse native tribes. Titled *Manifesting Our Destinies*, it touches on issues of discrimination, cultural and gender identity, and the historical impact of Indigenous peoples.

Johnson County Community College

**Spirit Totems**

In September, Johnson County Community College in Overland Park, Kansas, became home to a new permanent sculpture installation titled *Spirit Totems*. Featuring five 30-foot metal totems, it was designed by renowned Native American sculptor Doug Coffin.


---

University of Northern Iowa

**The Earth is a House of Stories Exhibition**

In partnership with the Meskwaki Tribal Council, the University of Northern Iowa Gallery of Art hosted *The Earth is a House of Stories* exhibition from August 24 to September 25. The exhibition highlighted contemporary artwork from Native American community members and the gallery’s own collection.

Image: Jaune Quick-to-See Smith, Alphabet, Oil on canvas, 1985. Photo courtesy of the University of Northern Iowa

---

Syracuse University

**Each One Inspired: Haudenosaunee Art Across the Homelands Exhibition**

The *Each One Inspired: Haudenosaunee Art Across the Homelands* exhibition at the Syracuse University Art Museum runs from September to November and features contemporary works from artists representing the six Haudenosaunee Nations. This group, sometimes referred to as either the Iroquois Confederacy or the Six Nations, includes the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora Nations.


---

University of Alaska Fairbanks

**Alaska Native Filmmaker Intensive: Stories for Climate Justice**

In August, the University of Alaska Fairbanks (UAF) Department of Theatre and Film partnered with the nonprofit organization Native Movement to launch the inaugural Alaska Native Filmmaker Intensive: Stories for Climate Justice fellowship. The program invited Alaska Native students to learn about filmmaking, storytelling, and other digital media and had them reflect on their relationships with their culture and land as they relate to climate change.

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**Festival of Native Arts**

In March, UAF held its annual student-led Festival of Native Arts virtually. The event provides cultural education through art, dance, and music. The 2021 festival featured various performances, workshops, and conversations led by Native Alaskan and Indigenous creators.
Campus Disability Offices Rebranding to Become More Inclusive

By Lisa O’Malley

In recent years, a growing number of college disability service centers have undergone name changes to become more inclusive and to highlight the broad range of services they offer. Many have opted to use the term “accessibility” in lieu of “disability” or to adopt some combination of the two.

At Saint Louis University (SLU), the former Disability Services Office was rebranded as the Center for Accessibility and Disability Resources (CADR) at the outset of the fall 2021 semester. The change was inspired by a survey sent to the university community in the spring to gauge how students, faculty, and staff viewed the office and its services. The results showed that people had conflicting feelings about the word “disability.” Some respondents said the term might prevent them from contacting the center for assistance because they do not personally identify as having a disability. Others believed there should be no shame in the word and therefore found no reason to omit it from the office’s title. The CADR’s new moniker was chosen to reflect both of these perspectives.

“We were thinking about ways to incorporate a name that brings forth a community that accesses us for information, resources, and guidance,” explains Myles Urban, an accessibility coordinator at the center. “It has a sense of disability pride, but also includes a different term because some students face stigma and may have misconceptions about the word ‘disability.’”

There may be differing perceptions, for example, about a center’s ability to serve students who have conditions that are largely unnoticeable to others but can still affect daily life.

There may be differing perceptions, for example, about a center’s ability to serve students who have conditions that are largely unnoticeable to others but can still affect daily life. Often known as invisible disabilities, these include autism spectrum disorder, mental health conditions, or medical conditions such as asthma and diabetes. Students with these conditions may not know that they even qualify for accommodations. Others may come from cultures where a disability is highly stigmatized, making it less likely they would identify with the term.

“I think it’s essential for [universities] to take a deep reflection and see how disability plays into the diversity conversation because I think it’s often an afterthought,” Urban explains. “There’s a big need for campuses to realize the disabled community is very diverse.”

For similar offices considering a name change, Urban says it is critical to first weigh input from the surrounding community and stakeholders. Students with disabilities are already more likely than their peers to encounter discrimination and have an overall lower sense of belonging on campus, according to a 2021 study by the National Center for College Students with Disabilities. By not including this population in processes such as name changes, colleges run the risk of undermining their mission to make these students feel valued. Thus, a decision intended to increase inclusivity could leave some feeling like their
CHANGE MAKERS.

As we near our 150th anniversary, we celebrated two important milestones: the first year of the Race & Reconciliation Initiative, a scholarly examination to investigate and document TCU’s experiences with slavery, racism and the Confederacy, and hosting the university’s first-ever Reconciliation Day.

At TCU, we are building a community for all.

tcu.edu/rri

voices are not being heard.

The University of Texas at Arlington (UT Arlington) faced backlash in September 2020 after not consulting students before rebranding its Office for Students with Disabilities as the Student Access & Resource Center.

“Disability is an important piece of diversity and of a person’s identity,” Maria Barahona, a UT Arlington alum who has disabilities, told the college newspaper The Shorthorn. “So I don’t see any negative connotation to it. There’s nothing wrong with having a disability.”

At other schools, student demand has been the catalyst for a name change. The University of Houston’s (UH) Center for Students with DisABILITIES was revised last year after receiving criticism that its format implied there was something wrong with people with disabilities, according to the university’s website. An online petition calling on the center to address several student concerns, including issues surrounding its title, garnered more than 800 signatures.

“This wording choice inherently suggests that having a disability is negative, and that we need to have our ‘abilities’ highlighted by people without disabilities to show us we are ‘capable,’” the petition states.

After gathering input from students, UH announced on the anniversary of the passage of the Americans with Disabilities Act in July 2020 that the office would now be called the Justin Dart Jr. Student Accessibility Center. The university also plans to add more counseling staff, improved facilities, and a new online service database to better support students and staff who come to the center for assistance.

At SLU, the demand for assistance is greater than ever, says Urban. Since changing its name to the CADR, more people are aware of and feel comfortable contacting the center. Adding “accessibility” to its title emphasizes that it is a resource for everyone on campus, regardless of whether they personally identify as having a disability, he says. He has seen an increase in faculty who want guidance in assisting students with special needs, campus organizations that want to provide more information on disabilities to their members, and students who think they may have a disability and want to get tested.

“We wanted to make our office accessible to everyone who needs support and resources and provide an environment where students and staff feel welcome to ask us questions,” says Urban. “Our goal is to provide a platform for conversation and learning for the entire school community.”

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

LEAD ON, CHANGE MAKERS.

As we near our 150th anniversary, we celebrated two important milestones: the first year of the Race & Reconciliation Initiative, a scholarly examination to investigate and document TCU’s experiences with slavery, racism and the Confederacy, and hosting the university’s first-ever Reconciliation Day.
Esports, once considered a niche form of entertainment for video game enthusiasts, has quickly become one of the most popular sports in the world. In the U.S., it is second only to the NFL in terms of viewership. The industry is expected to surpass $1 billion in revenue this year and to reach nearly $1.8 billion in 2022, according to analytics company Activate.

This massive rise in popularity is evident on college campuses, where the number of competitive gaming programs has skyrocketed in recent years. The first varsity esports program at a U.S. college was created in 2014 at Robert Morris University. Now, less than a decade later, the National Association of Collegiate Esports has 192 member institutions.

The sport has become especially popular at historically Black colleges and universities (HBCUs); as of June 2021, 67 of the nation's 107 HBCUs had some form of esports programming, according to the Wilson Center, a nonpartisan think tank.

The center recently hosted a virtual symposium that brought together HBCU leaders, politicians, and policy experts to discuss the future of competitive gaming and the key role that these institutions can play in diversifying this field. Speakers noted that robust esports programs serve as a way for HBCUs to attract more students and promote inclusivity in an industry that has been criticized for its lack of racial and gender diversity. A 2019 survey by the International Game Developers Association, for example, found that only 24 percent of game developers are women and just two percent are Black.

“In order to produce high-quality games in a sustainable and consistent manner, we as an industry need to foster and cultivate talent available to us,” the report states. “No one should ever avoid or leave our industry because they feel unsupported or unwelcome. ... Together, we can create a welcoming and supportive environment in which game developers will be able to thrive in both their careers and their lives.”

Russ, a lifelong gamer, spearheaded the creation of the university’s esports program in 2019. Players are able to develop leadership, problem solving, and team-building skills, he says. These types of programs also teach in-demand skills such as event planning, broadcasting, coding and programming, cybersecurity, team management, and information technology, according to proponents. Tech companies and education experts have lauded esports programs as gateways for HBCU students to enter into science and technology careers.

Russ says administrators at Alcorn were quick to see the benefits of a competitive gaming program, but he recognizes that there are still people in higher education who are unaware of the positive impact this sport can have on students and institutions.

“Some people still see it as a group of people just getting together and playing video games, and they don’t...
necessarily see the benefits,” he says. “It exposes our students to opportunities [in] a multibillion-dollar industry. I think when everyone starts to realize that, they’ll jump on board.”

Recognizing these positives, an increasing number of organizations and tech companies have begun working together to promote esports at HBCUs. Cxmmunity, a nonprofit dedicated to diversity in esports, and Twitch, a live streaming platform for gamers, partnered in 2020 to create the HBCU Esports League. Cxmmunity also partnered with Microsoft to launch an online training program that teaches women students and students of color about the gaming business. The Black Collegiate Gaming Association (BCGA) works with Alcorn and other HBCUs to connect students to careers in the industry through scholarships, internships, workshops, career fairs, and more.

HBCUs can also serve as role models for other institutions in promoting gender equality in professional gaming. Currently, nine in 10 college esports players are men, despite the fact that 40 percent of U.S. gamers are women, according to a recent study by the Associated Press. Many of the same organizations working to promote racial diversity in this area also have initiatives to promote gender inclusivity. The BCGA recently partnered with PlayStation, GameStop, and Intel to host the first Women Got Game virtual summit to provide women of color with opportunities to connect with industry professionals and compete for esports scholarships. In June, Verizon announced plans to award $1 million in competitive gaming scholarships for women at HBCUs.

Experts agree that initiatives like these, combined with the efforts of historically Black institutions, will ultimately lead to a more diverse and inclusive gaming industry.

“I think of gaming as the great equalizer,” Kevin James, president of the HBCU Morris Brown College, said at the Wilson Center symposium. “Esports doesn’t have to be separated out by gender or anything [else]. Everyone is on the same playing field. It’s primed for diversity, for anyone to play together.”

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity.
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• Provide a forum for honest and challenging conversations about inclusion and innovation
• Build and strengthen the network of diversity leaders

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Confirmed Speakers:
OPENING
Dr. Phillip Brown,
Chief Physician Executive,
New Hanover (Novant Health) Regional Medical Center, Wilmington, NC

NOON SPEAKER
Dr. Mary-Frances Winters,
author Black Fatigue and founder of The Winters Group

CLOSING
Dr. Darrell Gray,
Inaugural Chief Equity Officer, Anthem, Inc.
Cluster Hiring Grows in Popularity as Institutions Act to Increase Faculty Diversity and Advance Social Justice

By Mariah Stewart

Cluster hiring, a recruitment practice known to increase diversity and promote interdisciplinary collaboration, is becoming increasingly popular among colleges and universities looking to diversify faculty and advance research related to social justice.

At the University of California, Berkeley (UC Berkeley), the practice is used to meet institutional goals such as “advancing interdisciplinary research, enhancing undergraduate and graduate education, attracting and retaining students and faculty from underrepresented groups, and increasing faculty diversity and inclusive excellence,” according to a press release. The school is currently in the process of recruiting faculty for six “intellectual clusters” centered on diversity, equity, and inclusion (DEI) issues. It recently announced that it had hired five diverse assistant professors as part of its Climate Equity and Environmental Justice cluster, which is intended to unite academics in studying climate change issues that disproportionately affect marginalized groups.

“We all feel the cluster hire was a big motivator for us, and it’s interesting to find things in common,” Daniel Aldana Cohen, a member of the cluster hired as an assistant professor of sociology, said in the press release. “For a long time, I’ve wanted to be in a group of people focused on different issues involving the climate emergency, so this cluster is extremely exciting. We have big challenges in the 21st century, and we need to approach them from multiple perspectives.”

The new hires will concentrate on social equity and environmental sustainability, adaptation design and planning for climate justice, and climate refugees and forced migration. UC Berkeley’s other intellectual clusters will focus on researching issues related to anti-Black racism, artificial intelligence and inequality, Latinx people and democracy, and more.

Other higher education institutions across the U.S. are implementing this practice to fulfill similar goals. At Northeastern University, the College of Social Sciences and Humanities announced in 2020 that it was launching a cluster hire initiative for scholars specializing in race and social justice in response to the university president’s call to action to address systemic racism. The Harpur College of Arts and Sciences at Binghamton University, State University of New York instituted a similar plan for a Critical Studies in Race and Inequality cluster.

In October 2020, the University of Miami (UM) in Florida launched an initiative to hire new faculty members “whose intellectual and pedagogical expertise engages race,” as part of its Roadmap to Our New Century strategic plan, which includes recruiting and retaining underrepresented employees. The school has already added 14 Black faculty members, according to Guillermo Prado, PhD, vice provost for faculty affairs.

Terri Francis, PhD, was hired as an associate professor of cinematic arts and the associate dean for Inclusive and Critical Publics. Being part of a thematic cluster allows her to work with scholars from other disciplines who share similar interests but would otherwise have difficulty connecting, she says.

“Getting to collaborate with many Caribbeanists and to work alongside Black scholars in literature, the sciences, the law, and so many other disciplines is rarer than you think, and it’s an important opportunity not to be missed. … It’s just a transformative opportunity for me here, truly,” Francis wrote in an email to INSIGHT.

UM plans to support retention of the cluster hires and other new faculty by expanding career development and advancement workshops, Prado says.

Sandra Sgoutas-Emch, PhD, a professor of psychology and director of the Center for Educational Excellence at the University of San Diego (USD), wrote about the importance of these types of supports after USD launched a unique cluster hire initiative for women faculty in STEM. The university offered lunches and other events, hosted keynote speakers, and
provided mentoring throughout the hiring and onboarding process.

“We provided opportunities for interdisciplinary discussions and for brainstorming possible collaboration. We also helped to find resources used to support those interdisciplinary projects that came up,” Sgoutas-Emch says. In addition to fostering collaboration, these opportunities to work together help provide the type of peer support that underrepresented scholars need, she adds.

“For the faculty, the cluster hire in particular, [this support] offers an instant community that they can grow up with in the academy, that oftentimes faculty of color need because they can feel very isolated,” explains Sgoutas-Emch.

Developing opportunities for community building before beginning the cluster hire process can help avoid some of the potential drawbacks of this form of recruitment. In a 2019 study titled “Interdisciplinary Cluster Hiring Initiatives in U.S. Research Universities: More Straw than Bricks?” researchers at the University of California, Riverside wrote that cluster hire groups “are often loosely organized, and members do not typically spend much time collaborating with others in their group.”

Ensuring a cluster hire is successful once new employees are brought on board depends on the “pre-work,” notes Eileen Strempel, senior vice provost for academic affairs at the University of Cincinnati, in a resource guide for education company EAB titled “The Playbook for Effective Cluster Hiring.” Universities should put careful thought into budgeting, communicating faculty expectations, and establishing metrics to measure a cluster hire’s success before beginning the hiring process, according to Strempel. Other expert sources, including the Association of Public and Land-grant Universities, emphasize careful planning as a best practice for this type of recruitment and onboarding.

“If an institution just brings in [a cluster hire], then assigns them a mentor but doesn’t follow through with anything else, then it’s going to make [collaboration] challenging because you have so much to do as a junior faculty member and so much pressure on you, that finding the time to make these things happen yourself is difficult,” says Sgoutas-Emch.

At the Texas Christian University AddRan College of Liberal Arts, administrators intend to provide a wide range of supports for members of its recently announced cluster hire initiative. Sonja Watson, PhD, the college’s dean and a professor of Spanish, says the cluster is intended to diversify faculty as well as promote the study of race, ethnicity, and social justice. New hires will be offered mentoring and peer support, research circles, writing workshops, and “other ongoing professional development to foster a sense of community and, most importantly, inclusion,” Watson says.

The initiative is focused on the fields of anthropology, criminal justice, history, political science, religion, and sociology, but the entire campus stands to benefit from this measure, she explains.

“Increasing the diversity of our faculty not only benefits students of color, but all students, and prepares them for an increasingly globalized and diverse world,” she says. “When we think about the benefits of cluster hires, we need to think of the benefit for the entire university community and how the diversity, equity, and inclusion touches on every aspect of the community.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
INSIGHT Into Diversity hosted a webinar on September 20 focused on the Asian American and Pacific Islander (AAPI) community in higher education.

The webinar, titled “Combatting Asian American and Pacific Islander Racism and Increasing AAPI Leadership in Higher Education,” featured five panelists of Asian descent:

Linda Akutagawa - President and CEO, Leadership Education for Asian Pacifics Inc. (LEAP), and member of the INSIGHT Into Diversity Editorial Board

Lindsay Dhanani, PhD – Assistant Professor, Psychology Department, Ohio University

Christa Grant, MS.Ed - Assistant Dean of Intercultural Affairs, Chief Diversity Officer for Student Affairs, and Director of Religious and Spiritual Life, Union College New York

Meena Naik - Program Director for Career Connect, University of North Texas

Gigi Secuban, PhD - Vice President for Diversity and Inclusion, Ohio University, and member of the INSIGHT Into Diversity Editorial Board

Holly Mendelson, co-publisher of INSIGHT Into Diversity magazine, moderated the event.

The discussion began with a deep dive into the webinar’s title and how the acronym AAPI is used to reference such a diverse group of people. Recognizing that the diaspora of people of Asian descent is so layered and that the definition of who is considered Asian differs by source, the panelists spoke at length about the complexities of this issue.

Identifying with this term can be even more confusing for South Asians, who often do not consider themselves as AAPI because of their skin color or other cultural differences, according to Naik. She and other panelists suggested deferring to an individual’s personal preference, if possible, when deciding which identifier to use.

The conversation then delved into topics such as the “model minority” myth, which stereotypes AAPIs as more intelligent and hardworking than other marginalized racial and ethnic groups. The panelists noted that this myth is often divisive and can pit communities of color against each other.

“One of the reasons why I think this myth of the model minority … is so pernicious is that it does serve to divide different groups of people of color and to measure us up based on our perceived closeness to Whiteness [while] ignor[ing] the systemic disadvantages that other groups face,” Dhanani stated during the discussion.

She later noted that because these stereotypes are so deeply ingrained in our culture, it is important for higher education professionals to be conscious of any assumptions they may have about their AAPI students.

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LEMANUEL “LEE” BITSÓÍ, EdD
Director of the Diversity Collaborative, Fort Lewis College

LeManuel “Lee” Bitsóí, EdD, is a critical ethnographer and bioethicist who currently serves in several leadership positions at Fort Lewis College. Previously, Bitsóí was the chief diversity officer for Stony Brook University and served in administrative and faculty positions at Harvard, Dartmouth, and Georgetown Universities as well as the Rush University Medical Center in Chicago. In addition, Bitsóí serves on several national boards and associations, including the National Advisory Council for the National Conference on Race and Ethnicity and the National Research Advisory Council for the Department of Veterans Affairs. He also chairs the Native American Affairs Committee for the Society for Advancement of Chicanos/Hispanics and Native Americans in Science.

Bitsóí has devoted his career to supporting underrepresented students in becoming scientists, researchers, and scientifically informed community members. He relies on Indigenous epistemologies to guide his work and emphasizes that diversity is a constantly evolving, interdependent ecosystem that requires mindful participation by everyone. Bitsóí has been honored and recognized for his diversity and inclusion work by various organizations, including the Navajo Nation, Harvard University Medical School, and the University of Central Florida, among others.

VENESSA A. BROWN, PhD
Associate Athletic Director for Diversity, Equity, and Inclusion and Chief Diversity Officer, Southern Illinois University Edwardsville

Venessa A. Brown, PhD, is the inaugural associate athletic director for DEI and chief diversity officer for intercollegiate athletics at Southern Illinois University Edwardsville (SIUE). Previously, she served as SIUE’s associate chancellor and chief diversity officer for the Office of Institutional Diversity. She holds a tenured faculty appointment as professor in the department of social work. She also served as associate provost in academic affairs and executive director of the SIUE East St. Louis Center.

Brown is internationally known for her commitment to child welfare, and she has worked with the juvenile court and superior courts on behalf of children. She has also been recognized for her teaching, and her past students have become leaders in the region. In addition to publishing...
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articles and book chapters, she is the lead author of *A Promising Reality: Race, Culture and Gender in Cuba* and *Child Welfare Case Studies*. Her forthcoming project is a textbook titled *Community-Based Child Welfare Practice with Multicultural Families*.

**ELISSA H. BUXBAUM**
**National Director, College & University Programs, ADL**

Elissa H. Buxbaum is the author of numerous diversity, equity, and inclusion resources and programs used by more than 100 colleges and universities. Buxbaum spent the past 15 years developing and implementing diversity training curriculum and campus climate policy in student affairs, academic affairs, and other university operations and employee support services.

Currently, as the national director for ADL's College and University Programs, Buxbaum manages a team across seven agency divisions and 25 satellite offices. She designs holistic solutions to bias and hate through educational programs and legislative advocacy. Most notably, she is the author of the “Hate/Uncycled” model. Buxbaum has submitted congressional testimony on campus free speech and has collaborated with the Federal Bureau of Investigation and the U.S. Government Accountability Office on standard practices for reporting hate crimes and bias incidents. Buxbaum also serves as a coach and creative collaborator for social justice initiatives in New York City dance and theater companies.

**LYNETTE CHAPPELL-WILLIAMS, JD**
**Vice President and Chief Diversity Officer, Penn State Health**

Lynette Chappell-Williams, JD, is the vice president and chief diversity officer for Penn State Health, where she is responsible for advancing the organization’s diversity and inclusion strategy. Since joining Penn State Health, Williams has co-led the implementation of a written patient bias policy to reduce provider experiences of bias; co-led the establishment of the “Rooney Rule” to increase gender, racial, and ethnic diversity among senior leadership; established diversity pipeline partnerships with historically Black colleges and universities; and established the framework for Penn State Health and the medical college to be recognized as a best employer for diversity by *Forbes, Military Times, INSIGHT Into Diversity,* and the Human Rights Campaign.

Williams has been nationally recognized for her work in diversity, inclusion, and work-life balance. Her awards include an HR Rising Star and Diversity Champion award from *HR Executive Magazine* in 2006, the Legacy Award from the Families and Work Institute in 2011, and the Women Worth Watching in Leadership Award from *Profiles in Diversity Journal* in 2013.

**DEBORAH DAGIT**
**President, Deb Dagit Diversity LLC; Former Chief Diversity Officer, Vice President, Global Diversity & Inclusion, Merck**

Deborah Dagit is the founder and president of Deb Dagit Diversity LLC, a consulting firm that offers practical resources, tools, and support for diversity practitioners. Previously, Dagit served as the chief diversity officer for the pharmaceutical company Merck, where she was responsible for advancing global equal opportunity, employee relations, recruiting and staffing, and diversity and inclusion.

Among her many honors, Dagit has received the 2010 Winds of Change Award from the Multicultural Forum on Workforce Diversity, the 2006 Champion Award from Out and Equal, the 2000 Exemplary Leader Award from Silicon Graphics, the 1999 Advocate of the Year Award from the Black Employees Network, the 1997 Award of Professional Excellence from the Northern California HR Council, and the 1996 Tribute to Women in Industry Award from the YWCA. She was also asked to speak on diversity and inclusion at the December 2008 “Citadel of Free Speech” City Club of Cleveland, which was broadcast live on NPR, and to testify in July 2011 before the U.S. Senate Health Education Labor and Pensions committee about best practices for improving employment opportunities for people with disabilities.

**SONJA FEIST-PRICE, PhD**
**Provost and Vice Chancellor for Academic Affairs, University of Michigan-Flint**

Sonja Feist-Price, PhD, was appointed provost and vice chancellor for academic affairs at the University of Michigan-Flint (UM-Flint) in August 2020. She is a licensed psychologist and professional clinical counselor in the state of Kentucky, a nationally certified rehabilitation counselor, and a trained mediator. She came to UM-Flint from the University of Kentucky (UK), where she served as the vice president for institutional diversity.

Her professorial tenure includes roles as a professor in the department of early childhood, special education, and counselor education at UK as well as visiting professor at the University of California, San Francisco. Feist-Price has written numerous scholarly publications and presented at prestigious international, national, and regional conferences. She has received multiple awards acknowledging her significant contributions to academic research and teaching.

**JAMES A. FELTON III**
**Vice President for Inclusive Excellence, The College of New Jersey**

James A. Felton III is the inaugural vice president for inclusive excellence at The College of New Jersey. Previously, he served as the chief diversity officer at the State University of New York College at Cortland and the inaugural director of intercultural affairs at Western Carolina University in Cullowhee, North Carolina.

Recognized as a national leader and scholar-practitioner in the field of diversity in higher education, Felton has contributed to the development of several diversity and strategic plans, including the University of Wisconsin-Green Bay’s 2008 plan. He has managed several scholarship and mentoring programs for underrepresented students at a number of
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selective private liberal arts colleges and state university systems across the country. Felton has collaborated with corporations, nonprofits, federal agencies, and non-governmental organizations to promote international programs and initiatives related to diversity and social justice. He is the co-author of the book *Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership.*

**GRETCHEL HATHAWAY, PhD**  
**Vice President for Diversity, Equity and Inclusion, Franklin & Marshall College**

Gretchen Hathaway, PhD, began her work at Franklin & Marshall College (F&M) in Lancaster, Pennsylvania, as the school’s first vice president for diversity, equity, and inclusion in August 2020. She provides vision, leadership, and guidance on a full spectrum of DEI matters and works collaboratively with the F&M community to build a more inclusive environment.

Previously, she served as the dean of diversity and inclusion and chief diversity officer at Union College in Schenectady, New York, where she led strategic plan diversity initiatives with the board of trustees, faculty, and administrators. She worked at Union for 22 years, where she also served on the review board of all faculty tenure and promotion cases, supervised the Office of Intercultural Affairs, and worked as the director of community outreach and Americans With Disabilities Act compliance officer.

**ERIKA HENDERSON, EdD**  
**Associate Provost for Faculty Recruitment, Retention, Equity, and Diversity, University of Houston**

Erika Henderson, EdD, has more than 25 years of experience leading organizational efforts to recruit, develop, and retain the best and brightest talent in the higher education and federal government sectors. She serves as associate provost for faculty recruitment, retention, equity, and diversity for the University of Houston. Henderson previously served as senior policy adviser to the U.S. Department of Labor’s Assistant Secretary for the Employment and Training Administration. In that role, she advised senior department officials on key workforce development programs that expanded employment and career opportunities through education and training for persons who are long-term unemployed, youth, or veterans. In addition, she served as the assistant secretary’s principal surrogate on multi-agency federal task forces regarding community-based investments, apprenticeship, cybersecurity, and national disaster responses.

Prior to joining the Labor Department, Henderson was the deputy director for the nonpartisan White House Fellows program, the nation’s premier fellowship for public leaders.

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service and leadership. As program director, she advocated for and succeeded in implementing improvements to the application process, managed the day-to-day operations, and oversaw the program’s outreach, recruitment, selection, and candidate placement.

**Lisa McBride, PhD**  
**Assistant Dean of Diversity and Inclusion and Chief Diversity and Inclusion Officer, Texas Christian University and the University of North Texas Health Science Center School of Medicine**

Lisa McBride, PhD, has served as a chief diversity officer in various higher education institutions. In her current role, she serves as the assistant dean for diversity and inclusion, chief diversity and inclusion officer, and professor of medical education at Texas Christian University and the University of North Texas Health Science Center School of Medicine. McBride began her career as a police officer in St. Louis, Missouri. She then transitioned to a federal criminal investigator for eight years in various countries as an undercover operative. She is experienced as an impartial dispute resolution practitioner around issues of promotion, salary inequality, evaluation disputes, sexual harassment, and other issues regarding employment. McBride developed, implemented, and assessed university-wide diversity policies and related initiatives.

**Ajay Nair, PhD**  
**President, Arcadia University**

Ajay Nair, PhD, is a nationally recognized expert in student affairs issues and an accomplished social justice, race, and ethnicity scholar. He assumed his role as the 22nd president of Arcadia University in Glenside, Pennsylvania, on April 2, 2018. There, he leads a university that is a national leader in study abroad and international education, with a community of 4,000 undergraduate and graduate students. Nair is among the first American-born university presidents of Indian descent nationwide, and he is the first person of color to serve as president of Arcadia.

Prior to leading Arcadia, Nair served as senior vice president and dean of campus life at Emory University, where he led nearly 1,300 employees and provided strategic financial oversight for an annual budget of more than $79 million. He has served on a wide range of university and civic boards and organizations, including as director of the Division for Equity, Inclusion, and Social Justice for the National Association of Student Personnel Administrators. He also held executive leadership positions and faculty positions at the University of Pennsylvania, Columbia University, and the University of Virginia, including a faculty position at the World Language Institute in Gwangju, South Korea.

**Nereida (Neddy) Perez**  
**Global Head of Diversity, McCormick & Company Inc.**

Nereida (Neddy) Perez joined McCormick & Company Inc. as global head of diversity in 2019. In that capacity she is responsible for developing and executing the company’s global diversity and inclusion strategy as well as working with the talent management and human resources teams to embed business strategies that lead to a more inclusive and innovative culture where people can thrive. Perez’s background includes more than 20 years of experience in human resources, diversity management, corporate social responsibility, and STEM workforce pipeline development.

Born in Havana, Cuba, Perez realized at an early age the power of education as a way to break through the glass ceiling and overcome prejudice. She has worked with a variety of nonprofit organizations to support education and leadership development initiatives that empower people and remove organizational career barriers. Perez has also partnered with companies to evaluate their talent pipeline needs and share best practices on building STEM strategies.

**Clyde Wilson Pickett, EdD**  
**Vice Chancellor for Diversity and Inclusion, University of Pittsburgh**

Clyde Wilson Pickett, EdD, a leading expert in higher education diversity and inclusion strategy, serves as the University of Pittsburgh’s vice chancellor for diversity and inclusion. Prior to this role, he served as the senior diversity officer for the Minnesota State Colleges and Universities system and as special assistant to the president for diversity and inclusion at the Community College of Allegheny County in Pittsburgh, Pennsylvania.

Recognized as a national leader in diversity in higher education, Pickett is a member of the board of directors for the National Association of Diversity Officers in Higher Education, the nation’s leading association of diversity professionals in the U.S. He is the founder of two educational consulting firms that specialize in diversity training, strategic planning, program development and management services, and he recently co-wrote the book *Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership*.

Pickett has presented and lectured widely and provides regular commentary for local and regional media outlets. A native of Louisville, Kentucky, Pickett is active in local and national community service, including his role as board chair for the Hill House Association.

**Menah Pratt-Clarke, JD, PhD**  
**Vice President for Strategic Affairs and Diversity, Virginia Polytechnic Institute and State University**

Menah Pratt-Clarke, JD, PhD, is the vice president for strategic affairs and diversity at Virginia Polytechnic Institute and State University. She is also a professor in the school of education in the College of Liberal Arts and Human Sciences, with affiliations in Africana Studies, Women’s and Gender Studies, and the Department of Sociology. Her research interests include transdisciplinary scholarship that crosses, intersects with, and incorporates multiple disciplines, including critical race studies,
Black feminism, critical race feminism, ethnography, autoethnography, womanism, and womanist theology.

With a renaissance background, Pratt-Clarke is an arts advocate who has owned a frame shop and art gallery in Nashville and is a classically trained pianist and violinist. She is also a former professional tennis circuit athlete and the founding member of the Pratt Music Foundation, which has raised $700,000 to provide almost 400 free classical music lessons for children in Bloomington-Normal, Illinois, since 1998.

GIGI SECUBAN, EdD
Vice President for Diversity and Inclusion, Ohio University

Gigi Secuban, EdD, joined Ohio University in 2018 as its first vice president for diversity and inclusion, responsible for the LGBT Center, Multicultural Center, Office of Multicultural Student Access and Retention, and the Women’s Center. She previously served as the associate vice chancellor and director of the Office of Inclusion and Intercultural Relations at the University of Illinois at Urbana-Champaign and as the director of the Multicultural Center and senior associate director of the College of Engineering at the University of Arkansas.

Secuban is a proud 28-year member of Alpha Kappa Alpha Sorority, Inc. as well as a member of the Epsilon Epsilon Omega chapter in Central Illinois and a charter member of the Phi Alpha Omega chapter in Northwest Arkansas. Secuban immigrated to the U.S. with her parents from the Philippines when she was a baby.

SHIRLEY J. WILCHER, JD
Executive Director of the American Association for Access, Equity, and Diversity

Shirley J. Wilcher, JD, is a leading authority on equal opportunity and diversity policy. She currently serves as the executive director of the American Association for Access, Equity, and Diversity and as the president of Wilcher Global LLC, a consulting firm that specializes in diversity management, affirmative action, contract compliance, and government relations. From 2001 to 2003, she also served as executive director of Americans for a Fair Chance, a consortium of six civil rights legal organizations formed to serve as an educational resource on affirmative action. In April 2004, the American Association for Affirmative Action gave Wilcher its Rosa Parks Award for her efforts to advance the cause of equal opportunity.

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VA Tech Offers ‘White Allies as Transformational Leaders’ Program to Effect Change from the Inside

By Mariah Stewart

A new development program at Virginia Polytechnic Institute and State University (VA Tech) is helping to create influential allies and unpack White privilege in an effort to create a more inclusive campus culture. The program, White Allies as Transformational Leaders (WATL), provides a space for White faculty to learn best practices for inclusive leadership through self-reflection, listening to and learning from marginalized perspectives, and more.

The program was developed by the university’s Office for Inclusion and Diversity (OID) and is facilitated by Michele Deramo, PhD, associate vice provost of Diversity Education and Engagement, who is White, and Menah Pratt-Clarke, JD, PhD, vice president for Strategic Affairs and Diversity, who is Black. They were inspired to create WATL after a group of engineering faculty attended an allyship workshop for White men in leadership positions at a national conference.

“They were so deeply affected by the experience, and they came back and talked to us in the [OID] about this workshop and how something like it could be replicated at the university,” Deramo says. The men reported that the experience made them more aware of gender roles, the discrimination faced by people of different races, and the power of their own authority.

Dermo and Pratt-Clarke designed WATL to be open to White faculty of all genders, with a special focus on those who are academic department heads, full professors, or hold other influential roles on campus.

“We really wanted to identify people who were in positions of leadership that could influence change because of their positions but also — because of their White privilege — could leverage their positions to advance change,” Deramo explains. “The program is built on providing people with the words and tools to achieve the [diversity and inclusion] outcomes that the university has articulated it wants to achieve.”

Faculty who were identified as good candidates for WATL were invited to join its first cohort, and the program officially launched with nearly 20 members for the 2020-2021 academic year. Deramo and Pratt-Clarke led the group in monthly meetings, via Zoom and in person, using curriculum based on three components: Stepping Up, Stepping Back, and Stepping Forward.

The Stepping Up phase focuses on awareness and reflection. Participants are asked to write about and discuss questions such as, “When did you become aware of race or, more specifically, of Whiteness?”

“This really got them to talk about where they were from, their background, and how they grew up,” Deramo says. “It is a very personal reflection, and people would write multiple paragraphs about the topic, so they took it very seriously.”

The second component of WATL, Stepping Back, focuses on listening and learning from other perspectives. Pratt-Clarke and Deramo developed the curriculum for this phase using the 2018 book An Inclusive Academy: Achieving Diversity and Excellence by scholars Abigail J. Stewart and Virginia Valian. It offers practical steps on how university leaders can achieve diversity and inclusion goals in hiring, retention, and institutional advancement by recognizing faculty accomplishments, evaluating and
Across its more than 50-year history, SUNY Old Westbury has embraced its role as an institution of choice for students from widely diverse backgrounds. The goal of our curricular, co-curricular and community programs is to ensure we are a home that welcomes and celebrates all who enter our doors, sharing, learning from, and celebrating all that we have in common and the differences we possess in race, orientation, culture, background, belief, and more.

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Currently, WATL’s first cohort is implementing what they learned from the first two phases of the program to enact change during the Stepping Forward phase. Participants are studying how VA Tech can better diversify its faculty and are serving as mentors for the 2021-2022 WATL cohort, which has 24 members. They also identified the need to extend the final phase for an additional year, as they felt that “checking in” on their progress and receiving feedback were critical as they continue to move forward.

Matthew Holt, PhD, professor and head of the Department of Agricultural and Applied Economics, is one of the 2020-2021 WATL participants now volunteering his time to guide this new cohort of White allies. The program has taught him practical methods for improving campus climate, such as offering a more transparent faculty recruitment process, and has fundamentally affected the way he views his role as a leader.

“There are many things that I covered and learned in this WATL experience that I took straight to [my] department,” Holt says. “It taught me to be a lot less cocksure and overly confident about everything and [to be] much more humble, open to ideas and suggestions, and to listen perhaps more than I speak.”

Having the opportunity to share ideas and experiences with people in similar roles on campus who are grappling with the question of how to be a White ally and truly make a difference was one of the most beneficial aspects of WATL, says Holt. He believes that other White faculty in leadership roles have a responsibility to take advantage of educational programs such as WATL.

“We make room [in our schedules] for what we prioritize in our thinking and in our actions,” he says. “I would argue that this should be a pretty high priority for just about any department head on a university campus.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity. Virginia Polytechnic Institute and State University is a 2013-2021 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award and a 2016-2021 Diversity Champion Award recipient.
"Statements in support of eradicating racism and supporting social justice are an essential first step for every organization, but action must follow so that progress can be real and change can be tangible. We are developing a new college-wide plan with specific outcomes that are measurable using key performance indicators to be reported on an equity scorecard. We believe our 'Steps Beyond Statements' will lead to a more equitable experience for our students, faculty, and staff."

~Dr. Michael A. Baston, President
Indiana University - Purdue University Indianapolis
Thoughtfully and Intentionally Creating an Inclusive Campus
Amid Racial Justice Movement, University Museums Face Pressure to Return Stolen Artifacts

By Mariah Bohanon

In 1897, British troops laid siege to the wealthy metropolis of Benin City in what is now Nigeria, stealing thousands of sacred relics, revered works of art, and other artifacts from the royal palace and private homes. At least 3,000 cultural objects were stolen from the devastated kingdom and shipped to private collectors and museums across the Western world.

Now, nearly 125 years later, some of these relics may be on display at the University of Michigan Museum of Art (UMMA). Researchers there are currently undertaking the laborious task of tracing 11 pieces of historic African art — including three Benin Bronzes — to determine if they were taken by force rather than crafted for export and legally purchased. A new exhibit, Wish You Were Here: African Art and Restitution, features these objects and will highlight the museum’s ongoing research into their origins.

UMMA’s efforts reflect a growing demand for museums and universities to repatriate artifacts stolen from colonized societies. Nigerian officials have appealed to Western museums and governments for decades to return the Benin Bronzes, and formerly colonized societies across the world — including many Native American tribes — have joined in the push for their own sacred artifacts to be returned. This movement has been growing in Europe in recent years and, amid the push for racial justice, is gaining traction in the U.S.

UMMA’s exhibit is one of the most innovative examples of this effort because the museum has committed to making the entire research process transparent to the public. The project is also detailed online to increase its visibility. Being transparent in this work helps fulfill UMMA’s educational mission as a campus museum and may strengthen public trust in these types of institutions, says museum director Christina Olsen, PhD.

“There are a lot of legitimate questions and anger about the colonialist roots of museums, so this [exhibit] is an effort to try to do right and be honest about the past and come up with sustainable, ethical ways of repairing that trust,” she explains. “That’s a very lofty goal, but I think if this work is successful it could be a possible model for other museums.”

Discovering the origins of the pieces in the Wish You Were Here exhibit requires “deep research” by curators and graduate students who will use the museum’s object files to trace the artifacts’ long histories. The exhibit, which opened in August, is designed with blank walls and empty timelines so

Restitution

“Restitution is the act of restoring something to its original condition, returning something to its rightful owner, or providing compensation for a loss or grievance. In the past, museums have concentrated on restituting objects that were blatantly looted and stolen during military occupations by European nations. Today museums increasingly ponder the morality of owning cultural heirlooms that may have left Africa legally, but at best under unethical conditions. Can works of art be traded with consent in circumstances of injustice or if there is a gross discrepancy in power relationships? And what if, as is true for many cultural objects in museum collections, we cannot know for certain how they were procured?”

Source: umma.umich.edu
that researchers can fill in details for the public as new information is discovered. “We have some tremendously accomplished, knowledgeable scholars at our fingertips and can turn to a number of Africanists and graduate students for help with this intensive work,” Olsen says, adding that this research may be more difficult for museums with fewer resources. At UM, faculty from multiple disciplines are engaging with the project by providing their expertise and using the exhibit as a “rich source of pedagogy” for students, she says.

As UMMA learns more about the history of the artifacts, it plans to work with officials in their countries of origin to determine each one’s future. “The researchers involved have been contacting specialists at many of those communities — historians, anthropologists, museum professionals, healers, and traditional authorities — to tell them about the objects we’re investigating and to exchange information as we start to gather it,” Olsen explains. “Once their provenance is more thoroughly determined, we’ll be discussing with them the possibility of repatriation or restitution if that turns out to be the right course.”

Other universities have been less willing to work with groups who have asked for plundered items to be returned. In the U.S., many of these belongings, including human remains, were taken from Indigenous burial sites. The Native American Graves Protection and Repatriation Act (NAGPRA), passed in 1990, required institutions to begin the repatriation process by cataloguing their collections of Indigenous remains and burial objects. Yet prominent museums such as Harvard University’s Peabody Museum of Archaeology and Ethnology have been criticized for delaying or outright refusing to return these collections to tribes. The university has claimed...
Diversity in the Museum Workforce

Many experts have argued that decolonizing U.S. museums requires diversifying the workforce that is in charge of collecting, researching, and presenting cultural objects and art to the public. A 2015 study by the Andrew W. Mellon Foundation found that only 16 percent of leadership positions at art museums nationwide are held by people of color. Just 4 percent of other positions — including curators, educators, and conservators — are held by Black professionals and 3 percent by Hispanic and Latinx professionals.

that while many of the thousands of artifacts and remains in its collection have been successfully traced to specific geographic regions, there is not enough evidence to determine which tribal groups should receive them.

The demand for repatriation has gained more footing in the wake of the racial justice movement and the appointment of Deb Haaland — the first Native American to serve as a cabinet secretary — to the U.S. Department of the Interior. In July, the department announced that it was meeting with Indigenous and Native Hawaiian leaders to revise NAGPRA, with Haaland stating changes to the law were long overdue. “I’m hopeful this process will eliminate unnecessary burdens to the repatriation process and allow Indigenous peoples greater access to their ancestors’ remains and sacred items,” she stated in a press release.

At UM, Native American remains and burial objects were returned to the Saginaw Chippewa Indian Tribe of Michigan in 2014. The tribe reburied the people and relics stolen from their original gravesites in a special ceremony, a practice shared by other groups whose ancestors and cultural possessions have been returned by universities and museums decades or even centuries after they were originally taken.

While tracing and repatriating such objects is often painstaking work, higher education institutions have an obligation to undertake such efforts, says Olsen. When it comes to the Wish You Were Here exhibit, one of the ultimate goals is to “do right,” she says.

“If these works of art have been illegally passed along to the museum, [doing right] means returning them to their legal, ethical owners,” Olsen explains. “As an institution, we want to be modeling and practicing transparency in a way that is extremely important right now for the museum field.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. To view the online version of the University of Michigan Museum of Art’s Wish You Were Here: African Art and Restitution exhibit, visit umma.mich.edu.
The Morris Family Multicultural Student Center provides a welcoming, supportive and inclusive campus atmosphere, and fosters opportunities to develop, nurture and encourage diverse ideas and perspectives.

- Culture and heritage celebrations
- Intercultural learning
- Collaborative initiatives
- Meaningful cross-cultural interactions
- Dedicated spaces for open expression
- Ensure academic and student success

K-State values family, diversity and support.

k-state.edu/diversity/multicultural-center

The 2021 HEED Award marks Kansas State University’s eighth year in a row for being recognized as one of the top universities for diversity and inclusion. This award demonstrates K-State’s commitment to addressing racial and social injustices and ensuring the university is a welcoming place for all.
Despite the numerous efforts colleges and universities have undertaken to increase diversity, equity, and inclusion (DEI) on their campuses, endowment fund investments often remain overlooked. Only 6 percent of the 705 institutions surveyed in a 2020 National Association of College and University Business Officers study stated that their endowment management teams had a formal DEI policy.

The University of California (UC) is one system that is striving to ensure its investment teams have a clear DEI framework internally in the workplace as well as externally with its investment partners and companies. In 2019, the Office of the Chief Investment Officer of the Regents (UC Investments) organized these various efforts into a program known as Diversified Returns.

As explained on the program’s website, Diversified Returns is designed to foster diversity “in experience, thought, and background” on the UC Investments team and among its investment partners and investee companies. This diversity is “key to achieving superior operational and investment performance,” the website states.

Much of the university’s initial DEI efforts focused on decarbonizing its investment portfolio in response to growing alarm over climate change and its disproportionate effects on underrepresented communities. The focus later shifted to divesting from private prisons in response to student anti-racist activism and calls for criminal justice reform.

“As we made progress in one area and as we tackled other areas, we began thinking about how to continue [these efforts] in a framework that advances [DEI],” says Jagdeep Singh Bachher, PhD, chief investment officer and vice president of investments for the university.

To document its journey in increasing diversity and provide transparency, UC Investments publishes annual reports on the Diversified Returns program that detail the team’s progress. The 2020 report describes how the team applied a “diverse slate” approach to its selection process for new investment partners, guaranteeing that companies are chosen from a wide array of options that include women- and minority-owned businesses. They also expanded the network to include diverse trade organizations and added qualitative questions on its operational due diligence questionnaire about each potential partner’s commitment to DEI.

For current investment partners, UC takes a two-pronged approach that involves conducting interviews and demographic surveys to gauge each firm’s DEI progress. Through these surveys, UC Investments can also measure its own success toward building a diverse portfolio by tracking the percentage of its assets managed by diverse firms and the number of its investment partners owned or led by underrepresented professionals.

To determine how to evaluate the office’s success in choosing diverse partners, Bachher created a diversity advisory group to review data and brainstorm potential metrics.

“The conclusion that we all came to, and that I wholeheartedly agree with, is that our success metric is performance, which means if we find more diverse managers that we invest with, we want to make sure that they can do an outstanding job in the performance of their portfolios,” he says.

UC Investments also uses its power as a shareholder to influence corporations to adopt more inclusive practices. The university system has nearly $70 billion invested in public equities globally and is a member of the Council of Institutional Investors, which enables it to use its proxy votes as a shareholder to engage in corporate governance issues. One way UC does this is by advocating for greater diversity on corporate boards of directors. In 2020, UC Investments amended its proxy voting guidelines to more closely examine boards that do not have any women or underrepresented individuals as members.

UC Investments is also a member of the Thirty Percent Coalition, an organization founded in 2011 that works to diversify corporate boards.
University of California System Embeds DEI Practices in its Institutional Investment Strategies

By Lisa O’Malley

“UC Investments is a high-performing, culturally, cognitively, and demographically diverse team of 53 people. One measure of our diversity is the number of native tongues – 21 in all – of our team members.”

Source: Diversified Returns in 2020: UC Investments’ Annual Diversity, Equity, and Inclusion Report

As a coalition member, the system encourages its investee companies to implement DEI strategies such as requiring diversity in corporate board nominee pools. In the past year, the UC Investments team has been engaging with its investment partners to create a pipeline of talented job candidates.

For universities looking to draw inspiration from the Diversified Returns program, Bachher says it’s essential to spend time engaging with top U.S. companies to urge them to create policies and goals centered around improving racial diversity on their boards, executive leadership teams, and their workforces overall.

Internally, the UC system has adopted several practices to ensure the investment team reflects its diverse student body. While the COVID-19 pandemic triggered a hiring freeze in 2020, UC Investments used this pause to conduct outreach with nonprofit professional networks such as 100 Women in Finance and the Robert Toigo Foundation, both of which work to increase the number of underrepresented professionals in the finance industry. Furthermore, once the freeze is over, the office plans to enact a policy to ensure racial and gender representation on every interview panel, according to Bachher.

In addition, UC Investments recently developed a smartphone app that serves as a DEI learning toolkit for the leadership team. The office partnered with the Center for Equity, Gender, and Leadership at the UC Berkeley Haas School of Business to create the toolkit, which includes information on a variety of DEI-related topics such as the science behind unconscious bias and tips for running inclusive meetings and events. In 2020, senior leaders were also required to take online unconscious bias training.

While UC Investments has made substantial progress in developing intentional DEI strategies, Bachher says there is still much work to be done.

Over the next four years, the university plans to invest another $2 billion in diverse firms. It also intends to connect underrepresented students across the system’s nine undergraduate campuses with its investment partners to create a pipeline of talented job candidates.

The Diversified Returns in 2020: UC Investments’ Annual Diversity, Equity, and Inclusion Report identifies investment partners and assets under management (AUM) that are owned by individuals from underrepresented groups.

"If you don’t have confidence, conviction, and intentionality about [DEI], it’s going to be easy to get swayed in a lot of directions," he says. “If you’ve spent the time [learning] why you’re doing [this work] and understand the conviction you have, then you’re going to be willing to have honest conversations with people. Diversity is about celebrating differences, and by bringing the differences together, you’re going to have much better performance.”

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity. The University of California system is a 2021 recipient of the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award.
INCLUSION LIVES HERE
INNOVATION LIVES HERE
IMPACT LIVES HERE

next lives here

Proud recipient of the CHAMPION designation
MEANINGFUL PROGRESS REQUIRES US TO BE PERSISTENT AND HOLD OURSELVES ACCOUNTABLE. OUR WORK IS NEVER DONE.

Johns Hopkins University proudly accepts its inaugural national HEED award. We celebrate our progress and reaffirm our commitment to continue building a university community that is a place of true equity and inclusion where everyone can thrive.
With the gradual reopening of college and university campuses in 2021, there has been increased urgency in the drive to advance diversity, equity, and inclusion (DEI) among the country’s higher education institutions. This intensified commitment toward improving campus climate and propelling social justice was no doubt influenced by last year's burgeoning racial justice movement along with the inordinate losses suffered by underrepresented communities due to the COVID-19 pandemic. With these tumultuous events fresh in the minds of Americans, the national conversation around DEI has greatly expanded.
Colleges and universities are expected, now more than ever, to be exemplars of how organizations can implement effective DEI strategies and foster important, albeit sometimes uncomfortable, dialogue that leads to a more welcoming and inclusive environment for all.

This year is also significant in that it marks the 10th anniversary of the annual INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award. Over the past decade, INSIGHT Into Diversity has witnessed the number of colleges and universities submitting HEED applications grow significantly each year. In that time, INSIGHT has seen firsthand the extraordinary progress many institutions have made in promoting DEI principles throughout every aspect of higher education.

“We created the HEED Award 10 years ago to highlight the difficult and often unrecognized work being done by diversity leaders across higher education. The past year or two has brought systemic racism to the forefront on college campuses, making this work more critical than ever,” says Lenore Pearlstein, co-publisher of INSIGHT. “Every student and employee on campuses today, no matter what their background, has the right to be heard, supported, feel safe in their environment, and above all be welcomed and have the opportunity to succeed.”

Despite the incredible progress made in support of DEI, colleges and universities at the forefront of this work understand that there is still much to be achieved, Pearlstein adds. “While HEED Award institutions are doing amazing work toward reaching these goals, each one also understands their work is never done, and their commitment is steadfast and ongoing. We have been told many times over the past 10 years that the HEED Award application itself and the recognition are tools used by every winner to help them in their effort to move the DEI needle.”

Co-publisher Holly Mendelson agrees, noting the elevation of the chief diversity officer role and increased prioritization of DEI in institutional long-term strategic plans in recent years. “As we see the landscape in higher education constantly evolving, so does the HEED Award application,” she says. “We also raise the standards each year as we receive so many more applications. It’s important to recognize those schools whose leaders are willing to support the human and financial resources necessary to meet their internal goals along with our high expectations.”

This year’s HEED Award celebrates 101 colleges and universities — the largest number of recipients ever — that demonstrate an unwavering dedication to meeting the needs of diverse students, faculty, and staff, even while dealing with the continuing impact of a global pandemic. These efforts go beyond merely increasing diverse representation and “checking off boxes.” Rather, they account for the entire campus experience.

The 2021 winners undertook a wide range of initiatives to foster DEI, including promoting anti-racist education in their communities; ensuring constituents are recognized by their proper gender identities; establishing new affinity groups to serve as collaborative spaces for underrepresented faculty and staff; hosting campus celebrations that teach about diverse cultures; and much more.

In this special HEED Award section, INSIGHT highlights just a few of these efforts as they relate to the following categories:

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

Among this year’s HEED Award-winning institutions, a select number have also earned the added designation of Diversity Champion. This title signifies that a college or university has gone above and beyond in their
DEI work to rank in the top tier of HEED Award applicants. Known for their visionary leadership, Diversity Champions serve as models of excellence for others in their dedication, vision, and commitment to ensuring DEI is in their very foundation. They exceed everyday expectations, often eclipsing their own goals.

By recognizing colleges and universities that serve as role models for their outstanding commitment to DEI practices, the INSIGHT Into Diversity HEED Award and Diversity Champion designations provide encouragement and inspiration to schools no matter where they are in their DEI journeys. With each passing year, the scope of what higher education institutions are capable of achieving in this area continues to grow at an astonishing rate. It is with great pride that INSIGHT has been able to highlight the accomplishments of so many institutions over the last decade, and we look forward to many more years of celebrating the accomplishments of colleges and universities throughout the U.S.●

Lisa O’Malley is the assistant editor and Mariah Bohannon is the senior editor of INSIGHT Into Diversity.
Consecutive Recipients of the INSIGHT Into Diversity Higher Education Excellence in Diversity Award Share What 10 Years of Recognition Means to Them

The INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award was established in 2012 to provide national recognition for colleges and universities at the forefront of diversity, equity, and inclusion (DEI). In its first year, 48 institutions received this honor; in 2021, as the HEED Award has grown in reputation and renown, the number has expanded to 101, and Health Professions is now its own award.

Over the last decade, an elite list of seven universities have consecutively been named HEED Award winners. These dedicated and innovative institutions recently shared what it means to them to have been recognized by INSIGHT for 10 years in a row for their DEI accomplishments.

CASE WESTERN RESERVE UNIVERSITY
"I am incredibly honored to learn that Case Western Reserve University has been recognized for our DEI accomplishments for the 2020-2021 academic year and that we are among just seven institutions nationally to be so honored for 10 consecutive years. I consider it a distinct privilege to have contributed to such a distinguished legacy of inclusive excellence."
— Robert L. Solomon, Esq., Chief Diversity Officer and Vice President for the Office for Inclusion Diversity & Equal Opportunity

EAST CAROLINA UNIVERSITY
"Diversity, equity, and inclusion is a mission-driven imperative at East Carolina University. The university is proud and honored to be recognized as a 10-time HEED Award winner. As a publication dedicated to advancing diversity in higher education, we appreciate INSIGHT's tireless work to recognize and promote best practices across the landscape."

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS
"To be included with these amazing institutions is a daunting honor. It inspires us to continue stretching ourselves as we dig deeper to develop meaningful and innovative initiatives that give life to the university’s mission and goals, which include a “strong commitment to diversity” and creating “an inclusive campus climate.”

MILLERSVILLE UNIVERSITY
"The Millersville University community is honored to be recognized as a 10-year recipient of the HEED Award. The recognition illumines the alignment of best practices and resources shared throughout the years by INSIGHT with the ongoing commitment in our pursuit of inclusive excellence through campus-wide impactful and transformative DEI work. The nexus between the two is the impetus of our sustained longevity."

OKLAHOMA STATE UNIVERSITY
"Oklahoma State University’s nationally prestigious recognition by INSIGHT for a decade of dedication, determination, and drive for not just engaging with this incredibly challenging work but, more significantly, for consistently broadening and deepening our commitment to inclusive excellence, is a tremendous honor, and one we accept and acknowledge with extreme humility."

TEXAS TECH UNIVERSITY
"What an honor! Being a 10-time awardee means we have never found satisfaction in “good enough.” It is a clarion call and harkening to continue working in ways that demonstrate our commitment and responsibility to an inclusive and welcoming campus. It is a reminder to ensure that for all who desire, Desde Aquí, Es Posible!"

UNIVERSITY OF CINCINNATI
"We are humbled, grateful, and proud to be recognized as a 10-year recipient of the INSIGHT Into Diversity Higher Education Excellence in Diversity Award. This is a testament to the commitment and dedication of members of our university community who work tirelessly to help us become better versions of our ideal selves. We appreciated the opportunity to tell our story, and we are thankful INSIGHT listened."
### 2021 DIVERSITY CHAMPIONS
- Clemson University
- Florida State University
- Indiana University Bloomington
- Oklahoma State University
- Rochester Institute of Technology
- Texas Tech University
- The University of Alabama at Birmingham

### 2021 HEED AWARD RECIPIENTS
- Adelphi University
- Agnes Scott College
- Arkansas State University
- Ball State University
- Binghamton University
- Broward College
- California State University, Fresno
- California State University, Fullerton
- 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 Atlantic University
- Florida State University
- Georgia Institute of Technology
- Georgia State University
- Grand Valley State University
- Hillsborough Community College
- Hudson County Community College
- Indiana University Bloomington
- Indiana University-Purdue University Indianapolis
- James Madison University
- Johns Hopkins University
- Kansas State University
- Kent State University
- Lehigh University
- Metropolitan State University
- Metropolitan State University of Denver
- Miami University
- Millersville University
- Mississippi State University
- Mount Holyoke College
- North Hennepin Community College
- Northern Illinois University
- Northwestern University
- Ohio University
- Oklahoma State University
- Oregon State University
- Pikes Peak Community College
- Regis College
- Rice University
- Rochester Institute of Technology
- Rockland Community College
- Rowan University
- Santa Clara University
- Santa Rosa Junior College

- Seminole State College of Florida
- Shippensburg University
- Southern Illinois University Edwardsville
- Southwestern Law School
- Stetson University College of Law
- Stockton University
- Suffolk University
- SUNY Old Westbury
- Swarthmore College
- Texas A&M University
- Texas Christian University
- Texas Tech University
- The University of Alabama at Birmingham
- The University of Texas at Arlington
- 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 California System
- University of California, Merced
- University of Central Florida
- University of Cincinnati
- University of Dayton
- University of Georgia
- University of Houston
- University of Houston Law Center
- University of Houston-Downtown
- University of Illinois Chicago
- University of Illinois at Urbana-Champaign
- University of Kentucky
- University of Louisiana at Lafayette
- University of Louisville
- University of Memphis
- University of Missouri-St. Louis
- University of North Carolina Greensboro
- University of North Florida
- University of North Texas
- University of Oklahoma
- University of Oregon
- University of Pittsburgh
- University of Rochester
- University of West Florida
- Virginia Commonwealth University
- Virginia Polytechnic Institute and State University
- Virginia Wesleyan University
- West Chester University of Pennsylvania
- West Virginia University
- William & Mary
- Worcester Polytechnic Institute
DIVERSITY CHAMPION
THE ONLY LAW SCHOOL IN THE COUNTRY TO RECEIVE THIS RECOGNITION

2021 Higher Education Excellence in Diversity (HEED) Award for the sixth straight year

The University of Houston is a Carnegie-designated Tier One public research university and an EEO/AA institution.
The annual INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recognizes colleges and universities that are dedicated to diversity, equity, and inclusion (DEI). Several 2021 HEED Award-winning institutions shared why they applied for this national honor.

Case Western Reserve University
“Case Western Reserve University views the INSIGHT Into Diversity HEED Award, a nationally recognized achievement, as a prestigious honor. To receive the award brings recognition and credibility to the diversity, inclusion, and equity work taking place on campus.”

Columbia University in the City of New York
“We appreciate INSIGHT Into Diversity’s continuous leadership and engagement in this area, especially during the past year, which has brought tremendous challenges to us collectively and individually.”

El Paso Community College District
“For the past eight years, the El Paso Community College and our Diversity & Inclusion Programs Office have experienced the excitement and sense of accomplishment that come with receiving the INSIGHT Into Diversity HEED Award. … We are proud to wear the seal of the HEED Award on our correspondence and other communication outlets [so that] our college family, our business and educational partners, and our entire community know that diversity and inclusion are important to our institution. … It gives [DEI] importance, purpose, relevance, and respect to focus on the great strides where each area of the institution can contribute.”

Grand Valley State University
“The INSIGHT Into Diversity HEED Award is one example of our narrative in working together through this unprecedented time. The application for the award is amazing. Congratulations to those who worked on big enhancements.”

Hillsboro Community College
“This is the preeminent award for diversity and inclusion in higher education in America. It provides an excellent means to benchmark our achievements with other institutions nationally, especially when it comes to evidence-based practices.”

Indiana University Bloomington
“Indiana University continues to value the opportunity to apply for the prestigious INSIGHT Into Diversity HEED Award. Thank you for the work you do to advance the national conversation around diversity, equity, and inclusion.”

Kent State University
“We strive to improve our initiatives each year. This award application is a reminder of where we are and the areas in which we can strive to be better.”

Metropolitan State University
“This award enables Metropolitan State University to communicate to its students, faculty, staff, and community tangible evidence of our commitment to equity, inclusion, and anti-racism. It is a means of accountability to our campus community. It further enhances our institutional profile as well as provides an opportunity to build on brand awareness and provide a competitive advantage. It is a great source of pride for us and a valuable opportunity to assess our positional relationships as compared with our peers and competitors. While arduous and extremely competitive, it also helps us define who we are and differentiate ourselves from other institutions.”

Millersville University
“This application is an excellent tool for our office to continue to assess the needs of the campus and understand the areas that we should be focusing on so that we may better serve and foster an inclusive campus community. We appreciated the questions surrounding our response to the pandemic and how we were able to uplift our community and center the needs of historically underrepresented students, faculty, and staff.”

Northwestern University
“The process of completing the INSIGHT Into Diversity HEED Award application proved to be enormously beneficial. Responding to the application’s questions provided university leadership with the opportunity to further examine the ways in which we have “moved the needle” and where we still have work to do regarding diversity, equity, and inclusion on campus. The data collected for the application will inform how the university will proceed with the development and utilization of annual Diversity Accountability Reports, a strategic effort that evaluates progress made regarding DEI.”

Santa Rosa Junior College
“The HEED award has greatly enhanced our repertoire in our faculty recruitment advertising, outreach, and events this year. Thank you for this great opportunity!”

Southern Illinois University Edwardsville
“The INSIGHT Into Diversity HEED Award has been an annual guide for us to improve what we do as an institution in the DEI space. Every year, we use the application and the benchmark report to see what new programs we can implement and how we can improve to truly embrace inclusive excellence. We used the pandemic to really grow as an institution in the DEI space, and many of the questions included in the HEED Award application over the years were used to help us as we were discussing how to become an anti-racist, diverse, equitable, inclusive, and accessible campus.”

Stetson University College of Law
“Thank you to INSIGHT Into Diversity for your contribution to this work and for your review of our achievements and our continued calls to action. … The HEED Award application process continues to inspire us. We have already identified some priorities to highlight as part of our 2020 climate study
ARKANSAS STATE UNIVERSITY

2018, 2019, 2020 & 2021
Higher Education Excellence in Diversity (HEED) Award Recipient

Top Colleges for Diversity

Advancing Diversity and Community Engagement

INCLUSION

AState.edu
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. To succeed, we must be both relentlessly intentional and open to the spontaneous opportunities for positive change.

This fall, OHIO kicked off a new campaign, MAKE RESPECT VISIBLE, to provide our university community with explicit expectations for engaging across differences. Making respect VISIBLE is about equity and humanity. It’s about having the hard conversations and recognizing and calling out prejudice. It’s about being willing to engage with others thoughtfully and respectfully, even when we hold vastly different points of view.

Learn more about OHIO’s Division of Diversity and Inclusion at ohio.edu/diversity.

Strategic plan based on some of the concepts addressed in this year’s application.”

Stockton University

“"The HEED Award application questions are always relevant, current, and leave room for interpretation by colleges and universities for their specific institutional context. They also continue to provide benchmark questions based on college/university programs that work to improve diversity and inclusion quantitative and qualitative data. The organization of the questions into topical headings has made the application easier to complete and enhances its structure.”

Towson University

""We appreciate the revised online HEED Award application process as well as the new questions. We have appreciated how much of a valuable resource INSIGHT into Diversity continues to be and are excited to get to work with the Viewfinder surveys we recently were able to purchase — another sign of the support and leadership from our leaders [for valuing] diversity, equity, and inclusion as a campus priority.”

University at Albany

""The receipt of the prestigious HEED Award has been leveraged to reflect that the University at Albany champions and supports diversity and inclusion and is vested in its commitment to make the university community more inclusive by offering additional programming, including the annual Rev. Dr. Martin Luther King Jr. program, panel discussions, and colloquia on various topics such as implicit bias and microaggressions.”

University of Dayton

""We are honored to receive the INSIGHT Into Diversity HEED Award; it is a very useful tool that will convey to both internal and external stakeholders or potential stakeholders the level of our commitment to DEI. It will signal the extent to which we understand and believe that DEI are inextricably tied to excellence. ... Thank you for the extraordinary service and support you provide to so many who are laboring to advance diversity, equity, and inclusion within and beyond higher education!”

The University of Texas at Austin

""The HEED Award online system has become a well-tuned machine the past couple of years!”

The University of Tulsa

""Thank you for your continued mentorship and support. We are grateful for the opportunity to share our achievements in the areas of diversity and inclusion.”

West Chester University of Pennsylvania

""The INSIGHT Into Diversity HEED Award and application provides annual benchmarking on best practices for diversity and inclusion in higher education. In addition, it provides perspective on a university’s performance when compared to other colleges and universities. Finally, it goes beyond the United States to collect data on best and innovative practices for diversity and inclusion to further advance DEI efforts.”
It is with great pride that we accept the 2021 INSIGHT into Diversity Higher Education Excellence in Diversity (HEED) Award. Diversity, equity and inclusion, together with student success, are the two guiding principles at Hudson County Community College. They are woven into the fabric of the College, embraced, and fully supported by our entire HCCC family – students, faculty, staff, alumni, and trustees.

We are proud to serve one of the most ethnically and racially diverse areas in the nation, including Jersey City, which is recognized as the most diverse city in the United States. Our commitment to celebrating differences, while recognizing and building on our commonalities, is the foundation of HCCC’s engaged and inclusive community. Our shared experiences inspire and inform our commitment to ensuring all communities are served with inclusive, high-quality educational programs that promote student success and upward social and economic mobility.
U.S. MAP OF HEED AWARD WINNERS

Top Colleges for Diversity
The points on the map below represent the approximate locations of 101 higher education institutions that have displayed an outstanding commitment to diversity, equity, and inclusion, earning them the 2021 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award. Thirty states are home to at least one HEED Award-winning institution, including community colleges, public and private four-year institutions, and schools of law. The coast-to-coast expanse of HEED winners demonstrates that institutions across the U.S. are dedicated to providing high-quality, DEI-focused education on welcoming and inclusive campuses.
The *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award committee takes into account a variety of factors to determine which colleges and universities will be named HEED Award winners. Institutions applying for this distinction are required to submit extensive information on their demographics, campus policies, student and employee success, and more.

Each year, *INSIGHT* compiles this data into a comprehensive report that highlights the characteristics of HEED Award-winning institutions. The following pages provide a brief glimpse into the data in the 2021-2022 *INSIGHT Into Diversity* HEED Award Data Report.

### Student Demographics and Graduation Rates

#### FULL-TIME STUDENTS

**Race/Ethnicity**

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#### BACCALAUREATE-GRANTING INSTITUTION SIX-YEAR GRADUATION RATES OF FULL-TIME UNDERGRADUATE STUDENTS

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</tr>
<tr>
<td>African American/Black</td>
<td>60.31%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>65.39%</td>
</tr>
<tr>
<td>Asian American</td>
<td>72.27%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>61.10%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>63.43%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>64.39%</td>
</tr>
<tr>
<td>International</td>
<td>67.81%</td>
</tr>
</tbody>
</table>
Employee resource groups at Cuyahoga Community College (Tri-C®) promote the College’s commitment to diversity and inclusion by fostering inclusive ideas and solutions and creating opportunities for mentoring and career development.

Tri-C offers a variety of employment opportunities. Find them at careers@tri-c.edu.
At Northern Illinois University, we are proud to be among a group of universities leading the charge for diversity, equity and inclusion. NIU provides a quality education with equity-minded policies, programs and outstanding resources designed to make a higher education accessible, affordable and transformative. We celebrate the rich diversity of our welcoming and inclusive community and we invite you to join. We All Belong.

Northern Illinois University is honored to accept the 2021 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine.

### Retention Rates of Full-Time Freshman Students

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>85.61%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>83.08%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>84.02%</td>
</tr>
<tr>
<td>Asian American</td>
<td>88.38%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>76.83%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>73.58%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>83.86%</td>
</tr>
<tr>
<td>International</td>
<td>83.82%</td>
</tr>
<tr>
<td>Transfer</td>
<td>77.40%</td>
</tr>
</tbody>
</table>

### Efforts to Improve Retention and Graduation Rates for Historically Underrepresented Students and First-Generation Students

<table>
<thead>
<tr>
<th>Effort</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free tutoring support</td>
<td>99</td>
<td>98%</td>
</tr>
<tr>
<td>Academically themed diverse student organizations</td>
<td>94</td>
<td>93%</td>
</tr>
<tr>
<td>First-year experience programs</td>
<td>98</td>
<td>97%</td>
</tr>
<tr>
<td>Cohort-based academic success and leadership programs</td>
<td>97</td>
<td>96%</td>
</tr>
<tr>
<td>Early warning systems</td>
<td>95</td>
<td>94%</td>
</tr>
<tr>
<td>Institutional research on student success patterns</td>
<td>94</td>
<td>95%</td>
</tr>
<tr>
<td>Summer bridge programs</td>
<td>93</td>
<td>92%</td>
</tr>
<tr>
<td>Campus-wide strategic retention plan</td>
<td>88</td>
<td>83%</td>
</tr>
<tr>
<td>Supplemental instruction</td>
<td>84</td>
<td>83%</td>
</tr>
<tr>
<td>Culturally relevant advising</td>
<td>84</td>
<td>83%</td>
</tr>
</tbody>
</table>

### Administrator and Faculty Demographics

#### Administrative Leadership Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>12.16%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>72.90%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian American</td>
<td>0.25%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>1.54%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>2.09%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4.24%</td>
</tr>
<tr>
<td>International</td>
<td>6.34%</td>
</tr>
</tbody>
</table>

#### Full-Time Tenured and Tenure-Track Faculty Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>12.67%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>5.95%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5.16%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3.32%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>3.83%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.10%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.34%</td>
</tr>
<tr>
<td>International</td>
<td>0.34%</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>67.41%</td>
</tr>
</tbody>
</table>
At Northern Illinois University, we are proud to be among a group of universities leading the charge for diversity, equity and inclusion.

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# Faculty Recruitment Efforts

## Strategies Used to Recruit Diverse Faculty

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertise in diversity publications and/or job boards</td>
<td>99</td>
<td>99%</td>
</tr>
<tr>
<td>Attend diversity-focused recruitment events such as SREB</td>
<td>70</td>
<td>69%</td>
</tr>
<tr>
<td>Faculty diversity plan</td>
<td>80</td>
<td>79%</td>
</tr>
<tr>
<td>Mentors for diverse faculty</td>
<td>98</td>
<td>88%</td>
</tr>
<tr>
<td>Pipeline programs for future faculty</td>
<td>77</td>
<td>76%</td>
</tr>
<tr>
<td>Host future faculty diversity symposiums on campus</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>Strategic funds being used to hire diverse candidates</td>
<td>85</td>
<td>84%</td>
</tr>
<tr>
<td>Dedicated faculty diversity recruitment specialist</td>
<td>47</td>
<td>47%</td>
</tr>
<tr>
<td>Diversity-themed postdoctoral fellowships</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Diverse faculty exchange programs with HBCUs, MSIs, etc.</td>
<td>27</td>
<td>27%</td>
</tr>
</tbody>
</table>

## Search Committees

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require search committees to include at least one person from an underrepresented group</td>
<td>45</td>
<td>45%</td>
</tr>
<tr>
<td>Require all applicants to include any diversity accomplishments in their CV</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Require a diverse pool of applicants in the hiring process</td>
<td>87</td>
<td>86%</td>
</tr>
<tr>
<td>Ensure that necessary accommodations are made for any applicant with a disability</td>
<td>100</td>
<td>99%</td>
</tr>
<tr>
<td>Require search firms to include diverse candidates in the final pool of candidates</td>
<td>77</td>
<td>76%</td>
</tr>
</tbody>
</table>

# Accountability and DEI Financial Strategies

## Strategies in Place to Ensure Diversity Planning and Accountability

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official mission statement includes diversity and inclusion as one of its core values</td>
<td>92</td>
<td>91%</td>
</tr>
<tr>
<td>Diversity and inclusion goals and plans are embedded in the campus-wide strategic plan</td>
<td>98</td>
<td>97%</td>
</tr>
<tr>
<td>Requires a diversity plan from each individual school</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Has a centralized diversity plan</td>
<td>87</td>
<td>86%</td>
</tr>
<tr>
<td>Has a campus-wide diversity committee or task force</td>
<td>97</td>
<td>86%</td>
</tr>
<tr>
<td>A diversity scorecard measures diversity progress</td>
<td>51</td>
<td>50%</td>
</tr>
<tr>
<td>Diversity office has the opportunity to formally report campus diversity plans, successes, challenges, and opportunities at meetings of governing board</td>
<td>97</td>
<td>86%</td>
</tr>
<tr>
<td>Diversity office submits and makes public an annual diversity report</td>
<td>78</td>
<td>77%</td>
</tr>
</tbody>
</table>

## Diversity-Focused Financial Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity goals are embedded in the overall budget process</td>
<td>83</td>
<td>82%</td>
</tr>
<tr>
<td>Annual diversity fundraising campaign</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Campus-wide diversity incentive grants</td>
<td>69</td>
<td>68%</td>
</tr>
<tr>
<td>Apply for federal diversity grants (NSF, NIH, Dept. of Education, etc.)</td>
<td>91</td>
<td>90%</td>
</tr>
<tr>
<td>Dedicated development officer focused on diversity</td>
<td>52</td>
<td>51%</td>
</tr>
<tr>
<td>Qualified diversity endowment fund</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Diversity-themed alumni fundraising campaign</td>
<td>70</td>
<td>68%</td>
</tr>
<tr>
<td>Financial resources are set aside for internal diversity and inclusion awards</td>
<td>80</td>
<td>76%</td>
</tr>
</tbody>
</table>
North Hennepin Community College in Brooklyn Park, MN

Is honored to be a recipient of the 2021 HEED AWARD

Known for our diversity and inclusiveness, we are a learner-centered institution that honors the life experiences our employees and students bring to our campus community. We are committed to engaging students and changing lives.

VISIT US AT: nhcc.edu
# Communications and Branding

## Multicultural Branding and Communication Techniques

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social media used for multicultural marketing (YouTube, Facebook, Instagram, Twitter, etc.)</td>
<td>100</td>
</tr>
<tr>
<td>Multicultural communications specialist</td>
<td>50</td>
</tr>
<tr>
<td>Diversity-focused admissions materials and brochures</td>
<td>95</td>
</tr>
<tr>
<td>Marketing/advertising in diversity publications and websites</td>
<td>96</td>
</tr>
<tr>
<td>Student ambassadors communicate campus diversity to prospective students and parents</td>
<td>98</td>
</tr>
<tr>
<td>Display diversity awards on our website</td>
<td>89</td>
</tr>
<tr>
<td>Link to diversity office on website homepage</td>
<td>76</td>
</tr>
</tbody>
</table>

## Diversity-Related Information on Institutional Website

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every open job posting listed on human resources page includes an AA/EEO statement</td>
<td>97</td>
</tr>
<tr>
<td>International office page includes information about groups, clubs, etc. for international students</td>
<td>90</td>
</tr>
<tr>
<td>Human resources page includes information about diversity training</td>
<td>76</td>
</tr>
<tr>
<td>Study abroad office page includes specific opportunities for underrepresented students (scholarships, etc.)</td>
<td>81</td>
</tr>
<tr>
<td>Procurement/supplier diversity office page lists opportunities for minority- and women-owned businesses</td>
<td>71</td>
</tr>
<tr>
<td>Disability services office page links to career services page</td>
<td>61</td>
</tr>
<tr>
<td>Human resources page includes information about affinity/employee resource groups</td>
<td>58</td>
</tr>
<tr>
<td>Student demographics are posted on website</td>
<td>92</td>
</tr>
<tr>
<td>Faculty demographics are posted on website</td>
<td>80</td>
</tr>
<tr>
<td>Sections of our website include Spanish translation</td>
<td>35</td>
</tr>
</tbody>
</table>

Order the complete 2021-2022 INSIGHT Into Diversity HEED Award Data Report at [insightintodiversity.com/datareports](http://insightintodiversity.com/datareports)
PROUD RECIPIENT OF THE HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD

Maryland’s university of opportunities—for all. Towson University is honored to be recognized as a leader in inclusive excellence.
Understanding the Black Student Experience

This free virtual event at Case Western Reserve University (CWRU) offers underrepresented students the opportunity to explore student groups and organizations and build community with faculty, staff, and peers with similar racial, ethnic, gender, or first-generation identities. It is made possible through a collaboration between the Office of Inclusion, Diversity, and Equal Opportunity; African and African American Studies Minor; Office of Multicultural Affairs; CWRU Counseling; Student Affairs; Disability Services; New Student Orientation; and others. The event has increased the number of students enrolled in the African and African American Studies minor by 60 percent.

LGBTQ+ Guide: Resources to Foster an Affirming Community for LGBTQ+ Faculty, Students, and Staff

The Office of the Provost at Columbia University in the City of New York recently published a comprehensive guide that serves as a one-stop repository of resources and recommendations on how to foster a more inclusive campus climate for LGBTQ+ members. The guide, which was informed by faculty and student interviews and focus groups, also offers a companion website to help the university community be better, more visible allies to this community.

President’s Task Force on Anti-Racism, Equity, and Inclusion

In July 2020, Florida State University (FSU) President John Thrasher convened the President’s Task Force on Anti-Racism, Equity, and Inclusion. The task force comprised 25 faculty, staff, students, alumni, and community members and was chaired by a senior faculty member with an executive committee representing student affairs, academic affairs, and human resources. The group was charged with advancing FSU’s DEI goals, specifically addressing campus climate, the university’s historical legacy, and recruitment and retention in all sectors. The task force identified racial and ethnic disparities on campus and developed a range of initiatives that are currently being implemented to improve these areas.

Task Force on Racial Equity

The Task Force on Racial Equity was designed to address all aspects of life at James Madison University (JMU), including deepening understanding and relationships across the entire campus and transforming institutional culture. One of its goals is to foster broad participation from faculty, staff, students, alumni, and community members in a holistic and thorough review of educational programming, institutional policies, practices, and climate. The task force sought input from interdisciplinary experts at JMU to assist in creating action-oriented solutions to identify and address racial inequities.

Sustained Dialogue Program

The Sustained Dialogue (SD) program was brought to Northwestern University (NU) by student activists to promote courageous conversations across the institution. It was born out of a need to build relationships, learn more about how others experience campus, and find ways to illuminate the similarities and differences in individuals’ identities. SD groups are facilitated by trained student moderators and culminate in collective actions to make NU a more just and equitable place for all.
CELEBRATING EXCELLENCE IN DIVERSITY

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 eighth 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.

Learn more about UT's Diversity Initiatives
utex.as/HEED-diversity
Make Respect Visible Campaign
Ohio University’s (OU) Make Respect Visible campaign is designed to provide the university community with guidelines and expectations for engaging across differences. The campaign highlights the following expectations for communication and conduct: spread ideas, not hate; listen more, judge less; encourage dialogue, not division; and more. Through a collaboration between the Division of Diversity and Inclusion, Division of Student Affairs, and University Communications and Marketing, these expectations have been made visible across the campus and integrated in various ways into the ethos of the OU community.

Honoring Nancy Randolph Davis
In January 2019, Oklahoma State University (OSU) installed a sculpture of its first enrolled African American student, Nancy Randolph Davis, who broke the color barrier when she was admitted to OSU in 1949. In November 2020, the Oklahoma A&M Board of Regents voted to rename the two core OSU College of Education and Human Sciences buildings surrounding the courtyard where the sculpture stands as the Nancy Randolph Davis building and the Nancy Randolph Davis West building. As the university continues to broaden its commitment to sustaining a culture of inclusion, Davis’ legacy remains a meaningful and transformative aspect of OSU’s progress.

Student Senate Diversity and Inclusion Committee
Stockton University’s Student Senate formed a diversity and inclusion committee to reinforce DEI efforts. The standing committee was two years in the making and centers on supporting diverse groups through actively engaging members, ensuring underrepresented students are properly included in every discussion on campus, and giving all students the security they need. The new committee includes one senate member from student affairs, academic affairs, governmental affairs, finance, and public relations committees.

African American Cultural & Research Center
Nestled in the heart of the University of Cincinnati (UC) campus, the African American Cultural Resource Center opened 30 years ago with the mission of assisting Black students with matriculation through the university toward graduation. It is a space that cultivates community and a sense of belonging for many students. It also helps to educate those from various backgrounds about the richness and vibrancy of Black culture. Various groups visit the center to learn about what it’s like to be Black in America.

The Council for LGBTQ+ Access, Equity, and Inclusion
The Council for LGBTQ+ Access, Equity, and Inclusion (Q+AEI) was established in spring 2019 to serve in an advisory capacity to The University of Texas at Austin’s (UT Austin) executive vice president and provost. The council works in collaboration with UT Austin colleges and departments to support the development of programs that improve campus climate as it relates to gender and sexuality, including supporting queer people of color. Q+AEI develops actionable policies for academic leaders and monitors progress through data collection and benchmarking.
Committed to Our Community

Building a diverse and inclusive community requires meaningful reflection, challenging conversations, strong support systems and accessible opportunities for growth. At Lehigh, these are valued elements of an ever-evolving process. Our commitment to this important work endures.

Learn more at lehigh.edu/diversity
CAMPUS LIFE
Images from the 2021 HEED Award recipients
2021 HEED AWARD RECIPIENT

Northwestern University is honored to be acknowledged for its commitment to diversity, equity and inclusion.

Northwestern
Rapid Education Prototyping for Change, Learners, Community, Equity

Grand Valley State University and five partner institutions recently convened to address public higher education challenges through an alliance known as REP4, or Rapid Education Prototyping for Change, Learners, Community, Equity. The initiative brings together students, K-12 educators, and higher education faculty and staff to reconsider how education can better serve current learners during a time of rapid change. REP4 offers participating students the opportunity to co-design educational systems and develop ideas that, when successful, are quickly launched on a wider scale.

Broward UP

To assist underrepresented and marginalized communities, the Broward UP initiative led by Broward College offers free educational opportunities, workforce training, and support services throughout local neighborhoods. Broward UP teams provide programs to help participants get the training needed to find a meaningful job with a competitive salary and the skills to thrive in the workforce. Training courses and workshops are free for qualifying students and are tailored to teach the skills needed for their next job opportunity.

High School Equivalency Program

Santa Rosa Junior College’s High School Equivalency Program (HEP) offers a bridge to college education, vocational training, and improved employment opportunities for seasonal and migratory farm workers. Classes and services are offered in both Spanish and English so that students can learn in their native language. Participants receive financial support, tutoring, and testing assistance to make the high school equivalency process affordable. Upon completion, they are helped with registering for college or job training programs. Through HEP, more than 240 adults have completed their high school equivalency, with 80 percent of them going on to enroll in college.

HopkinsLocal

HopkinsLocal leverages the economic power of Johns Hopkins University (JHU) and its affiliated health system to expand the participation of local and minority-owned businesses in construction opportunities; increase university hiring of city residents; and develop economic growth, employment, and investment in Baltimore. Through this initiative, JHU committed $20.3 million in addressable construction spending to underrepresented contractors meeting program criteria, and it spent $469 million dollars in targeted categories with local businesses over four years. In addition, nearly 75 local minority-owned, women-owned, or disadvantaged businesses participated in the BLocal Build College project.
At Oregon State University, it’s our job to empower and elevate students, staff and faculty. And ensure every member of our community feels seen, heard, safe and welcome.

It starts with university-wide initiatives like Moving Forward Together. Launched in 2020 in response to calls to action from students and faculty, it was created to catalyze conversations about social justice and take rapid action to support Black students and faculty, elevate antiracist teaching practices, advocate for undocumented students, improve public safety, strengthen partnerships with Indigenous communities and better respond to incidents of bias. The work continues. To create change, each of us must do our part.

**Truth, Racial Healing, and Transformation Campus Center**

The new Truth, Racial Healing, and Transformation (TRHT) Campus Center at Southern Illinois University Edwardsville serves as a model for community-based healing and change in the St. Louis region. It is organized around the five pillars of the TRHT framework: narrative change, separation, racial healing and relationship building, law, and the economy. The center establishes authentic, trusting relationships for the upbuilding of sustainable communities where people of all backgrounds can thrive. One of its accomplishments is the launch of the E-Stories Project, which shared the positive, encouraging, and largely unrecognized racial history of East St. Louis via digital storytelling.

**The Chester Community Fellowship Program**

The Chester Community Fellowship program run by Swarthmore College’s Lang Center for Civic & Social Responsibility enhances the success of community organizations in nearby Chester, Pennsylvania, while providing opportunities for student learning. Swarthmore students intern with participating community partners four days a week and come together on the fifth day for a common project. The program has expanded the college’s ability to collaborate with a more diverse group of local organizations over time, including Chester Youth Courts, the Chester Housing Authority, the Chester Education Foundation, and more.
Diversity, Equity, and Inclusion Accelerator
The Diversity, Equity, and Inclusion Accelerator at the University of Missouri-St. Louis works to promote growth for startups with diverse ownership. It is designed to boost early-stage, scalable, for-profit businesses that directly and positively impact underserved communities. Through sponsorship from area businesses Ameren, Edward Jones, and Express Scripts, startup founders are awarded $50,000 plus access to $200,000 worth of resources, including workshops, hands-on sessions, roundtables, and mentoring. The accelerator also offers an eight-week business development program focused on supporting entrepreneurs from marginalized communities.

Go Centers
Since 2009, the University of Texas at Arlington (UTA) has operated Go Centers across multiple school districts. At the centers, current UTA students mentor high schoolers, helping them navigate the college admissions and financial aid process. In 2021, UTA opened two additional Go Center locations at the UTA Fort Worth campus and the UTA Dallas office in order to provide easier access for students who need mentoring and assistance as they begin planning their postsecondary journey. To better serve these communities, center staff offer many of their services in both English and Spanish.

At the University at Albany, “diversity” isn’t a buzzword.
In fact, it’s a core institutional priority – and intrinsic to our goal of becoming the leading diverse public research university in the nation.

We’re proud to be a Higher Education Excellence in Diversity Award recipient four years in a row.
Build a community where all belong

Learn About IU’s Anti-racist Agenda

Indiana University is evaluating and assessing policies, practices, and institutional behaviors as a means of shifting cultural values and perspectives toward greater racial equity.

Learn about IU’s progress and how to get involved at antiracist.iu.edu.

Build on Dr. Martin Luther King Jr.’s Dream

Attend the Indiana University Social Justice Conference on January 17, 2022, with nationally recognized speakers, more than 30 concurrent sessions led by experts addressing leadership, social justice, equality, and the ways we can build a world more reflective of Dr. King’s dream.

Learn more or register at mlkcelebration.iu.edu.

Listen to On Illuminating

Hear from faculty, staff, students, and community leaders focused on creating communities that advocate access, success, respect, equity, and inclusiveness for all. These open and honest conversations cover personal experiences, challenges, and innovative strategies to create communities of belonging.

Listen to the podcast at onilluminating.iu.edu.

INDIANA UNIVERSITY
BLOOMINGTON
**HISPANIC HERITAGE MONTH**
The El Paso Community College (EPCC) Hispanic Heritage Committee hosts a series of events annually to mark this special time of the year. The festivities begin with a celebration of Hispanic and Latinx cultures through food, drinks, and inspirational speakers. All EPCC libraries create displays that highlight Hispanic and Latinx heritage. The month continues with organized read-ins for students, staff, and community members as well as an art exhibit that showcases faculty, student, and community art. EPCC also offers scholarships throughout the month, which ends with a mentors’ recognition ceremony that honors local dignitaries whose achievements make the college community great.

**INTERNATIONAL FIESTA**
The annual International Fiesta is a day of cultural exchange and entertainment hosted in April at Mississippi State University. The event is open to the entire campus community and the general public. Student organizations, university departments, and other campus units set up culturally informative displays, food booths, and more that represent different countries of origin. Various groups provide entertainment through dance, music, and a fashion show. The day also features demonstrations of games and activities popular in other cultures, such as cricket, for children and families in attendance.

**WOMEN'S CENTER AND PRIDE CENTER EVENTS**
Shippensburg University’s Women’s Center and Pride Center hosted a series of events in 2020 designed to inspire the campus community toward social justice. The programming included a rally to celebrate 100 years of women’s voting rights; a discussion on tackling transphobia, homophobia, and racism; queer and transgender sex education; and more. Some of these events, including a celebration of National Coming Out Day, took place during the university’s first student-led Diversity Week in October 2020. The week included programming on topics such as race and immigration, disability identities, and common understandings of religion.

**EL GRITO CELEBRATION**
For the past 12 years, Texas Tech University has invited the campus and local Lubbock community to embrace diversity through one of its signature events, El Grito Celebration. El Grito, which starts the university’s monthlong celebration of Hispanic and Latinx heritage, honors the legacy of Mexico’s declaration of independence from Spain and educates the community on the history of independence for 19 other Latin American countries. The event features local performers and musicians and pays tribute to each Latin American country during a flag presentation.
Southern Illinois University Edwardsville: Building a Legacy of Equity and Excellence

A proud 8-time HEED Award winner, SIUE is actively engaged in cultivating an equity-minded campus ecosystem, dedicated to shaping a changing world. We are operationalizing inclusive excellence at all levels of the institution with a commitment to equity, diversity and inclusion through four pivotal areas of focus.
RACE FOR EQUITY 5K
On Saturday, September 18, 2021, the University at Albany, State University of New York held its inaugural Race for Equity 5K. The event celebrates social justice accomplishments in the U.S., raises awareness about current injustices, and educates the community as the nation forges ahead in the race for equity. Throughout the course, the university posted 30 “social justice stations” dedicated to recognizing civil rights leaders or raising awareness about a current inequity. More than 500 faculty, staff, students, and community members attended the race.

LAVENDER LEADERS
Lavender Leaders is an overnight retreat for incoming students at the University of North Texas who are interested in further exploring their gender identities and sexualities as they relate to leadership. Led by student coordinators, participants learn about building community support systems, practicing wellness, and taking advantage of leadership opportunities. Participants do not need to be experts about their identities or the identities of others; they just need to be invested in working toward a more equitable and just world.

FIRST TO GEAUX
In recognition of the national First-Generation College Celebration, the University of Louisiana at Lafayette hosted First to Geaux, a weeklong series of events in November 2020 that celebrated the success of first-generation students. The week included a social media campaign, a virtual panel discussion, and a Twitter chat to highlight students’ experiences and connect them with campus resources. It also provided an opportunity to build a community of students, faculty, and staff committed to first-generation success.

THE FACULTY WOMEN OF COLOR IN THE ACADEMY CONFERENCE
The Faculty Women of Color in the Academy (FWCA) conference at Virginia Polytechnic Institute and State University is a unique educational and professional opportunity for Indigenous women and women of color in higher education to network, engage, and learn with colleagues from around the country. The 10th annual installment of FWCA is planned for April 2022 and will feature sessions that explore the topics of leadership, career advancement, personal well-being, and scholar-activism.
A Decade of Distinction

Building on distinctive efforts toward diversity, equity and inclusion, East Carolina University® proudly celebrates its 10th consecutive HEED Award.

At ECU, we pursue new opportunities to listen, learn and lead as we serve our student body and our region – both of which are rich in diversity of race, ethnicity, gender, veteran status, disability, socioeconomic status, sexual orientation, age and so much more.

Our commitment to student access and success continues as ECU prepares the next generation with more than 175 degree programs, making our academic offerings as diverse as our nearly 30,000 students.
THE 2021 HEED AWARDS

HEALTH & WELLNESS

Connect & Thrive Program
The Connect & Thrive program is a collaborative effort between Indiana University Bloomington (IU) public health professors Angela Chow and Hsien-Chang Lin and the 21st Century Scholars Program, a state initiative that helps cover tuition costs for low-income students. Connect & Thrive is a mobile app-based program that is meant to aid students in achieving their goals, foster a sense of community, promote mental health and well-being, and more. The app also allows peer mentors to more easily connect with students to provide guidance and support.

OspreyPERCH
The Osprey Prevention, Early Intervention, and Resiliency through Counseling and Holistic Health (OspreyPERCH) program at the University of North Florida (UNF) provides additional mental health support to enhance existing services from UNF’s Counseling Center and Student Health Services. It offers culturally responsive support to students experiencing mental, emotional, and behavioral health issues. The program uses a multi-level intervention approach to meet students where they are, literally and figuratively. OspreyPERCH counselors are housed in various student services departments around campus, including UNF Athletics, the LGBTQ Center, and the Office of Diversity and Inclusion.

U GOOD F.A.M.?
U Good F.A.M.? is a network of Rowan University (RU) faculty and staff that fosters and advances the mental health and emotional well-being of self-identified students of color on campus. Through this network, students have the opportunity to engage in monthly dialogues and access mental health liaisons for ongoing guidance, assistance, and referrals to RU’s Wellness Center. The program aims to support the socioemotional needs of racially and ethnically diverse students by increasing access, inclusivity, and receptivity to crucial resources.

DIVERSITY IN COMMUNITY ADVANCES HUMANITY.
The University of Dayton is a top-tier Catholic research university with our doors open to the world.
At Suffolk University, differences are not obstacles to overcome. They’re assets to share.

For more than a century, we have been dedicated to expanding access to higher education and opportunities for personal fulfillment and professional success. We continuously seek new ways to support all students; examine our curricula through the lens of race; and deepen our cultural intelligence, awareness, and understanding. Through our commitment to justice, equity, diversity, and inclusion, we ensure our students thrive, create, and lead with authenticity locally and across the globe.

Learn how we’re building a university community that supports equitable teaching, learning, and living at suffolk.edu/diversity.

Suffolk University is honored to be a recipient of the 2021 HEED Award.

Health Equity and Social Justice Conference
In April 2021, the University of Oklahoma hosted a weeklong event known as the Health Equity and Social Justice Conference that focused on educating the university’s health professions colleges about issues affecting the health and well-being of a wide range of underrepresented communities. The conference theme was “A Walk in My Shoes: Understanding Health Disparities in Marginalized Communities.” Sessions throughout the week concentrated on topics such as anti-Asian racism and racialized violence, Black maternal health, LGBTQ patient care, health disparities among seniors, and more.

BIPOC Counselor
The West Virginia University (WVU) Carruth Center, which is dedicated to fostering a supportive learning environment for all members of the WVU community, recently hired its first Black, Indigenous, and People of Color (BIPOC) Specialist/Behavioral Health Therapist. This new role focuses on identity development, multicultural issues, self-compassion, and more. Over the past year, the specialist has created self-care spaces, developed weekly listening hours for BIPOC students, and served as a resource for partners across campus to support the mental health of students of color.
UDiversity Educational Institute
The UDiversity Educational Institute at Binghamton University works collaboratively with all constituency groups to promote a campus climate that values DEI. The institute’s commitment to social justice enhances the values of the university by fostering understanding and community through a broad array of programs and initiatives designed to enhance its academic, residential, and work environments. Program examples include workshops for students, faculty, and staff on cultural competency, inclusive organizations, and the art of facilitation. The institute also features a deliberative dialogue program focusing on civic engagement with students.

Diversity and Inclusion Leadership Academy
The Diversity and Inclusion Leadership Academy at California State University, Fullerton (CSUF) provides members with an in-depth understanding of the barriers that organizations face in increasing diversity and inclusion. The academy graduated a cohort of 24 participants in 2020 and 15 in 2021. All members of the university can take part in the program, which offers opportunities for self-reflection, increases cultural competency and awareness, and gives tangible applications to participants’ current campus roles. Those that complete the required coursework are acknowledged at the end of the academic year to celebrate their accomplishment and dedication to inclusion at CSUF.

The Diversity Database
Georgia State University’s (GSU) Diversity Database offers a centralized, searchable index of more than 140 DEI programs and initiatives connecting the six campuses of GSU, the state’s largest university. The database lets users examine exactly how programs and initiatives address DEI and provides a framework to measure and compare their effectiveness. It uses THRIVE methodology, an assessment tool that allows users to systematically understand diversity programs in academic settings. It also houses event calendars specific to DEI and a searchable resource library of books, policies, multimedia, procedures, and more.

DEI Student Passport Program
The DEI Student Passport Program at Hudson County Community College is a 10-week, cohort-based leadership training opportunity that guides students through important topics, builds cultural competence, and provides opportunities for reflection and growth. Participants engage in a variety of DEI-focused workshops in which they explore unconscious bias, microaggressions, and privilege by engaging in open dialogue, reflective writing, and more. The program’s goals are to improve awareness of implicit bias and inclusivity as well as develop leadership skills that advance students’ employability after graduation.
The White Racial Literacy Project
The White Racial Literacy Project seeks to help transform Indiana University–Purdue University Indianapolis (IUPUI) through its explicit focus on racial equity. The project provides an educational environment and reflective opportunity for White members of the IUPUI community to unpack misconceptions and misinformation about structural racism by facilitating concrete efforts to address Whiteness and racial inequities in academic curriculum, institutional decision-making, and more. The project enhances participants’ racial literacy to realize that racial equity efforts must include White people.

Conference for Antiracist Teaching, Language, and Assessment
The Conference for Antiracist Teaching, Language, and Assessment at Oregon State University is a free online event for secondary and college-level educators to learn about advancing anti-racist teaching methods while connecting with a broader community working to implement those practices. The university’s School of Writing, Literature, and Film hosts the conference in collaboration with the newly established Asao and Kelly Inoue Antiracist Teaching Endowment in the College of Liberal Arts. The virtual event is open to the public and designed to move anti-racist teaching principles into everyday practice.

At Broward College, a vibrant, diverse learning community committed to student success is central to everything we do. Our students, faculty, and staff represent more than 140 different countries bringing together a wealth of culture, knowledge, and experience that makes our learning environment unique and contributes to our success as a Top Ten Community College in the nation.

BROWARD.EDU
Faculty Summer Institutes
Regis College offers unique summer institutes such as the Building PRIDE workshop, which brought faculty together across departments to learn how to create an inclusive and anti-racist learning experience for all students. Participants worked with colleagues to share and inspire one another in implementing best practices. At the end of the workshop, members shared their final revised syllabi and a plan to present the material they learned to others. Simultaneously, several first-year faculty members worked with academic coaches, instructional design staff, and others to identify common themes, barriers, and learning opportunities for first-year students to promote a stronger sense of academic community.

PARITY Seminar on Social and Racial Justice
After the acceleration of the racial justice movement in 2020, the faculty of the State University of New York at Old Westbury launched the Promote Anti-Racism Initiatives This Year, or PARITY, committee. Its goal was to promote efforts toward the erasure of racial oppression and to dedicate the 2020-2021 academic year to curricular and co-curricular activities related to inequity, justice, and movements for social change. A key element of the committee’s work was a monthly seminar that brought students and faculty together to review and discuss scholarship on racism, anti-Blackness, decolonization, and other topics affecting social justice in the U.S. and beyond.
SBA: Safe Space Series
The SBA: Safe Space Series is an American Bar Association Law Student Division award-winning program at Southwestern Law School. It provides a diverse student body with the opportunity to freely address, question, and dissect issues of social justice. The school’s Student Bar Association collaborates with different student affinity organizations each month to host a discussion regarding everyday injustices. This moment allows students to seek a better understanding of issues often glossed over in doctrinal courses and enables them to share their experience and trade resources, all of which contribute to their becoming well-rounded practicing attorneys.

Inclusive Language Guide and Course
The University of Alabama at Birmingham (UAB) introduced an Inclusive Language Guide and Course to help faculty, staff, and students become more inclusive in their presentations, lectures, and other communications. The guide, created by the UAB Office of Diversity, Equity and Inclusion (ODEI), provides definitions and examples in areas such as race, gender, law, socioeconomic status, and more. It was created in tandem with the Inclusive Language Course, the newest addition to ODEI’s Diversity Education curriculum. The course emphasizes the importance of inclusive language in all forms of expression and includes group discussion and simulated opportunities to demonstrate knowledge.

Adelphi University embraces the richness of human differences, ideas and beliefs. Our four consecutive HEED Awards prove it.

Our commitment to diversity is stronger than ever—and we’re being recognized for it.

- We received HEED Awards in 2018, 2019, 2020 and 2021.
- We also won Inspiring Programs in STEM Awards in each of the past four years.
- People of color make up more than 40 percent of new faculty hired in the past three years.
- We are rated 4.5 out of 5 stars on the Campus Pride Index for LGBTQ+ inclusivity.
- We are a U.S. News & World Report Top Performer on Social Mobility.

Learn more at adelphi.edu/Insights
Commonwealth Institute for Black Studies
Faculty leaders in the University of Kentucky’s (UK) African American and Africana Studies program have established a new multidisciplinary effort, the Commonwealth Institute for Black Studies, that will highlight UK’s growing research on issues of race. The institute will establish research clusters across campus and promote scholarship on topics of importance in African and African American history, such as slavery and the quest for freedom, racial discrimination and violence, and the long struggle for civil rights. President Eli Capilouto provided an initial $250,000 investment as seed money to help the institute move forward with a critical series of initiatives.

IExcel Education
The IExcel Education program at Virginia Commonwealth University (VCU) is a compendium of seminars, courses, trainings, workshops, and certificate programs that develop and implement innovative educational programs for faculty, staff, and students related to emergent trends in diversity and inclusion. Students can enroll in pop-up courses that touch on a wide range of topics such as food insecurity, LGBTQ coming-out experiences, and the role of women in the Black Lives Matter movement. VCU personnel can participate in trainings, leadership courses, and other offerings that address how to lead diverse teams, create an age-inclusive workplace, and more.

Diversity, Equity & Inclusion
IExcel Education
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At UAB, diversity is more than a buzzword. It’s a practice. Here, everyone counts—every day.

Our leadership reflects our community—from local to global—and our mission ensures we treat our patients, faculty, staff, and students with fairness and respect.

We’re proud that *Insight Into Diversity*® has named us a Diversity Champion for the past three years and presented us with the Higher Education Excellence in Diversity Award four times.

Now *Forbes* has named us America’s #1 Best Employer for Diversity among colleges and universities.

Be a part of an organization that does more than throw words around.

[go.uab.edu/GrowWithUs](http://go.uab.edu/GrowWithUs)
The Robert Nusbaum Center
The Robert Nusbaum Center is grounded in Virginia Wesleyan University’s commitment to a rigorous liberal arts education and its United Methodist heritage, both of which recognize religious freedom as a basic human right and diversity as the bedrock of a strong foundation. The center aims to create a civil society through education, respectful dialogue, and mutual understanding. It empowers students and community members to be leaders who value diversity and understand how the reconciliation of religious, racial, and ideological differences creates meaningful opportunities to find civil solutions to difficult and urgent problems.

The Williamsburg Bray School Initiative
In the 1760s, the Bray School at William & Mary provided religious education for enslaved and free Black children. Now known as the Bray-Digges House, the school is considered to be the oldest extant building in the U.S. dedicated to the teaching of Black children. The college is currently working with the Colonial Williamsburg Foundation to ensure future generations learn about this history through a partnership called the Williamsburg Bray School Initiative. It calls for relocating and restoring the school so that it can be used as a focal point for research, scholarship, and dialogue regarding the often-troubled legacy of race, religion, and education.

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.

utulsa.edu/diversity

TU is an EEO/AA institution, including Disability/Veteran.
LEADING WITH CHANGE

Fostering diversity on campus is not only essential to fulfilling our mission at the University of Georgia, but it is a guiding principle that our students, faculty and staff take with them into the world.

We are committed to instilling the value of inclusion in our academic community. Committed to pushing the work forward that leads to a better world. Committed to always doing more.

“Diversity and inclusion are—and will always be—central to our academic community, and these values will continue to be a priority for me and my administration.”

– President Jere W. Morehead

diversity.uga.edu

UNIVERSITY OF GEORGIA
OFFICE OF PEOPLE AND CULTURE

In 2020, Agnes Scott College renamed the Office of Human Resources to the Office of People and Culture (P&C) and moved this campus unit under the purview of the Division of Equity and Inclusion. These changes ensure that DEI priorities are integrated into all college policies and guarantee that all employees have the knowledge, skills, and competencies to support the college’s diverse constituents. The P&C develops strategic partnerships that lead to innovative solutions and processes to ensure the campus is a dynamic, responsive, and compliant workplace.

ACTION PLAN FOR A MORE INCLUSIVE K-STATE

In July of 2020, Kansas State University (K-State) instituted the Action Plan for a More Inclusive K-State. It comprises 11 steps that cover a wide range of issues at the university, including cultural competency, recruitment and retention, scholarships, and more. Under this plan, K-State hired a new student ombudsperson to revise the code of conduct and the intake process for discrimination complaints as well as develop a social media policy. Other steps thus far include developing measures to grow recruitment for students of color, increasing the availability of need-based scholarships, and creating a dashboard for easier access to information about diverse applicant hiring processes.

DIVERSITY, EQUITY, AND INCLUSION STRATEGIC PLAN

Kent State University launched its four-year DEI Strategic Plan in spring 2021. The initiative requires all university departments, units, and areas to create their own specific DEI agendas that include systems of accountability. These are meant to develop leadership, build individual and organizational capacity, and dismantle inequities within institutional policies. The university’s strategic plan decentralizes and embeds equitable practices throughout campus, ensuring that all units are dedicated to DEI principles with the help of resource guides, timelines, toolkits, virtual workshops, and video tutorials.

TEST-FREE POLICIES

In January 2020, Northern Illinois University (NIU) became one of the nation’s first public universities to announce test-free admissions and merit scholarship policies. These new regulations eliminated reliance on standardized test scores and instead placed greater value on applicants’ GPAs. The changes contributed to a 12 percent growth in first-year enrollment and enhanced the diversity of institutional scholarship recipients. In addition, more than 57 percent of NIU’s incoming first-year class for the fall 2021 semester are first-generation college students, and the class is the most diverse in NIU history.
"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

RACE AND RECONCILIATION INITIATIVE
The Race and Reconciliation Initiative (RRI) is an academically based, multi-year initiative designed to investigate and document Texas Christian University’s (TCU) experiences with racism, slavery, and the Confederacy. The RRI helps the university embrace an active role in understanding and healing its community and draws upon several of TCU’s existing programs to raise awareness of racism and inequality. As part of the initiative, TCU hosted its first-ever Reconciliation Day, which included live musical performances, oral reflections from students, and a presentation on the RRI First Year Survey Report.

PRESIDENTIAL POLICY ON GENDER RECOGNITION AND LIVED NAME
The University of California (UC) system is actively addressing areas of systemic exclusion by enacting the Presidential Policy on Gender Recognition and Lived Name. This measure ensures that UC community members are recognized by their correct gender identity and are addressed by lived or preferred names on all documents within UC information systems. The policy applies to all students, faculty, staff, alumni, and affiliates and enables them to retroactively amend their gender designations on university-issued documents.
**THE 2021 HEED AWARDS**

**RECRUITMENT AND RETENTION**

**NORTHWEST EARTH AND SPACE SCIENCE PATHWAYS**

NASA has selected Central Washington University (CWU) to receive $8.5 million in grant funding over the next four years to recruit future scientists and science teachers from underrepresented communities across the region. The Northwest Earth and Space Science Pathways (NESSP) program connects CWU with other universities, science museums, and educational service districts to develop formal and informal programs for K-12 students, including NASA-focused outreach, summer camps, and more. NESSP also seeks to build connections with parents, teachers, and local leaders to create a pipeline of students interested in STEM-related careers.

**FIRST-GENERATION PEER MENTOR PROGRAM**

Davenport University established a First-Generation Peer Mentor Program in an effort to close the equity gap in graduation and retention rates between first-generation college students and their peers. With 40 percent of the university’s student population being first-generation, this program was specifically designed to increase their sense of belonging and help them navigate the college experience with confidence. Each participant is offered a peer mentor as well as financial and emotional support. The pilot program has already seen 91 percent of participants return for their second year at the university.

**THE CHALLENGE PROGRAM**

The Challenge program is a summer five-week residential experience for incoming first-year underrepresented students at the Georgia Institute of Technology (Georgia Tech). It is designed to help prepare students for a successful college career by equipping them to tackle “the 7Cs”: computer science, chemistry, calculus, communication, career development, cultural competency, and community service. Participants live in on-campus housing; take classes provided by Georgia Tech professors; and participate in cultural, professional, and academic workshops and activities. The experience allows them to develop a strong Georgia Tech peer, resource, and corporate network before starting their first academic semester.

**EQUITY CHAMPIONS**

Metropolitan State University’s Equity Champions are specially trained individuals who offer guidance, facilitation, and feedback to search advisory committees and ensure that hiring processes are equitable for all candidates. Equity Champions commit themselves to increasing their understanding of bias and equity principles and their impact on committee decisions. These individuals advocate for institutional equity and inclusion efforts during the search process and ensure more candidates of color can become finalists during future recruitment efforts. The university currently utilizes these advocates in all faculty and administrator candidate searches.

**#IamRITFaculty**

Rochester Institute of Technology’s (RIT) Office of Faculty Diversity and Recruitment launched the #IamRITFaculty social media campaign to recognize and celebrate the university’s excellent and diverse faculty. #IamRITFaculty presents these personnel in both a personal and professional manner while highlighting the shared identity of being RIT faculty. Through videos and photos, the campaign shares perspectives directly from these individuals as they discuss life as a scholar at RIT and as a community member within the greater Rochester area.

**UCF CONNECT AND TRANSFER CONNECT**

The University of Central Florida (UCF) recognizes that transfer students require unique forms of support to successfully transition to and graduate from four-year institutions. The UCF Connect program provides students who complete an articulated associate degree with the opportunity to apply for accelerated admission to UCF. Once enrolled at the university, participants can receive ongoing assistance through Transfer Connect, which offers personalized support and resources in addition to hosting activities and events designed specifically for the transfer student population.
At Binghamton we view diversity as encompassing all individuals and groups, as well as social, cultural, political, religious and other affiliations. Binghamton strives to create an environment where those with differing backgrounds and allegiances feel valued, heard and can learn from one another, and where civility, respect and reasoned debate prevail. For 75 years, Binghamton University has been holding true to its campus values: Unity, Identity and Excellence. These three words on our University seal have been the bedrock of campus, establishing the foundation for all involved with Binghamton University to transform lives and shape the world. In today’s world, these words — and the values they represent — are more relevant than ever.
**ASSOCIATE DIRECTOR FOR WORKFORCE DIVERSIFICATION**

The University of Dayton created the Associate Director for Workforce Diversification position to guide the implementation and assessment of an objective outlined in the university’s DEI strategic plan. The associate director, who began her work in May 2021, is chiefly responsible for the development and implementation of strategies designed to increase diversity and equity among faculty, staff, and administrators, helping to position the university as an employer of choice.

**CALL ME MISTER**

The University of Houston Downtown is the first university in Texas to join the national Call Me MISTER project. Dedicated to helping expand the teacher applicant pool, the program’s primary goal is to support the Houston Independent School District by providing a pipeline of diverse and qualified men to teach in local K-12 schools. The program offers many resources for prospective and current participants, including an academic support system, job placement assistance, tuition assistance through loan forgiveness programs for eligible students enrolled in teacher education programs, and more.

**PRE-LAW PIPELINE PROGRAM**

Established in 2015, the University of Houston Law Center’s Pre-Law Pipeline Program is designed to increase the diversity of law school applicants by providing preparatory resources for first-generation, low-income, and underrepresented students. The program offers participants admissions test preparation, introductory law classes, professional development sessions, and internships. It also offers a host of workshops that feature speaker sessions with members of the legal community who introduce concepts such as legal research methods and effective study and networking techniques. Program alumni have been accepted to the law schools at George Washington University, Howard University, the University of Miami, and more.

**MID-CAREER WORKSHOPS**

The University of Houston (UH) offers annual Mid-Career Workshops for women faculty that focus on requirements for promotion to full professor and the experiences of those who have already been promoted. With input from UH’s promotion and tenure committee, the workshops provide strategies for developing competitive promotion portfolios and encourage women faculty. These efforts have been highly successful as more women have been promoted after attending the workshops, contributing to a 59 percent rise in women full professors at UH.
**CHANCE CAMP**

The Campamento Hispano Abriendo Nuestro Camino a la Educación (CHANCE) Camp is the University of North Carolina Greensboro’s unique summer college immersion program for Latinx students. Since its launch in 2017, more than 50 former CHANCE campers have enrolled at the university. Fifteen students served as mentors this year, and more than 45 faculty, staff, and administrators from across campus engaged with campers and families. Participants attended seminars on topics such as admissions and financial aid and joined in team-building activities with university professors, students, and staff to develop healthy mentorship connections focused on academic success and personal growth.

**STRATEGIC INCENTIVE FUND**

The University of Rochester’s Office of Equity & Inclusion’s Strategic Incentive Fund Program (SIFP) is committed to establishing and maintaining equity, diversity, and inclusion (EDI) in faculty and senior administration. As part of the SIFP, the Office of Equity and Inclusion provides two programs that offer temporary financial support for faculty and senior administrators as a means of recruiting and retaining diverse hires. SIFP funds are awarded to faculty and faculty fellows whose teaching, learning, and research are focused on advancing EDI.

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Engaging the social and intellectual challenges of our time

Implementing the justice, equity, diversity and inclusion (JEDI) plan for a transformed future

Among National Liberal Arts Colleges

1. Most Innovative School (for the fourth year in a row)
2. Undergraduate Teaching
6. Social Mobility

Academic Programs to Look for

1. First-year Experiences (for the third year in a row)
2. Learning Communities
4. Study Abroad
EQUITABLE ADELPHI ACTION TEAM
The Equitable Adelphi Action Team at Adelphi University is amplifying student voices in its fight against racism. The new team is made up of more than 20 students who meet monthly to recommend strategies and initiatives to dismantle racism and all forms of oppression and bias. One of the group’s first accomplishments was the creation of a diversity pledge that commits those who sign it to do their part to make their campus a safe and affirming place for people of all identities and to speak up when they witness inequality. The pledge was introduced to first-year students during orientation in summer 2021.

SOCIAL JUSTICE SUMMIT AND SYMPOSIUM
California State University San Marcos (CSUSM) offers two interconnected social justice programs. The Social Justice Summit is a retreat for undergraduates that provides training in campus leadership, community engagement, and change activism. Participants explore and challenge personal perceptions and social norms through experiential activities, individual reflections, and group dialogues. After attending the summit, students are encouraged to participate in the Social Justice Symposium, a more expansive two-day conference for the CSUSM community. The program allows students to grow their social consciousness and skills by offering critical dialogues focusing on cultural, economic, and political issues.

STAND FOR RACIAL JUSTICE ALLIANCE
The Stand for Racial Justice (SRJ) program at Cuyahoga Community College (Tri-C) is an alliance of employee and student volunteers effecting positive change within Tri-C and throughout the Cleveland metropolitan area. The group builds upon the college’s work in conflict resolution and social justice to engage with students, employees, and community in several ways. These include ensuring an atmosphere of inclusivity and respect by reviewing and revising policies and guidelines for academic departments and programs, building upon the college’s DEI training and education, coordinating campus events and activities, and issuing calls to action to eliminate systemic racism and social injustice.

PLEDGE TO ACT AGAINST RACISM AND INJUSTICE
The Office for Equity and Diversity at East Carolina University (ECU) launched a social justice campaign to help individuals stand against racism. The campaign aims to educate the ECU community and to commit to standing against racial injustice. More than 1,000 campus community members have signed a pledge to educate themselves on these issues, including systemic and interpersonal racism, discrimination, and privilege. The initiative also created a grant program that includes six mini grants that were awarded to academic departments and employees who proposed projects dedicated to ending racism at ECU and in the region.

FREEDOM SUMMER OF ’64 AWARD
In 1964, hundreds of students completed Black voter registration training at Western College for Women, now part of Miami University, before going to Mississippi as part of the Freedom Summer movement. The annual Freedom Summer of ’64 Award was created to honor this legacy by recognizing champions of civil rights and social justice. The first award recipient was the late John Lewis, the longtime U.S. Representative and civil rights icon. In 2021, the university honored alums Wayne Embry, an NBA executive, and his late wife, Theresa Embry, for providing mentorship, breaking racial barriers, and having a lifetime commitment to social justice.
There are no limits to our success when each member of our community is seen, heard and ultimately, understood.
EMBRACING DIVERSITY AND INCLUSION
ON THE JOB AND IN THE CLASSROOM

Seminole State College of Florida thanks INSIGHT Into Diversity for its eighth 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.

SEMINOLE STATE COLLEGE
OF FLORIDA

seminolest.edu/go

A Diverse Learning Community | An Equal Access/Equal Opportunity College

Social Justice & Activism

The 2021 HEED Awards

Brave Space Reading and Discussion Group

As an outcome of uplifting racial healing, the Diversity Department at North Hennepin Community College designed a number of intentional spaces that engage the college community in race-based discussions. The Brave Space Program is an employee community reading series that extends beyond a reading circle by prompting participants toward action. It calls on its participants to engage with discussions of race, privilege, and the deconstruction of racism in education. The Brave Space initiative helps broaden awareness and teaches how to take actionable steps toward racial equity.

Deans Committed to Anti-Racism Efforts

In response to the increasingly urgent national calls for racial and social justice in 2020, the Texas A&M University (TAMU) Council of Deans formed the Deans Committed to Anti-Racism Efforts (Deans CARE) program. The council unanimously adopted two broad agendas that form the program’s mission. The first is to communicate unambiguously their dedication to improving the university’s campus climate. The second is to engage in sustained, systemic, collective action for anti-racism efforts at TAMU and beyond. The group has launched two initiatives, the Deans CARE Undergraduate Internships program and the Deans CARE Virtual Summit.
UNT serves 4,400 international students representing 144 countries. At UNT, we understand that inclusion is integral to a campus known for its diversity. Our division works to ensure equity and access are at the forefront of the UNT experience by providing resources, programming, and training for our students and employees.

As one of only 18 Carnegie Tier One research universities designated a Hispanic-Serving Institution, UNT is proud to also have been designated a Minority-Serving Institution.

The University of North Texas is proud to be an INSIGHT Into Diversity HEED Award recipient for the fourth consecutive year.
Putting inclusive excellence into practice

AS MIAMI’S NEW VICE PRESIDENT FOR INSTITUTIONAL DIVERSITY AND INCLUSION, Cristina Alcalde brings a global perspective to issues of inequity and racialization. She is focusing on the sustainable, structural changes needed to position Miami students, faculty, staff, and campus partners as active contributors in broader conversations about anti-racism. Miami University — empowering the leaders of today to inspire the leaders of tomorrow.

THE 2021 HEED AWARDS

SOCIAL JUSTICE & ACTIVISM

TOTAL TIGER PROGRAM
The Total Tiger Program in the Towson University (TU) Athletics Department takes a 360-degree view of the development of student-athletes through education, advocacy, mentoring, and service. In 2020, the program oversaw a number of new initiatives focused specifically on social justice, equity, and access, including TU Athletes Vote, which provided nonpartisan education on voting, voting rights, and civic participation. The program TU Athletes for Inclusion, Diversity, and Equity was also created in 2020 to provide a platform to seek sustainable change in addressing social injustices.

MUHAMMAD ALI SCHOLARS
The University of Louisville Muhammad Ali Institute engages in research, training, and service related to social justice and peacebuilding. It is dedicated to advancing Muhammad Ali’s legacy of activism in multiple ways. These include the Muhammad Ali Scholar Program, which inculcates Ali’s core principles in young student- and scholar-activists. The institute also collaborates with the Muhammad Ali Center in Louisville on events and programming that take place at the center and on campus.
GUIDED BY THE I.D.E.A.L. FRAMEWORK:

INCLUSION
DIVERSITY
EVALUATION
ACHIEVEMENT
LEADERSHIP

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request. ©2021 University of Oregon.
Office of Hispanic Outreach
Clemson University’s Office of Hispanic Outreach fosters a welcoming environment for Hispanic and Latinx students, staff, and faculty by developing and implementing programs, services, events, and activities to promote understanding and appreciation for these cultures on campus and in the community. The office provides academic advising, mentorships, and more to students. It also strives to build relationships with both students and their parents or guardians to foster academic success and retention. Its key initiatives include Familia Connection, which brings the entire Clemson Hispanic and Latinx community together for fellowship, and the Hispanic Voices in Academia Conference, which highlights research by and about these communities.

Support

The Collegiate 100 Initiative
Collegiate 100 is a college-wide initiative open to all students at Hillsborough Community College. In partnership with 100 Black Men of America, Inc., the initiative aims to improve the quality of life within local communities and enhance educational and economic opportunities through mentoring and community service. Eligibility requirements include maintaining a 2.5 GPA and participating in campus meetings, service opportunities, and mentorship activities. Among the program’s many offerings are a two-day leadership retreat and monthly seminars on topics such as business etiquette and social justice issues.

Free Textbook Programs
Pikes Peak Community College (PPCC) has partnered with the companies Slingshot and Barnes & Noble to provide free necessary textbooks for students in all PPCC degree and certificate programs. Beyond removing financial barriers, having the required textbook available on the first day of class engages students in coursework earlier, reduces stress, and improves academic performance. In addition to providing these free materials, the college encourages its faculty and instructors to make use of Open Educational Resources (OER). OER materials can include content for an entire course or supplemental and academic resources such as e-books, lessons, lectures, assessments, quizzes, and tests.

Passport to Success
Lehigh University’s Passport to Success program provides structured support for students to engage in high-impact experiences such as study abroad, community service, leadership development, and career exploration, among others. First-generation and lower-income students opt into this program through the Office of International Affairs and the Center for Student Access & Success, working with a special guide to develop a Passport to Success plan. The program covers the cost of acquiring or renewing a U.S. passport, attending a Global Day at the United Nations, and participating in a three-day trip to Montreal. Other offerings include study abroad scholarships and career coaching.

Growing Together
Rockland Community College (RCC) undertook three initiatives to increase the academic persistence, achievement, and completion rates of parenting students. The Growing Together program provides students who are single parents with academic advising, application support for on-campus childcare subsidies, free childcare during registration, connections to resources, financial assistance, a support group, and weekly workshops. RCC also installed changing tables in academic buildings to make it easier for parenting students to care for their children while on campus and is currently upgrading campus lactation spaces and supplies to support breastfeeding mothers.
JMU’s first-ever “cohort hire” in our College of Arts and Letters was an innovative approach to attracting and retaining top new faculty who share teaching and research interests. These seven aspiring academics hired in the spring of 2021 into 6 different academic departments in the college will bring to JMU expertise in Islamic studies, immigration, racial inequality, Latinx politics and social justice. “To say,” said college dean Dr. Robert Aguirre, “that these hires are a game changer for JMU is to understate their impact. Our new colleagues bring energy, creativity and insight to help the university address the abiding issues of our times.”

(L to R): Tiffany González, Deborwah Faulk, Graciela Perez, Tatiana Benjamin, Rachel Torres, Cyril Uy and Ja’La Wourman have joined six departments in the College of Arts and Letters as part of JMU’s first and not last “cohort hire.”
LATINX LEADERSHIP INCUBATOR
The Latinx Leadership Incubator at Santa Clara University connects Latinx transfer students with alumni and outside mentors to leverage their leadership skills to effect positive change in communities. The program focuses on making high-quality connections with people who can provide guidance and creates a community for Hispanic and Latinx students on campus. Participants spend 16 hours over the course of four days networking and attending workshops on leadership, values, and ethics; building a personal brand; and curating an online identity via LinkedIn.

DIVERSITY SCHOLARSHIP
Stetson University College of Law is focused on diversity scholarship fundraising and alumni engagement to ensure students have the financial ability to complete law school and have access to supportive alumni when they enter their careers. The newest endowment is the Professor Dorothea A. Beane Scholarship, which is named in honor of the first underrepresented faculty member to receive tenure at Stetson Law. The scholarship is intended to attract and retain Black students, particularly those who are first-generation and demonstrate enormous potential.

Union is committed to being an integrated and inclusive community that fosters lifelong relationships grounded in shared experiences.

We want students to be comfortable being uncomfortable and to encourage one another to reach beyond what they thought possible from themselves. We will provide academic and social opportunities that encourage constructive engagement among campus members and beyond campus that serve to educate and allow for the exchange of ideas, concepts and theories. The Union community will share in the responsibility of identifying, attracting, developing and retaining a more diverse student body, faculty and staff. The College will support faculty commitment to innovative and inclusive teaching, scholarship and mentorship. Union will develop a more cohesive and strategic approach for community engagement.

FROM UNION COLLEGE’S STRATEGIC PLAN, 2019
Committed to Equity and Inclusion. Focused on Student Success.

JOIN THE UNF COMMUNITY

JOIN THE UNF COMMUNITY

Uniquely UNF
UNIVERSITY of NORTH FLORIDA.

WWW.UNFJOBS.ORG
AN EQUAL ACCESS / EQUAL OPPORTUNITY UNIVERSITY

DIVERSITY CHAMPION
2021
Santa Clara University is a proud recipient of the 2021 INSIGHT Into Diversity Higher Education Excellence in Diversity Award

We dedicate this award to the students, faculty, staff and alumni who have advocated, challenged and persevered to ensure that Santa Clara University continues to advance and sustain our collective commitment to justice, equity, diversity and inclusion.

www.scu.edu

Situated on the lands of the Ohlone and Muwekma Ohlone People
WE CHAMPION DIVERSITY

With the third-highest undergraduate ethnic diversity of any university in the United States, The University of Texas at Arlington offers students a place where they can engage with cultures and perspectives from around the world while gaining a first-class education.

UTA is a Carnegie R-1 university and the latest university to earn the prestigious Texas Tier One designation. The University is also a Hispanic-Serving Institution, an Asian American Native American Pacific Islander-Serving Institution, and the No. 1 producer of bachelor’s and master’s degrees for African American students in Texas.
Proud to be recognized for our commitment to cultivating innovative programs that promote a diverse, equitable and inclusive educational community.

Davenport University
davenport.edu

The DuSable Scholars Program

The DuSable Scholars Program (DSP) at the University of Illinois Chicago is a learning community of faculty mentors and Black and Latinx undergraduate students who are underrepresented in STEM fields. The scholars seek to graduate in four years and matriculate to research-based graduate programs. DSP provides housing and tuition support; academic and professional development; placement in a research lab; holistic mentorship; and the cohesion of family, faculty, and student networking. The program is named after Jean Baptiste Point DuSable, a Black pioneer who is widely credited as the founder of modern-day Chicago.

Services for Undocumented Students

The Office for Services for Undocumented Students at the University of California, Merced uses a multi-pronged strategy. It provides basic and scholarly needs assistance; immigration legal counseling and coaching; the UndocuScholars Academy for career preparation; UndocuAlly Training for faculty and staff; and the Monarch Center for undocumented students. The university has developed multiple partnerships, including a growing postsecondary network in the San Joaquin Valley, to conduct outreach to families and community members to increase college enrollment rates. Other developments include a new advisory committee and enhanced inter-office referral practices.

Our December Issue: The 2021 Health Professions HEED Awards

Our next issue will recognize the recipients of the INSIGHT Into Diversity 2021 Health Professions Higher Education Excellence in Diversity (HEED) Award for their outstanding commitment to diversity and inclusion.

The advertising deadline is November 1. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.
ALL GEORGIA PROGRAM
Established in 2018, the ALL Georgia Program supports rural students at the University of Georgia by providing a network of resources, unique programs, and shared opportunities. The program unites two goals by creating a rural access and success agenda for the state while also facilitating a broad-based collaboration across multiple offices on campus to ensure all students can succeed. Among ALL Georgia’s offerings is a first-semester seminar program for rural students to assist them in the transition to college. Opportunities in the second year and beyond include an immersive service-learning project, a yearlong leadership program, and summer internships.

OPPORTUNITY SCHOLARS
The University of Memphis is proud to partner with Equal Chance for Education, a nonprofit that supports DREAMers, or young undocumented immigrants, who are not eligible for student loans or financial aid because of their legal status. Opportunity Scholars welcomes eligible high school graduates from Tennessee to become part of a learning community that receives mentoring, scholarships, and special educational programming. Twelve members of the program’s first cohort graduated in spring 2021, all with honors and an average GPA of 3.5.
LEADERSHIP ENRICHMENT INTERNSHIPS

The University of Oregon’s (UO) Leadership Enrichment Internship program provides paid internships for undergraduates with diverse academic interests who are underrepresented in their intended career fields. Participants gain experience in a professional workplace, receive mentorship and supervision from industry professionals, engage in leadership development and networking opportunities, build community through cohort workshops, and develop short- and long-term career goals. The UO Division of Equity and Inclusion administers the program and offers funding and workshops while various campus units and community organizations provide the internship connections and mentors.

BLACK ALUMNI LEADERSHIP COUNCIL

The Black Alumni Leadership Council at The University of Tulsa (TU) was created to offer support and guidance on diversity-related initiatives through an alumni perspective. It has four primary goals: serve as a stimulus for the inclusion of Black alumni voices in the broader TU community and the TU Alumni Association Board of Directors; advise and support TU leadership in the advancement of DEI initiatives; unify Black alumni and foster personal and professional networks; and support African American students through mentorship, networking, and scholarships.

Diversity creates strength and Shippensburg University celebrates diversity. By maintaining a university culture that encourages participation and inclusion, we grow and learn from one another. We recruit and embrace a broad, inclusive campus community that represents a diverse range of identities, abilities, talents, and cultures.
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
**A. B. FREEMAN SCHOOL OF BUSINESS**
**TULANE UNIVERSITY**

**Non-Tenure System Faculty**

The A. B. Freeman School of Business and Dean Paulo Goes are seeking excellent faculty to fill the following positions beginning fall 2022.

**ACCOUNTING**

Professor of Practice
APPLY: apply.interfolio.com/91675

Lecturer
APPLY: apply.interfolio.com/91684

**FINANCE**

Professor of Practice
APPLY: apply.interfolio.com/91678

Lecturer
APPLY: apply.interfolio.com/91688

**MANAGEMENT**

Professor of Practice
APPLY: apply.interfolio.com/91679

Lecturer
APPLY: apply.interfolio.com/91689

Applicants must have credentials and experience commensurate with appointments at these rank levels. A primary consideration for these positions is teaching excellence. Ultimate recruitment for these positions are subject to final budgetary approval by the University.

Tulane University is an Equal Employment Opportunity/Affirmative Action institution committed to excellence through diversity. Tulane University will not discriminate based upon race, ethnicity, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity or expression, pregnancy, marital status, military or veteran status, or any other status or classification protected by federal, state, or local law. All eligible candidates are encouraged to apply.

New Orleans, Louisiana
Postdoctoral Positions in Mathematics  
University of Pennsylvania  

At least one position of Hans Rademacher Instructor will be available beginning July 1, 2022. 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, 2022 and will continue until the position(s) is filled.

Our program 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).

NOVEMBER 2021 FEATURED POSITIONS

Clemson University  
Associate Dean, Organization Performance & Inclusion  
Read more and apply at: https://bit.ly/3aDnHsM

Florida State University  
Coordinator, Talent Search  
Read more and apply at: https://bit.ly/3FJUxqf

Hudson County Community College  
Associate Dean, Business, Culinary Arts and Hospitality Management  
Read more and apply at: https://bit.ly/3aCKzsw

Hudson County Community College  
Associate Dean, Humanities and Social Sciences  
Read more and apply at: https://bit.ly/3DKKjnL

Hudson County Community College  
Dean of Libraries  
Read more and apply at: https://bit.ly/2YUb0rd

Indiana University Bloomington  
Scholarships and Engagement Consultant, Hudson & Holland Scholars Program  
Read more and apply at: https://bit.ly/3azXYk5

The Ohio State University  
College of Dentistry  
Assistant Dean of Admissions  
Read more and apply at: https://bit.ly/3DDo8Qg

Oklahoma State University  
Coordinator, Academic Programs  
Read more and apply at: https://bit.ly/3p7wgVj

University of Cincinnati  
Assistant Professor, Curriculum & Instruction  
Read more and apply at: https://bit.ly/3FLvuDi

University of Houston Law Center  
Assistant Professor, Cyber Security & Data Protection  
Read more and apply at: https://bit.ly/3aBwwmG

University of North Florida  
Assistant Professor, Computer Science  
Read more and apply at: https://bit.ly/3Daw7k

Virginia Commonwealth University  
Assistant Vice President, University Advising & Technologies  
Read more and apply at: https://bit.ly/3ICpRiC
Tenure System Faculty

The A. B. Freeman School of Business and Dean Paulo Goes are seeking research-oriented faculty to fill the following positions beginning fall 2022:

**FINANCE**

- Professor/Associate Professor
  - APPLY: apply.interfolio.com/91663
- Assistant Professor
  - APPLY: apply.interfolio.com/91669

**MANAGEMENT SCIENCE**

- Associate Professor
  - APPLY: apply.interfolio.com/91666
- Assistant Professor
  - APPLY: apply.interfolio.com/91671

**MARKETING**

- Professor/Associate Professor
  - APPLY: apply.interfolio.com/91667
- Assistant Professor
  - APPLY: apply.interfolio.com/91673

Applicants must have credentials and experience commensurate with appointments at these rank levels. A primary consideration for these positions is teaching excellence. Ultimate recruitment for these positions are subject to final budgetary approval by the University.

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New Orleans, Louisiana
At the University of Memphis, our mission is inclusive excellence and our goal is graduation. We are proud to be nationally recognized for embracing diversity, equity, inclusion and social justice.

- Top 20 African American Graduate Producer
- First-Gen Forward Institution | Center for First-Generation Student Success
- Gold Ranking | Military Friendly Institution
- Top Performer on Social Mobility

- 2018 INSIGHT Into Diversity Inspiring Programs in STEM
- Nursing | 2017 INSIGHT into Diversity Magazine Health Professions Higher Education Excellence in Diversity (HEED) Award
- Memphis Law | 2015 INSIGHT into Diversity Magazine Higher Education Excellence in Diversity (HEED) Award
University of St. Thomas Students Lead Anti-Racism Rally
After White Supremacist Imagery Is Found on Campus

Nearly 200 University of St. Thomas (UST) students, faculty, and staff gathered on campus September 28 to rally against racism and White supremacy, with many of them holding signs that read “Stand against the hate.” Several of the university’s multicultural student organizations assembled the peaceful rally at the Monahan Plaza outside of the Anderson Student Center after more than two dozen posters and stickers referencing Patriot Front, a White nationalist hate group, were found on the St. Paul, Minnesota, campus the day before.

“This group has been known to engage in racist acts across the nation and here in our broader Minnesota community,” a university news release stated. “We understand these acts are hurtful and are intended to instill fear and division.”

The student organizers invited numerous speakers, including alumni, other students, UST President Julie Sullivan, and campus diversity leaders, all of whom urged students to support each other and bring about change through accountability. Yohuru Williams, founding director of the university’s Racial Justice Initiative, said the rally was important to reclaim the space that had been tainted by hateful messages.

“We write the end of this story. It begins today, it ends when you graduate. You are seeds, but you will be seeds of humanity. You will be seeds of justice. You will be seeds of change,” Williams, who is also a distinguished university chair and history professor, said at the rally. “A cold front blew through here the other day with a message of hate, but the warm front’s here now, and it’s a message of change.”

At the time of the rally, the White supremacist imagery had been removed and UST’s Diversity Action Response Team, Public Safety, and the St. Paul police had launched an investigation into the incident.
For the 10th consecutive year, INSIGHT Into Diversity magazine has named Texas Tech a Higher Education Excellence in Diversity (HEED) winner, and for the sixth time Texas Tech was named a Diversity Champion. Texas Tech has demonstrated an outstanding commitment to diversity and inclusion through initiatives, programs, outreach, student recruitment, retention, completion, and hiring practices for faculty and staff. The Office of Institutional Diversity along with the 12 divisional units under the Division of Diversity, Equity & Inclusion increases services in all areas of diversity with programs that support students across race and ethnicity, gender, first-generation status, veteran status, the LGBTQIA community, and people with disabilities.
At the University of Kentucky, we don’t seek a new “normal.” We aspire to reimagine and reinvent who we are, while remaining firmly fixed on our missions of education, research, service and care.

We are honored to announce that Katrice A. Albert, Ph.D., a national leader with more than 25 years of experience at some of the country’s leading institutions has been selected as the University of Kentucky’s next vice president for institutional diversity.

We are fortunate that someone with her background and leadership skills – along with a clear passion for and commitment to serving students – is joining our institution.

Albert said she is looking forward to joining UK, particularly at the moment as the institution is engaged in a broad-based and expansive effort around diversity, equity and inclusion.

“Inclusive excellence is a path forward for all of us. Diversity, equity, inclusion, engagement, accessibility and creating a culture of belonging is everyone’s everyday work.”
– Katrice A. Albert, Ph.D.

Learn more about Dr. Albert at go.uky.edu/KatriceAlbert