

INSIGHT *Into Diversity*®

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November 2022
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INSIGHT
Into Diversity

Higher Education
**Excellence
& Diversity**
Award

2022

Top Colleges for Diversity

The 2022 HEED Award

The 2022 *INSIGHT Into Diversity* HEED Award recognizes a record number of institutions — 104! — for their outstanding commitment to diversity, equity, and inclusion in higher education

ALSO IN THIS ISSUE:

Expanding Data Collection to
Build a More Equitable Campus

Fixing the Diversity Gap in
Campus Libraries and Archives

Fast-Track Programs Address
Nationwide Teacher Shortages



WHERE IS DIVERSITY IN ACTION?

ORANGE IS THE ANSWER.

At Oklahoma State University, we are committed to broadening our inclusive and welcoming environment that fosters a sense of belonging for all. For over a decade, OSU continues experiencing the significant and sustained impacts of our diversity, equity and inclusion efforts, including the largest and most diverse freshmen class on record this fall.

We are honored to be recognized with the **2022 HEED Award**. This marks our 11th consecutive year earning this prestigious award, and the sixth year in row achieving the added distinction of a Diversity Champion.

As one of a handful of institutions across the nation, and the only one in the state, to earn this prodigious status, OSU serves as a visionary leader in the pursuit and advancement of inclusive excellence.

OSU's future-focused leadership enables us to enrich and expand our commitment to promoting a more inclusive world for all.



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The 2022 HEED Award

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CONGRATULATIONS TO THE 104 2022 *INSIGHT INTO DIVERSITY* HEED AWARD RECIPIENTS

11 Reasons Why

With each passing year, East Carolina University® grows more deeply committed to equity, diversity and inclusion as mission-critical to student access and success, serving the public and transforming our region.

Celebrating our 11th consecutive HEED Award, ECU proudly reflects upon some of our many points of pride.



#11 **Annual Diversity and Inclusion Awards** recognize faculty, staff and students with demonstrated significant achievements.

#10 ECU's **Purple Pantry** supports students with food insecurity.

#9 **Seven employee resource groups and 45 culturally based student groups** foster retention and connectedness to the university community.

#8 **Faculty Senate's strategic revamping of the faculty manual** embeds diversity, equity and inclusion in its policies and practices.

#7 **The Experience ECU program and the Emerging Scholars Symposium** diversify faculty and staff pipelines, emphasizing groups underrepresented in their field.

#6 **Dedicated spaces** promote inclusion with intercultural centers and an Indigenous space recognition and land acknowledgement.

#5 **First-generation student programming** includes information, resources and recognition.

#4 **Student learning** includes domestic and global course requirements for all undergraduate students.

#3 **The Partnerships for Diverse Graduate School Pathways program** develops interinstitutional collaborations that provide undergraduate students at partnering institutions pathways to ECU's graduate programs.

#2 **The Chancellor's Commission on Diversity, Equity and Inclusion (DEI)** engages with the community on advancing policies, practices and priorities to address disparities in race, diversity, equity, inclusion and social justice.

#1 ECU has been newly named a **Diversity Champion** joining an elite group of universities across the nation.

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INSIGHT[®]
Into Diversity[®]

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INSIGHT Into Diversity | Diversity Champions



Latinx Lab Uses Storytelling, Humanities to Advance Social Justice

The newly launched Latinx Lab for Storytelling and Social Justice at California State University, Fullerton (CSUF) aims to connect Chicana and Chicano and Latinx students and faculty with their culture and heritage while promoting social justice activism through the humanities.

The Latinx Lab, which is housed in CSUF's Chicana and Chicano Studies Department, is funded through a three-year, \$1.2 million grant from the Mellon Foundation.

"During a time in which the humanities are being systematically undervalued, underfunded, and erased in higher education, the humanities are our lab's foundation," says Gabriela Nuñez, PhD, director of the Latinx Lab and assistant professor of Chicana and Chicano studies. "Oral, sonic, visual, and written storytelling and narratives are fundamental to understanding and addressing social justice problems that deeply affect Latinx communities. Our fiction and nonfiction narratives

provide the foundation of our humanity — who we are, why we matter, and how we can take an active role in our communities and address structural racism on multiple levels."

The lab will highlight various forms of storytelling, including literature, art, and oral history. These works will be disseminated through podcasts, essays, classroom curriculum, and more. A digital hub and archive will house the bulk of the lab's projects produced by faculty and students, including virtual creative storytelling workshops and Chicana and Chicano studies historical timeline. The lab will also host two research symposia, one covering Latinx recreation and sports and the other focusing on *jotería* studies, in 2023 and 2024 respectively. Humanities-focused summer institutes will be hosted for undergraduate students.

Despite CSUF's status as a Hispanic-Serving Institution, many students report feeling disconnected from their Latinx and Chicana and Chicano

culture, says Nuñez. The goal of the lab is to ensure that Latinx faculty and students have opportunities to share their experiences and break down systemic barriers.

"We not only value these experiences but recognize that we are stronger as scholars and community members because of our students' cultural heritage, and the knowledge they bring with them," she says. "We see the lab as a way to capture and share Latinx voices. ... We hope our Latinx Lab will inspire our students to use storytelling to uncover marginalized stories and experiences and share their own narratives while building community and engaging in social activism." ●

"Jotería" is a Spanish word that refers to Latinx queer and gender-nonconforming individuals. Once used as a pejorative against LGBTQ+ people, the word has been reclaimed as an identifying term by some Latinx and Chicana and Chicano individuals, similarly to the transformation of the word "queer" in English.

Upcoming Issues from *INSIGHT*

January/February 2023

Nursing and Pharmacy Schools
Closing Date 12/14



March 2023

Community Colleges
Colleges in the Northeast U.S.
Closing Date 2/3

April 2023

Business Schools
Inspiring Programs in Business
Closing Date 3/8



More about our upcoming issues can be found at insightintodiversity.com



At Rochester Institute of Technology we celebrate our diversity

We celebrate those whose work is recognized on campus



And those whose work is recognized throughout the Greater Rochester community



From our faculty recruitment efforts connecting us with the best and brightest scholars across the country



To our academic programs that prepare our students for the diverse world in which we live

At RIT, we celebrate because diversity and inclusion is at the heart of who we are.

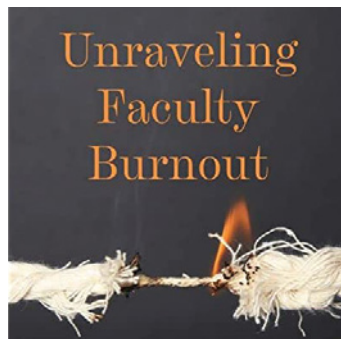
Congratulations to RIT on our 8th year as a Diversity Champion and 9th year as a HEED recipient.

RIT

Rochester Institute of Technology
rit.edu



READ, WATCH, LISTEN



READ: 'Unraveling Faculty Burnout: Pathways to Reckoning and Renewal'

In "Unraveling Faculty Burnout," Rebecca Pope-Ruark, PhD, director of the Office of Faculty Professional Development at the Georgia Institute of Technology, chronicles her experience as a woman in academia who overcame extreme burnout — while also offering hope to others. Using her own memoirs as well as interviews with faculty members, coaches, and educational leaders, Pope-Ruark provides relatable advice and strategies for building resilience. By examining the factors that contribute to stress and exhaustion in higher education, the book aims to destigmatize burnout and help eliminate the systemic conditions that contribute to it. *Published by Johns Hopkins University Press*



WATCH: *Rising Against Asian Hate: One Day in March*

A rise in violence against Asian American and Pacific Islanders (AAPI) came to a head in March 2021 when a gunman murdered eight people, including six women of Asian descent, at three spas in Atlanta, Ga. This new PBS documentary follows the aftermath of that event and the effort to end Asian hate, while also highlighting the unique struggles and achievements of the AAPI community. Narrated by Emmy-nominated actress Sandra Oh, the film features interviews with AAPI politicians in Georgia, including Sen. Michelle Au, Rep. Bee Nguyen, and Rep. Samuel Park. *Streaming on pbs.org*



LISTEN: *Tongue Unbroken*

Tongue Unbroken, or Tlél Wudak'oodzi Kaa L'oot' in the Lingit language, is a podcast series that explores efforts to revitalize and decolonize Native American languages. Created by X'unei Lance Twitchell, a professor of Alaska Native languages at the University of Alaska Southeast, the series explores reasons why more than 500 languages indigenous to North America have become endangered, and the advocacy work being done to counter this erasure of Native culture. The podcast also provides a platform for other scholars and activists who are engaged in language revitalization and decolonial efforts in the U.S., Canada, and New Zealand. *Available on all major podcast apps*



Top Colleges for Diversity

**OUR DECEMBER ISSUE: THE 2022
HEALTH PROFESSIONS HEED AWARDS**

Our next issue will recognize the recipients of the *INSIGHT Into Diversity* 2022 Health Professions Higher Education Excellence in Diversity (HEED) Award for their outstanding commitment to diversity and inclusion.

The advertising deadline is November 8. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.

2022 Diversity Champion

UAB RANKED AS NATIONAL LEADER IN RACIAL AND GENDER DIVERSITY REPRESENTATION IN LEADERSHIP

The University of Alabama at Birmingham has been recognized as one of just 13 institutions ranked as national leaders in racial and gender diversity representation in leadership, according to a 2021 report conducted by the Women's Power Gap Initiative at the Eos Foundation, in partnership with the American Association of University Women.

WPG's report, *The Women's Power Gap at Elite Universities: Scaling the Ivory Tower*, ranks the nation's 130 elite research universities along gender and racial lines, with UAB ranking 12th overall.

UAB WAS ACKNOWLEDGED FOR RACIAL AND GENDER-SPECIFIC ADVANCEMENTS AMONG LEADERSHIP, INCLUDING:

- // 50 PERCENT OF ACADEMIC DEANS ARE WOMEN
- // TWO FEMALE PAST UNIVERSITY PRESIDENTS
- // UNIVERSITY PROVOST IS FEMALE
- // WOMEN MAKE UP 38 PERCENT OF THE UNIVERSITY PRESIDENT'S CABINET
- // 29 PERCENT OF TENURED FULL PROFESSORS ARE WOMEN

"Women have to advance one another on the path to leadership by empowering, nurturing and contributing to women's thriving and achieving, and I believe women benefit from having other women as role models and mentors," said UAB Provost Pam Benoit, Ph.D. "I appreciate being able to bring a different perspective and approach into decision-making as a woman in leadership. It is not uncommon to be the only female in the room, and I have worked to counter stereotypes. I am fortunate to have supportive colleagues at UAB, where there is a true commitment to inclusivity."

At UAB, women fill more than 58 percent of all leadership positions, including seven of the 13 deans identifying as female — an almost 7 percent increase since 2017. Notably since fall 2017, UAB has added 20 percent more female faculty — approximately three new female faculty for every one new male — and of the 492 faculty in fall 2021, 74 percent were female.



Pam Benoit Ph.D.

Kecia Thomas Ph.D.

Conference Seeks to Bring Visibility to Cholas in Academia

Nearly 200 scholars, activists, and artists are expected to meet for the second annual La Chola Conference at the University of Colorado Boulder (CU Boulder) in October. The intent is to create dedicated space for those who identify with the chola subculture and aesthetic, which is often misunderstood and appropriated.

Conference sessions will engage participants to “understand real narratives, unveil history, demystify stereotypes, and bridge barrio [neighborhood] knowledge and education,” according to the conference website.

The term “cholo/chola” is used to describe individuals who adhere to a specific Chicano and Latinx subculture that outsiders often mistakenly associate with gang culture. For those who identify with the term, “chola” represents a cultural attitude and means of expression built upon the idea of helping one’s community thrive.

“What [outsiders] see as chola is like a pregnant dropout, drug dealer, illiterate, uneducated [person],” says Madeline Alviso Ramirez, creator of the La Chola Conference. “What chola culture really is, is beautiful, brave women throughout history who have done everything in

their power to empower, educate, and just uplift the barrio.”

Alviso Ramirez, an artist and independent art instructor, founded La Chola with her sister after attending numerous academic conferences on Chicano culture that lacked any form of chola representation. “We were always missing the acknowledgment of la chola in Chicano history and in women’s studies — in American studies,” she says.

Not having that representation can be a detriment to young cholos and cholas who may think they do not belong in academia because of the way they express themselves, Alviso Ramirez says.

“We want to show that we do exist there,” she says. “That’s why it was important for us to be in a higher education place.”

After speaking with fellow chola artists and academics, Alviso Ramirez launched the first conference virtually in 2021. The event attracted nearly 200 attendees.

This year’s conference will take place in person and participants will explore the theme “High Visibility Hynas: Cholas in Pop Culture,”

which aims to unpack the ways chola culture has been depicted — and often appropriated — in mass culture. Sessions will delve into topics such as how cholas are represented in art, entertainment, and fashion as well as tips on how cholas can overcome negative cultural stereotypes to succeed in higher education. The event will also kick off with a private tour of CU Boulder for local high school students and an art show featuring works from more than 20 artists.

Over the past two years, Alviso Ramirez has received an outpouring of interest from academics who want to participate as well as from universities offering to host future conferences. In fact, La Chola has already been booked through 2025, she says.

As interest in the conference continues to grow, she hopes others will begin to see cholas the way she does.

“I see the culture. I see the beauty. I see the growth. I see the education,” Alviso Ramirez says. “I see something that you can’t capture in a bottle, that you can’t sell to other people. That is organic, that comes from us.” ●

Inspiring Programs in Business Award

Recognizing Programs That Promote Diversity and Inclusion in Business

INSIGHT Into Diversity magazine is pleased to announce the inaugural Inspiring Programs in Business Award. The award will recognize innovative programs that encourage underrepresented students to enroll in business schools across the country and help ensure their career success.

The 2023 Inspiring Programs in Business Award honors high-level commitment by schools and their partners to recruit and retain underrepresented students for business-related majors and provide support along their pathways to success. Institutions of higher education, companies, and organizations that develop and support student-forward diversity initiatives are encouraged to apply for the 2023 Inspiring Programs in Business Award.



Nomination forms available soon at insightintodiversity.com

INCLUSION LIVES HERE
INNOVATION LIVES HERE
IMPACT LIVES HERE



RECIPIENT OF THE
**2022 INSIGHT INTO
DIVERSITY HEED AWARD**

next lives here

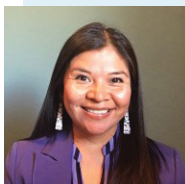
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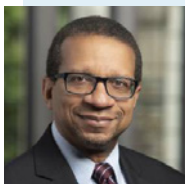
ALABAMA

Janekia Mitchell, PhD, has been named dean of student services at Gadsden State Community College. Mitchell previously served as a student counselor at Emma Sansom Middle School in the Gadsden City School System.

CALIFORNIA



Sahmie S. Wytewa, EdD, has been selected as tribal liaison for the Center for Inclusion and Diversity at the University of San Diego. Wytewa was a tribal liaison and policy coordinator for the Arizona Department of Education in Phoenix.



David Emmanuel Goatley, PhD, is the first African American to be appointed president of Fuller Theological Seminary in

Pasadena. Goatley previously served as associate dean for academic and vocational formation, the Ruth W. and A. Morris Williams Jr. Research Professor of Theology and Christian Ministry, and director of the Office of Black Church Studies at Duke University Divinity School in Durham, N.C.

KANSAS



Jamila Jefferson-Jones, JD, has been selected as associate dean for diversity, equity, inclusion, and belonging at the University of

Kansas School of Law in Lawrence. Jefferson-Jones was a professor and associate director for property, equity, and justice for the Damon

J. Keith Center for Civil Rights at Wayne State University Law School in Detroit, Mich.

MAINE

Daisy Domínguez Singh, MLIS, has been appointed dean of libraries at the University of Maine in Orono. Domínguez Singh previously served as interim associate dean and chief librarian at the City College of New York Libraries.

MASSACHUSETTS



Sarah Willie-LeBreton, PhD, has been named president of Smith College in Northampton. Willie-LeBreton was provost and dean of the faculty at Swarthmore College in Pennsylvania.

MICHIGAN

Kwesi Craig C. Brookins, PhD, has been selected as associate provost for university outreach and engagement at Michigan State University in East Lansing. Brookins previously served as vice provost for university outreach and engagement and director of the Center for Family and Community Engagement at North Carolina State University in Raleigh.

NEW YORK



Erwin Cabrera, PhD, has been appointed inaugural executive director of the Stony Brook Simons STEM Scholars Program at Stony Brook

University. Cabrera was director of the Research Aligned Mentorship program at Farmingdale State College in New York.

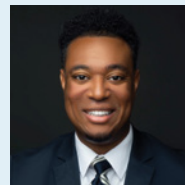
KinHo Chan, PhD, has been named dean of engaged education at

Hamilton College in Clinton. Chan previously served as a founding faculty member at the Fulbright University of Vietnam in Ho Chi Minh City.

NORTH DAKOTA

Art Malloy, EdD, has been selected as vice president for student affairs at the University of North Dakota in Grand Forks. Malloy was associate vice chancellor for student affairs and dean of students at the University of North Carolina at Pembroke.

OHIO

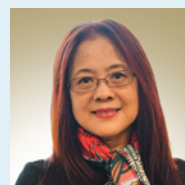


Linwood B. Whitten, PhD, has been appointed inaugural assistant vice president for diversity, equity, and inclusion at

Cleveland State University. Whitten previously served as assistant vice president for student affairs and enrollment management, director of diversity and international affairs, and Title IX coordinator at Alabama State University in Montgomery.

WASHINGTON, D.C.

Andrea A. Hayes Dixon, MD, is the first African American woman to be named dean of the Howard University College of Medicine. Dixon was surgeon in chief and division chief of pediatric surgery at the University of North Carolina Children's Hospital in Chapel Hill.



Mei R. Fu, PhD, has been selected as dean of the George Washington University School of Nursing. Fu previously served

as senior associate dean of nursing research at Rutgers University School of Nursing-Camden in New Jersey.

Has your campus recently hired a new administrator? *INSIGHT Into Diversity* wants to publish your news! Please send your announcement to editor@insightintodiversity.com.



The SDSU Experience

Here, education is our foundation, but culture is our difference. We foster an experience as dynamic as our individuals. We are a university strengthened by our global community and fueled by the people and passions cultivated in this vibrant environment.

sdsu.edu/diversity

SDSU | San Diego State University

National Native American Heritage Month: Celebrating the Nation's First Tribal College

In honor of the 32nd annual National Native American Heritage Month celebrated in November, *INSIGHT* explores the history and importance of Diné College, the first tribal college in the United States.

For decades, Diné and the tribal colleges and universities (TCUs) that followed have served as anchors in their communities by providing educational opportunities to Indigenous students and preserving the rich cultures and languages of Native American tribes.

The first TCU was established in 1968 as Navajo Community College in Tsaile, Arizona, on Navajo Nation land. The institution, later renamed Diné College, was co-founded by the late Robert and the late Ruth Roessel, a couple with a lifelong commitment to education that upheld and preserved the culture of Native Americans, particularly the Navajo people. Robert served as the college's first president. Ruth directed the Navajo studies program and continued to teach in various Diné schools throughout the reservation.

The couple's son, Charles Monty Roessel, a former director of the Bureau of Indian Education, now serves as president of the institution.

Prior to founding Diné, the Roessels established Rough Rock Demonstration School, a K-12 institution with a mission to teach Navajo culture to children. Robert also founded the Arizona State University Center for Indian Education and created the *Journal of American Indian Education*.

Diné College faced many roadblocks in its early years, primarily related to funding, but the Roessels persevered. They traveled to Washington, D.C., and met with lawmakers and government officials to lobby for permanent federal funding. They succeeded in 1971, when Congress passed the Navajo Community College Assistance Act. Further funding



Diné College campus in Tsaile, Arizona



Montana is home to 7 TCUs, the highest number of any state.

74% of TCU alumni are primarily employed in fields relating to Native American communities or tribal lands.



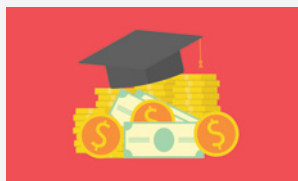
Five TCUs offer master's degree programs:

- **Institute of American Indian Arts**
- **Navajo Technical University**
- **Oglala Lakota College**
- **Sinte Gleska University**
- **Sitting Bull College**



As of 2017, approximately 1 in 10 of all U.S. Indigenous students enrolled in public or private nonprofit institutions attended a TCU.

80.5% of undergraduate students at TCUs receive financial aid through grants, while 22.5% receive aid through loans.



“Tribal colleges may be the most important movement we have in Indian country today. In certain fundamental ways they are the only transitional institutions standing between the reservation population and the larger society that can bring services and information to Indian people. Originally people believed that reservation community colleges would provide access for mainstream ideas that would transform reservation people into fully assimilated Americans. But recent developments have revealed an entirely different role for these institutions. Today, these colleges are seen as the source of authority and authenticity for questions involving tribal traditions and beliefs.”

The late Indigenous scholar and activist Vine Deloria Jr. (*Tribal College Journal of American Indian Higher Education*, 1993)



TCUs enroll approximately 30,000 full- and part-time students each year, 78% of whom are Native American or Alaskan Indian.

was secured through the Tribally Controlled Colleges and Universities Assistance Act of 1978, which provided federal assistance to the 16 TCUs that were officially sanctioned or chartered by Native American tribes at the time.

In 1976, Diné became the first TCU to be accredited as a two-year college by the North Central Association of Colleges and Schools Higher Learning Commission. Until 1998, Diné had offered only associate degrees and various certificate programs. That year, however, the college partnered with Arizona State University to create its first baccalaureate program of Diné teacher education, which focused on teaching Navajo culture and language. Since then, the college has created the School of Diné Studies and Education, which features several degree programs.

Diné College now enrolls approximately 1,300 students across eight campuses in Arizona, New Mexico, and Utah. The institution offers more than 20 degree and dual credit programs through four schools including biomedical sciences, business administration, fine arts, and Navajo language.

In 2013, Diné officially opened the Ruth and Bob Roessel Archival Center in honor of the late founders.

“Their 50-year partnership and marriage was unique, they were dreamers not afraid to voice their aspirations to each other and to others of what might be possible,” their daughter Faith Roessel said when the center opened. “They were creators and shared their ideas while at the same time trying to figure out how to make these ideas a reality. They were teachers helping Navajos and non-Navajos learn about the needs and problems they saw. They were stubborn and tenacious, never accepting ‘no’ as a final answer.”

Since Diné College opened its doors 54 years ago, 36 TCUs have followed, and 32 are fully accredited. Combined, they offer more than 350 programs, including certification, associate, bachelor’s, and master’s programs. ●

Experts Call for Increased Asian American Studies to Counter Ignorance and Hate

By Nikki Brahm

When Ryan Fukumori, PhD, was a student 20 years ago at Berkley High School in California, he didn't know that taking a class on ethnic studies would change the trajectory of his life.

As a fourth-generation Japanese American growing up on the West Coast, Fukumori was aware from a young age of his family's incarceration in the Japanese internment camps during World War II. However, he didn't think deeply about topics like oppression and the unequal policies that Asian Americans have faced throughout history until he enrolled in a course on Asian American studies his sophomore year in high school.

"For me it was huge when I started thinking about, like, what does it mean to build solidarity? What does it mean to see myself, in an ongoing sense, in alignment with other marginalized people?" Fukumori says.

What specifically stuck with him was activism, advocacy, resistance, and even radical politics — some of which took place in his own backyard, such as the Third World Liberation Front movement at both San Francisco State University and the University of California, Berkeley in the late 1960s. This experience encouraged Fukumori to change his direction of study from biochemistry to American studies and ethnicity, in which he earned a doctorate at the University of Southern California. Fukumori now applies his skills as a data equity manager.

The earliest ethnic studies courses,



An alarming rise in hate incidents against Asian American Pacific Islanders was reported over the first two years of the pandemic. Experts say increased Asian American studies, beginning in K-12 and continuing through college, is an effective way to address the issue.

including the first ones on Asian American Studies, launched nearly 53 years ago because of the Third World Liberation Front strike in 1968. The strike was led by a coalition of students of color on college campuses in California who demanded a more ethnically diverse education.

Twenty-six U.S. colleges and universities now offer majors in Asian American studies, according to the College Board, and 72 universities offer relevant programs and resources, according to the Association for Asian American Studies. Those numbers continue to rise.

The push to incorporate similar studies into K-12 schools is also

growing. Connecticut, Illinois, and New Jersey passed legislation within the last two years requiring Asian American studies in K-12 curricula; Rhode Island became the fourth state to do so after Gov. Dan McKee approved legislation in September.

Experts say misconceptions need to be addressed, now more than ever. Nearly 11,500 hate incidents against Asian American Pacific Islanders (AAPIs) were reported over two years during the pandemic, from March 19, 2020, through March 31, 2022, according to "Two Years and Thousands of Voices," a national report by the nonprofit organization Stop AAPI Hate. Of these, 67 percent involved



A Campus That Values Diversity: Indiana University Bloomington Honored With National Awards



At Indiana University, diversity is woven into all aspects of the IU culture. Campus leaders firmly believe that a true higher education community should represent all types of individuals from all walks of life. At IU, this belief can be seen in a cross-section of programming and efforts by administrators, faculty, staff, and others to build equitable, diverse, and inclusive campuses for all.

IU's diversity work has again been recognized by *INSIGHT Into Diversity* magazine, with IU Bloomington receiving the 2022 Higher Education Excellence in Diversity (HEED) Award and the Diversity Champion Award.

"We are extremely proud of this honor. It is a testament to our diversity work and to the many people responsible for bringing that work to life," says James Wimbush, vice president for diversity, equity, and multicultural affairs and Johnson Chair for Diversity and Leadership.

"Creating a diverse and inclusive campus community is the foundation of everything we value at IU," Wimbush notes. "At the same time, we recognize that building and maintaining this kind of community is not a static milestone; it is a goal we must continually revisit and improve."

An Opportunity to Thrive

Several programs are responsible for helping Indiana University Bloomington

achieve the HEED and Diversity Champion recognition, including:

- *Opening the new Jewish Culture Center.* Working in partnership with the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, the new Jewish Culture Center offers events, activities, and cultural and social programming opportunities to Jewish students, faculty, and staff. It is also open to those wanting to learn more about Jewish culture, heritage, and traditions.
- *Creating the Presidential Diversity Hiring Initiative.* The first-of-its-kind \$30 million seven-year program was developed for the sole purpose of helping IU diversify its faculty and launched in the fall of 2021.
- *Adding a new position to foster diversity among faculty.* As part of the Presidential Hiring Initiative, IU Bloomington Provost Professor Pamela Braboy Jackson was appointed the first associate vice president for faculty and belonging. Her role entails explicitly working on efforts to diversify faculty new hires.
- *Establishing The Jane Jorgensen Diversity, Equity, and Inclusion Internship.* This effort is designed to help develop the leadership skills of students.
- *Serving as host for the first national HIV conference at a major university.*

Designed to provide information and unite around the goal of ending the HIV epidemic by 2030, this conference included workshops, presentations by national leaders and researchers, free HIV testing and resources, and multiple community dialogue sessions.



"These and other efforts reinforce IU's deep commitment to furthering diversity and inclusion. But we are far from done. We must constantly re-examine how we live up to the principles of diversity, equity, and inclusion so that students reap the benefits for generations to come," Wimbush adds.

harassment, such as verbal or written hate speech and inappropriate gestures. Other incidents included physical violence, avoidance, shunning, and possible civil rights violations, such as discrimination by a business or within a workplace.

The mental health impact is steep. A 2021 nationwide survey by Stop AAPI Hate found that only 49 percent of AAPIs felt safe leaving their

Education and community-based solutions are the most effective way to address incidents of hate, according to the Stop AAPI Hate report. One group working to confront ignorance and hate through education is The Asian American Education Project (AAEdu), co-founded by Stewart Kwoh, who serves as co-executive director.

Kwoh helped launch one of the first Asian American studies programs

group in the country, the Pew Research Center reports, with more than 24 million Americans tracing their roots to over 20 countries in East and Southeast Asia and the Indian subcontinent.

The goal of AAEdu is to reach 1 million American youth in the next five to seven years, Kwoh says.

Among the educators across the U.S. that teach Asian American studies is Wayne Au, PhD. Au was the high

“A lot of people think ethnic studies is about division, and honestly, ethnic studies has always been grounded in politics and coalition and being activists together to change the world for the better.”

Wayne Au

home and the same number reported depression or anxiety. Seventy-two percent named discrimination against them as their greatest source of stress, even ahead of health concerns, during the pandemic.

To better understand the experiences and perspectives of Asian Americans, the Pew Research Center published a study in August 2022 titled “What It Means to Be Asian in America: The Lived Experiences and Perspectives of Asian Americans in Their Own Words.”

Participants pointed to stereotypes as reasons they were blamed for national and political events. Some Indian and Pakistani participants cited attacks and verbal abuse since the 9/11 terrorist attacks. Others have experienced racial slurs directed at them since the COVID-19 outbreak was first reported in Wuhan, China. Beyond recent hate incidents, many participants noted a lack of understanding of their roots. Many said the labels of “Asian” or “Asian American” are too broad, as others may not understand their specific ethnicities, such as Bangladeshi, Cambodian, or Filipino.

at the University of California, Los Angeles almost 50 years ago.

More recently, he has worked with PBS and the U.S. Department of Education to develop relevant K-12 curricula and teacher workshops.

In elementary schools, Asian Americans are invisible, Kwoh says, but through education, more students will feel like they belong.

Most states don't require Asian American studies, partly due to the anti-critical race theory movement. However, that doesn't stop Kwoh from approaching school districts in these states and providing training, he says.

“What grade should we start [Asian American studies] at? Uniformly, the teachers have said as soon as possible — so pre-K, kindergarten, first grade,” Kwoh says. “Elementary school is very important, because stereotypes are started at a very early age.”

Educational efforts could have a broad impact. Asian Americans are the nation's fastest-growing racial or ethnic



Stewart Kwoh

school teacher that introduced Fukumori to ethnic studies 20 years ago. He is now an associate professor in the School of Educational Studies at the University of Washington Bothell. His research focuses on critical education theory and educational equity.

With the rise of anti-Asian violence, Au says, the public is more interested in Asian American studies. In addition, such studies have the potential to transform the understanding that Asian American students have of themselves and allow them to think about their place in society and politics in the world, he says.

“A lot of people think ethnic studies is about division, and honestly, ethnic studies has always been grounded in politics and coalition and being activists together to change the world for the better,” Au says. ●



Wayne Au

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.



FLORIDA STATE UNIVERSITY COLLEGE OF BUSINESS

The College of Business at Florida State University is committed to the success of its students, with **more than 80%** of its undergraduate students and **more than 90%** of its MBA students receiving job placements within six months of graduation. Along with a commitment to student success, the College continues to prioritize diversity and inclusion at all levels. The College hosts an annual Diversity in Leadership Week for students to learn the value of diversity, equity, and inclusion (DEI) in the workplace. Throughout the week, representatives from some of the world's best-known companies and organizations speak and network with students to instill the importance of advancing DEI.

Additionally, the College has developed resources to assist veterans seeking affordable and flexible graduate school options, resulting in its **#6 National Ranking** for Best Online Graduate Business Programs for Veterans by *U.S. News & World Report*.

- The Undergraduate Dr. William T. Hold/The National Alliance Program in Risk Management & Insurance ranks **#3 in the nation** according to *U.S. News & World Report's 2023 Best Colleges Guidebook*.
- **The Real Estate Program** continues to maintain its **#5 ranking among public institutions nationwide** and #8 overall.
- The College also secured rankings for its undergraduate programs in **Marketing (#20)** and **Accounting (#21)**, and ranks **#42 nationally among public schools**.



FLORIDA STATE UNIVERSITY

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Institute Receives Grant to Advance Autism Equity Research

By Erik Cliburn

Two projects at Drexel University's

A.J. Drexel Autism Institute aim to study healthcare inequities that exist for individuals with autism using federal grant funding, large data sets, and community engagement.

The institute recently received the grants, totaling \$12.5 million, to fund the Public Health and Autism Science Advancing Equitable Strategies Across the Life Course (PHASES) project and the Autism Transitions Research Project (ATRP). The larger \$10 million Autism Centers of Excellence award from the National Institutes of Health will support the PHASES project over five years.

PHASES will examine service delivery, inequity, and health determinants among individuals with autism through a public health lens. Research is divided among three concurrent projects that examine the early childhood, adolescent and young adult, and older life stages. The first project will focus primarily on early diagnosis and detection of autism among young children and the barriers to care that exist for parents, says Diana Robins, PhD, director of the Autism Institute and leader of the early childhood research.

"There is a lot of information about early intervention," she says. "If children get intensive, high-quality autism-specific treatment before the age of three, for example, they tend to have more positive outcomes. Yet the vast majority of children, when they are suspected of being on the spectrum or diagnosed, don't have access to that kind of treatment."

The second PHASES project will analyze the use of autism-related services and prevalence of co-occurring health conditions among adolescents and young adults. Researchers working on the third project will study the mental and physical well-being of older adults with autism spectrum disorder.

In addition, PHASES researchers will

examine how factors related to autism care and life stages intersect with race, ethnicity, and socioeconomic status. The population-wide, multi-factor study will allow researchers to better identify gaps in access and care, which will help in developing solutions to address those inequities.

"Inequity is not frequently measured at a population level," Robins says. "This affords us the opportunity to look at multiple factors at once. It may be that race tells us something, but combining it with socioeconomic and educational opportunities and access to certain types of healthcare tells us more than looking at one variable."

The second grant, \$2.5 million from the Health Resources and Services Administration, supports ATRP, which aims to address the "services cliff" that many individuals with autism face as they transition from childhood to adulthood. The project works to better understand the needs of transition-age individuals — defined as 14- to 29-year-olds — and what can be done to improve their health and life outcomes. Gaps still persist

for this age group, including access to postsecondary education, community participation, use of social safety net programs, mental health services, and employment.

"The first and largest initiative leverages our unique experience acquiring and merging large data sets from systems where diverse groups are served,

like Medicaid and U.S. Department of Housing and Urban Development," says Lindsay Shea, DrPH, ATRP principal investigator, and director of the Policy and Analytics Center at the institute. "By examining the experiences of the same

people in different systems, we gain an innovative perspective about the entirety of their experiences — not just from one system."



Diana Robins



Lindsay Shea

Through ATRP, the Autism Institute partners with Arizona State University to develop interventions that support Latinx individuals with autism. The organization also works with the University of California, Los Angeles to engage community colleges and Minority-Serving Institutions to improve access for and policies related to youth with autism.

The PHASES and ATRP projects will involve the use of large public data sets, along with input from stakeholders in the autism community through the institute's leadership council, which includes individuals on the spectrum, parents of autistic children, educators, clinicians, and policymakers. This approach allows researchers to study an issue, develop a solution, and implement that solution within a much smaller time frame than traditional research projects, Robins says.

"When we're doing research that's grounded in what's happening in the real world, our findings can be applied much more quickly," she says. "That can make a difference in people's lives."

The combination of big data studies and community engagement also helps to shift the perspective of autism research away from a medical model that views it as an illness requiring a cure and more toward a public health and policy response that seeks to reduce or eliminate societal barriers that individuals with autism face, says Robins.

"Like you see in other communities, such as the Deaf community, there are both strengths and challenges that come with autism," she says. "We're thinking about the whole person rather than the more medical model approach and only focusing on the challenges." ●

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

Building Diversity, Equity, and Inclusion on College Campuses in Massachusetts Through Collaboration

By Audrey Grace, JD, and Joyya Smith, EdD

Collaboration is not new to diversity officers in higher education. In fact, it is essential to our work. So when Regis College facilitated an initiative to strengthen equity and inclusion efforts across the 59 independent colleges and universities of the Association of Independent Colleges and Universities in Massachusetts (AICU Mass) in January 2021, we knew the best and only way forward was by building more opportunities for collaboration.

The times in which we live present significant challenges — and opportunities — for senior diversity officers. Managing racial equity action plans, the ongoing pandemic, the 2020 national election, institutional statements condemning anti-Asian violence and the January 6 insurrection, planning events to celebrate Black History Month, and simply bringing people together after isolation are but a few of the key issues we confront. And now more than ever, it's critical to learn from each other and maximize our collective resources.

AICU Mass has a strong record of bringing together its member institutions, each with different missions and priorities. When the pandemic hit, the organization convened college and university presidents on a regular basis to share data and information, which was critical in the early days of COVID-19. Working together and with officials statewide, the group helped to lead the safe reopening of private college campuses across Massachusetts.

This model of success led to AICU Mass seizing the opportunity to utilize the same approach for collaboration around justice, equity, diversity, and inclusion. The primary goal was to not only celebrate what each individual institution was doing but



Maria Hall on the Regis College campus

to also take collective action across Massachusetts campuses to achieve something truly transformative. While many campus diversity officers were already collaborating to one degree or another, this effort established a formal program that enables us to share resources and promote systemic change. It is financially supported and provides a direct connection to our college presidents.

Known as the Justice, Equity, Diversity, and Inclusion (JEDI) task force, our focus is centered around campus inclusivity in every dimension, with three priorities:

Provide tools to better gauge the campus climate

Through a recent partnership with Viewfinder® Campus Climate Surveys, owned by Lenore Pearlstein, co-publisher of *INSIGHT Into Diversity* magazine, AICU Mass members will be able to administer affordable,

comprehensive surveys to collect data that helps members understand current experiences and perceptions of all individuals on their campus in order to support an environment where everyone feels safe, welcome, and valued. Survey questions will be tailored to fit our member campuses so that each member can better assess our own practices and build more inclusive educational experiences throughout the state.

Professional development for faculty and staff of color

In partnership with Suffolk University, AICU Mass launched an Inclusive Leadership Program offering virtual professional development and learning opportunities. The program began with an initial cohort of 119 participants across 54 institutions. Meeting once a month, they engaged in topics such as emotional intelligence, individual and institutional leadership, identifying skills required to effect organizational



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change, and self-care and coaching for inclusive leaders. Participants also heard from industry experts and reflected on how they might contribute to the diversity, equity, and inclusion (DEI) activity on their respective campuses.

After surveying the group about their experience, we found that participants appreciated having a dedicated space to learn with their peers, and they have been instrumental in recruiting their colleagues to future programs. AICU Mass is excited to launch the second cohort in January 2023 and increase inclusive leadership practices throughout the region and the entire higher education enterprise.

Support programs to increase supplier diversity and spending

AICU Mass formed a partnership with Supplier.io, a leading provider of a supplier diversity platform and databases, to help members increase spending with diverse suppliers.

Building upon our progress to date, this academic year we will incorporate bias response best practices and restorative justice into our programming. In addition to sharing best practices, AICU Mass is working on professional development for DEI and compliance officers who are on bias and climate response teams.

Most of our member senior diversity officers are offices of one, and, regardless of size, always in need of resources — both financial and human — to accomplish their equity and inclusion goals. Through AICU Mass, existing diversity officers now have a plethora of colleagues with whom to network, brainstorm, and grow, while new diversity officers are immediately connected to the group so they do not have to spend crucial time seeking resources and building connections. ●

Audrey Grace, JD, is vice president for inclusive excellence and chief diversity officer at Regis College. Joyya Smith, EdD, is vice president for diversity, access, and inclusion at Suffolk University.

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Fast-Track Education Programs Help Address National Teacher Shortage

By Nikki Brahm



Alivia Meier, a senior elementary education major student at Southern Illinois University Carbondale, participates in the Saluki Teacher Residency Partnership program as a fourth-grade teacher.



As reports of teacher shortages come in from school districts across the nation, states and universities are working to fast-track college of education students to help fill these gaps.

Dire warnings of a shrinking pool of K-12 educators should be taken seriously, say researchers at the Annenberg Institute at Brown University. Their own study, “Is There a National Teacher Shortage? A Systemic Examination of Reports of Teacher Shortages in the United States,” supports these concerns.

The study finds at least 36,000 vacant positions exist nationwide and approximately 136,000 positions are currently held by underqualified teachers, with both estimates described as conservative. However, the study underscores the fact that the shortage varies substantially by region and state.

For example, the educator vacancy rate per 1,000 students is 159 times higher in Mississippi than in Missouri. Fifty-three percent of all U.S. public schools also report being understaffed as of August 2022, and 69 percent report a small candidate pool as the biggest challenge to hiring teachers, according to a survey by the National Center for Education Statistics.

The statistics don't bode well for the future, either. A June survey conducted by the American Federation of Teachers finds an increase in job dissatisfaction among K-12 educators since the start of the pandemic, rising from 45 to 79 percent. A survey conducted by the National Education Association in March shows that 55 percent of teachers are considering leaving the profession earlier than expected.

Vacancies exist in all positions in the education field, including hallway monitors, guidance counselors, and

bus drivers. There were approximately 270,000 fewer school staffers in July 2022 than January 2020, according to preliminary data from the U.S. Bureau of Labor Statistics.

States and universities have begun to address the critical shortages. For example, Southern Illinois University Carbondale (SIUC) launched a new program this year called the Saluki Teacher Residency Partnership (STRP), funded by a \$250,000 teacher residency grant from the Illinois State Board of Education. SIUC is one of five universities in the state selected for the grant.

To qualify, a student must have completed 60 credit hours and attained minimum GPA and course grade requirements. To apply, they must submit a short narrative stating why they think the residency program would be a good fit and complete an interview.

Within STRP, eight students are working this fall as resident teachers under the mentorship of a classroom teacher. By next semester, they will be viewed as a co-teacher. Throughout the program, students meet with SIUC faculty and instructional coaches as well as a community mentor, such as a school board member.

A similar program at SIUC ended almost 10 years ago due to a lack of funding, in part for student stipends. In this new iteration, STRP students are compensated.

“Funding for this is very important because in order to be a resident, if you're going to be at a school four days a week and taking classes in the

evenings, online, or on the weekends, you don't have a lot of extra time to have another job,” says Christie McIntyre, PhD, director of SIUC's teacher education programs.

Because STRP students get hands-on experience, participation in the program helps them accrue credit hours — which means they can graduate in three years rather than four, McIntyre says.

STRP hopes to recruit a majority of student residents from underrepresented groups. Nationally, just over 50 percent of students are of non-White racial and ethnic backgrounds, compared to roughly 20 percent of teachers, according to “Prioritize Educator Diversity to Address Racial Injustices,” an article published by The Brookings Institution.

School officials want teachers to reflect their student body, McIntyre says.

However, just one non-White student resident is involved in the program this year. The university was made aware of the grant in March, which didn't allow for much time to recruit students, says McIntyre. Instead, they decided to work with those already in the teacher education program.

SIUC is partnering with the School of Education's recruitment and retention coordinator to increase diversity in future cohorts.

“We are setting up informational meetings in diverse communities to



Christie McIntyre



“We ask the schools, ‘What are your teacher hiring needs? Which positions do you feel like you’re going to need to fill next?’ We’re placing teacher residents [in those positions]. ... [School officials are] excited because they see this as an opportunity for them to invest in these residents as future hires.”

Christie McIntyre

Left: Southern Illinois University Carbondale campus clocktower

help the public better understand what a residency program is and how it can help individuals reach their goals sooner,” McIntyre says. “We are also speaking to district personnel who help us spread the word.”

Programs like STRP are important pathways to address the shortage on a local level, McIntyre says.

“We ask the schools, ‘What are your teacher hiring needs? Which positions do you feel like you’re going to need to fill next?’” she says. “We’re placing teacher residents [in those positions]. ... [School officials are] excited because they see this as an opportunity for them to invest in these residents as future hires.”

Across the country, other fast-track educator programs have recently been implemented. In Arizona, a student enrolled in a bachelor’s degree program can also begin training as a teacher in public schools under the supervision of a lead educator, which allows them to start and finish their training while

still in college.

In Florida, military veterans who have not yet earned their bachelor’s degree can opt for a five-year temporary teaching certificate. For two years, they are assigned a mentor teacher. To qualify, veterans must have 60 college credits and a 2.5 grade point average, among other requirements. The legislation, Florida Senate Bill 896, is meant to help veterans find jobs and at the same time address the teacher shortage.

Fast-track programs are included in the plan the Biden administration unveiled in August to address the national educator shortage. This includes working with recruitment platforms to attract more teachers, encouraging state and local workforce leaders to provide higher wages for educators, and expanding apprenticeship programs.

In addition, as part of the federal plan, teachers unions and state organizations announced collaborative

work for more apprenticeships, teacher residencies, and Grow Your Own programs, which recruit and retain teachers within their own communities with the goal of bringing racial, ethnic, and cultural diversity into schools.

Such programs are further advanced with 22 grants totaling over \$60 million to address the shortage through the Supporting Effective Educator Development (SEED) program, announced by the U.S. Department of Education in September. The three-year grants focus on teacher preparation programs that include clinical experience and placement of underrepresented teacher candidates. There will also be 14 teacher residency programs, 10 of which are located at historically Black colleges and universities, within a National Center for Teacher Residencies project. ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.

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Newest National Resource Center at University of Arizona to Focus on East Asian Studies

By Nikki Brahm

A new National Resource Center for East Asian Studies (CEAS) expands global education for students, faculty, and the wider community at the University of Arizona (UArizona).

The CEAS, which builds on the university's Department of East Asian Studies, is designated as a National Resource Center (NRC) as it is part of the U.S. Department of Education's program to fund and support centers on college campuses that teach about other regions and countries. CEAS joins three other NRCs on the UArizona campus, including the Center for Latin American Studies, the Center for Middle Eastern Studies, and the Center for Educational Resources in Culture, Language and Literacy.

Through a Title VI grant, UArizona has been given \$5.9 million to fund its four centers over the next four years, with \$782,686 allocated to CEAS. UArizona is recognized as a Hispanic-Serving Institution (HSI), and the center is the first Title VI NRC program to focus on East Asia at an HSI university.

Nearly 70 affiliated UArizona faculty members who engage with East Asian studies are part of the effort to consolidate resources through CEAS, which is co-directed by Wenhao Diao, PhD, associate professor. The center works with faculty members to create new courses, community outreach

projects, speaker events, K-12 history materials, and study abroad scholarship opportunities.

Outside partnerships have also helped to expand course offerings. An open-access Chinese business course is offered in association with Jacksonville State University. CEAS also offers three virtual exchange courses — on the Japanese and Chinese languages and the history of China — in collaboration with institutions in Japan, Taiwan, and China.

In conjunction with UArizona's other NRCs, CEAS offers courses on important contemporary topics, such as border issues concerning the Middle East, East Asia, and the United States.

An additional mission of CEAS is to promote understanding of diversity and inclusion. To advance this goal, the division of Cultural & Inclusive Experiential Learning Opportunities (CIELO) plans to increase study abroad participation across the university by increasing the number of faculty who reflect the identities of underrepresented students interested in the program, says Danthai Xayaphanh, CIELO director. This includes study abroad opportunities in East Asia, funded in part by CEAS.

By making East Asian studies more accessible, Diao hopes to make the Asian experience more visible on campus. CEAS is also working to include other underrepresented campus groups;

for example, an LGBTQ+ activist who has done important work in China may visit the university, she says.

"We see diversity and equity not just as important but as a defining principal in organizing these projects," Diao says.

The center's goals also include advancing the topic of sustainability, as no country can face climate change challenges individually, says Diao. CIELO helps further CEAS' sustainability mission with study abroad service-learning projects at UArizona's Cambodia campus. There, participants learn about Vietnam, Thailand, Laos, and Bali, Xayaphanh says, and as part of the program, explore sustainability topics such as the restoration of coral reefs and the impact of garbage sent to these countries by the United States. Students also meet with nongovernmental organizations to learn about recycling systems.

These types of educational opportunities increase student commitment to environmental and social justice while at the same time broadening their knowledge and appreciation for culture and their ability to navigate unfamiliar settings, Xayaphanh says.

"Our hope is, through our center, we can bring these different cultures and societies and perspectives closer," Diao says. ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.



Wenhao Diao



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How Four Colleges Bucked a National Trend to Increase Undergraduate Enrollment

By Nancy Fowler

Nearly three years after the start of the pandemic, many higher education institutions are still having trouble attracting students. This past spring, undergraduate enrollment dropped 4.7 percent, according to the National Student Clearinghouse Research Center. The nation's undergraduate student body is 9.4 percent smaller than before the pandemic.

Yet a number of colleges and universities are defying that trend — while also making progress on their diversity goals.

Oklahoma State University: Connections with Counselors and Focus on First-Gen Students

This fall, the freshman class at Oklahoma State University (OSU) in Stillwater is nearly 9 percent larger than last year's class. The first-year cohort is also more diverse, with a 1 percent increase in students of color over fall 2021.

Karen Chen, vice president of enrollment management, says increases in online enrollment and in science, technology, engineering, and math (STEM) majors helped fuel the university's growth. Another factor is OSU's deep relationships with high school counselors, who wield tremendous influence over college choices for their students.

The population of first-generation students in OSU's freshman class has risen by more than 7 percent. Chen cites a culture of paying attention to the needs of these students and getting the word out — even during the campus tour stage — that help is always available for those whose families might not be equipped to prepare them for college life.

"Walking them through what a bursar's bill looks like, what their financial package includes, advice about study habits and time management," Chen says. "These things are all going to be part of the conversation we have with these students."

Fisk University: Career Connections and Increased Visibility

Fisk University in Nashville saw a 32 percent jump in its freshman class compared to last fall. The rise follows four consecutive years of growth at the small, private, historically Black university.

Jens Frederiksen, vice president for institutional advancement, credits the enrollment increase to the university's stronger efforts to connect students with the working world.

"For many years, there was a presumption about students going on to graduate school and law school and medical school," Frederiksen says. "And that's still the case, but it's actually a relatively small demographic of the entire student population."



Increases in online enrollment and in science, technology, engineering, and math programs helped drive growth at Oklahoma State University.

In recent years, Fisk has ramped up its corporate partnerships. HCA Healthcare, Google, and the Los Angeles Lakers all work with the school to provide adjunct professors, contribute scholarship money, and create internships. It's been difficult to capture job placement data following the pandemic, but a fall 2020 survey of 126 Fisk STEM and business graduates showed average starting salaries were just above \$72,500, Frederiksen says.

"Students and their parents are informed consumers," Frederiksen says. "They want something to show for taking on the debt of education."

Frederiksen also cites Fisk's growing national visibility, thanks in part to a new women's gymnastics program and the Grammy award its Jubilee Singers took home last year.

Because Fisk is a historically Black university, it measures



The 2022 freshman class size at Fisk University jumped 32 percent over last year's enrollment, marking the school's fifth consecutive year of growth.

diversity in metrics other than race — 58 percent of its students are Pell Grant eligible, 20 percent are first generation, and 12 percent are international.

“Fisk is meeting its diversity goals,” Frederiksen says.

Lake Area Technical College: **Filling Open Jobs in the Community**

Lake Area Technical College (Lake Area Tech) in Watertown, S.D., similarly cites job placement for students as the reason for a 3 percent growth in enrollment reflected in its freshman class. With the assistance of more than 400 industry partners, the school aims to help fill more than 30,000 job openings in the state, says President Michael Cartney.

“Our philosophy is that we are the first responders for our community’s workforce needs,” Cartney says.

Industries hungry for employees include health care, manufacturing, transportation, and drone technology and operation. Some of the college’s business partners supplement state scholarship money in exchange for an agreement in which recipients commit to working with their organization for three years.

Efforts to attract more students overall and underrepresented students go hand in hand, Cartney says. The technical college is reaching out to immigrants, refugees, and guest



Students discuss class work at Lake Area Technical College. The institution experienced a 3 percent increase in its freshman class and cites job placement as one reason for the growth.

workers with visas, along with Native Americans. School representatives meet regularly with members of South Dakota’s nine Native tribes.

In the past year, Lake Area Tech achieved a half-percent increase in students of color, bringing the total to 7.3 percent. This slow but steady growth has increased by nearly 3 percent since 2015.

“It ends up being a win-win-win when you redefine success as job placement rather than graduation,” Cartney says.

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Bucknell University:

Pandemic Changes Still Paying Off

Bucknell University saw an increase of nearly 1 percent in its incoming freshman class. The private liberal arts school in Lewisburg, Pa., credits making standardized tests optional as a major reason for increased applications over the past three years. Another important factor stems from changes made during the COVID-19 pandemic, says Lisa Keegan, vice president for enrollment management.

When the campus shut down in the spring of 2020, Keegan worried about how prospective students would be able to visit. Very quickly, Bucknell implemented driving tours with an audio component to guide the experience.

“And then we took that one step further and asked ourselves, ‘Can we offer that audio in different languages?’” Keegan says.

Bucknell also launched virtual reality tours, placing prospective students inside classrooms and labs through special headsets. But the idea was still location-based; interested students had to come to campus to pick up the equipment.

“Then we had a couple of students who were down to the wire in making their decisions and telling us, ‘We don’t have an opportunity to come there,’” Keegan says. “And we said, ‘Not a problem.’”

Bucknell began mailing out headsets so that prospective students could participate from their homes. Even as



Bucknell University students complete lab work during an Engineering EXCEerator activity. The program is designed for incoming first-year students admitted to the College of Engineering, especially those with limited exposure to hands-on engineering projects, lab experience, and advanced math courses.

pandemic restrictions have lifted, the virtual tour remains a popular way for interested students to get a feel for the school.

Along with increased total enrollment, the university is seeing a gain in underrepresented students. Students of color now make up 21.7 percent of Bucknell’s freshman class, an increase of just over 1 percent from last fall. Keegan attributes much of the rise to the university’s work with community organizations in a variety of cities. The school also recruits underrepresented students from Los Angeles, Boston, and Washington, D.C., in partnership with the Posse Foundation, a national full-tuition scholarship program. ●

Nancy Fowler is a contributing writer for *INSIGHT Into Diversity*.

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*Author, Health Disparities in the Black
Community: An Imperative for Racial Equity*



Robin DiAngelo, Ph.D.

*Affiliate Associate Professor of Education,
University of Washington*

*Author, White Fragility: Why It's So Hard
for White People to Talk About Racism*



Isabel Wilkerson

Pulitzer Prize winner

*Author, Caste: The Origins
of Our Discontents*





Expanding Student Data-Collection Efforts Can Help Create a More Equitable Campus

By Lisa O'Malley

Data collection is an important tool for progress in diversity, equity, and inclusion (DEI) efforts in higher education, but often that data is incomplete, preventing institutions from understanding the actual student experience for huge portions of their campus populations.

Colleges and universities that receive federal funding through Title IV are required to collect data on students' race, ethnicity, and gender. However, schools are not mandated to gather information on other important aspects of a student's identity — such as whether they identify as LGBTQ+ or are a student-parent.

"What doesn't get measured doesn't get prioritized," says Nicole Lynn Lewis, founder and chief executive officer of Generation Hope, a nonprofit that supports the academic success of student-parents.

Respect and Transparency Are Key Factors

Schools confront several obstacles when considering expanding their data-collection efforts — including how to be respectful of students' privacy.

Institutions should explain from the start why certain data is being collected, Lewis says. Students should also be assured that their information will remain anonymous and not be shared

publicly. And most importantly, colleges should be prepared to act on the data they gather and let students know exactly how their information will be used to provide tangible improvements to the student experience.

"Embracing the fact that this data comes with a call to action is also something that institutions have to be ready for," Lewis says.

Irene Beattie, PhD, an associate professor of sociology who studies student experiences and outcomes at the University of California (UC), Merced, agrees that the most vital takeaway for any university interested in expanding its data-collection efforts is to view it as a tool for improving its DEI strategies — and that just gathering the data itself is not enough to change campus culture.

"All campuses say that they aim to address inequalities and be engines of social mobility and all of those things," she says. "But [data] is a tool in their arsenal that they're not really using to the degree that they should."

If universities are better informed about the specific demographics of their campuses — such as how many students are parents or identify as LGBTQ+ — they can create more effective policies and provide tangible benefits for students, the two experts say.

Lack of Data on Student-Parents Can Result in Unwelcoming Policies

Lewis, who obtained an undergraduate degree from William & Mary as a single mother, knows firsthand what it feels like to be a struggling student-parent without knowledge of or access to institutional support. Compounding the problem, Lewis says, many schools have policies that can make parents feel unwelcome — such as bans on children in campus spaces.

"I was maneuvering through a system that wasn't designed for me," she says. "I felt very much like I was alone in that experience. There was very little recognition that there were others like me, or that there needed to be any sort of concerted effort to include students like me."

Lewis launched Generation Hope in 2010 to spur colleges and universities to prioritize the needs of student-parents — which often begins with raising awareness of just how large this population is. More than one-fifth of all college students, or approximately 4 million, are student-parents, according to estimates by the National Center for Education Statistics.

An analysis of national student data by the Institute for Women's Policy Research (IWPR) found that nearly 70 percent of student-parents are mothers and 30 percent are fathers.



Nicole Lynn Lewis



Irene Beattie

Generation Hope offers a technical assistance program to help institutions implement data-collection practices that give them a better picture of how many student-parents they have on their campuses. This information can often be illuminating, Lewis says, and can lead to changes in policies and practices, such as lifting bans on children visiting campus and adding more diaper changing stations and lactation spaces.

In addition, Lewis believes addressing this group should be a key consideration in a university's DEI strategy because a large portion of student-parents are people of color. The IWPR report shows that student-parents are more likely to be from underrepresented groups than students without children — 51 percent compared with 46 percent, respectively. Black college students are the most likely of all demographics to be student-parents, followed by American Indian/Alaska Native and Native

Hawaiian/Pacific Islander students.

"There's an opportunity here for institutions, as they're collecting data on students, to be able to have a fuller picture of the initiatives that need to be put into action when it comes to their DEI work," Lewis says.

For example, it may not be enough for a university to launch an initiative to support underrepresented students struggling with food insecurity if that program does not also consider that they may have children at home who are also affected by hunger, she says.

Lewis recommends that schools look at the systems they already have in place for collecting data, such as Free Application for Federal Student Aid submissions, and see what can be improved and expanded to better collect information about student-parent needs.

LGBTQ+ Student Data Helps Create an Inclusive Environment

As with student-parents, colleges and universities are not federally required

to collect data on LGBTQ+ students. This lack of information presents several problems when it comes to fully understanding the student experience, says Beattie at UC Merced.

On an institutional level, Beattie says, this lack of information can mean that when schools analyze data on their underrepresented campus populations, they may not be able to discern how variations in student identities can affect their ability to achieve academic success.

After the UC system announced in 2015 that it would begin collecting LGBTQ+ student data as part of the admissions process, Beattie and several of her colleagues seized the opportunity to study the information. Using data from approximately 25,000 students across three of the system's campuses, they are currently exploring how students' LGBTQ+ identities intersect with race, gender, and class.

The researchers' initial findings show that individuals who identified as

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LGBTQ+ on their applications were more likely to be first generation, Pell Grant recipients, and students of color. It was also apparent that important intersectional variations in academic outcomes exist for LGBTQ+ student subgroups and across ethnicity and gender, Beattie says.

“The work really makes clear how important it is to think about multiple identities at once and to look at things from multiple angles and to not just say, for example, ‘Oh, look, there’s this gender difference among Black students and women are doing better than men,’” she says. “When we drill down and see the details of that, there’s actually an LGBTQ+ texture to that gender difference as well.”

On a more widespread level, the absence of a federal requirement to gather LGBTQ+ data makes it difficult to conduct national studies on this population’s needs and experiences during college — and there are other

good reasons to collect data, Beattie says.

For example, data has been a key means of enforcing legal protections regarding race, ethnicity, and gender in both K-12 and higher education settings. Although the U.S. Department of Education recently released proposed revisions to Title IX to include safeguards for LGBTQ+ students, it will be difficult to ensure schools are following these guidelines without data to back it up, she says.

Until a federal requirement is established, Beattie advises schools to create partnerships between their institutional research offices and the scholars they already have on campus for guidance on best practices for collecting and acting on LGBTQ+ student data.

“Institutional research offices should be partnering with faculty who have this expertise to think about better ways to analyze their data to really see and understand these kinds of inequalities and address them,” she says.

While it can be challenging to find the best way to gather sensitive information about a student’s LGBTQ+ identity, especially since it can change during or after college, Beattie says the effort is worth it; the information can have a huge impact on a student’s sense of belonging at an institution, insight she gained during interviews with students who identified as LGBTQ+ on their applications.

“It really highlighted the psychological value of having the opportunity to say, ‘This is me; this is who I am. I’ve been out to my family for years, but this was the first time some institution asked me in an inclusive way,’” she says. “The lack of data — it’s also sort of a signal. The data itself matters but asking students to disclose also signals that the campus is a welcoming place for them.” ●

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

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As Cybersecurity Field Heats Up, HBCU Partnership Addresses Workforce Diversity

By Nikki Brahm

Demand for cybersecurity

workers is growing faster than ever, yet experts say the industry lacks the job candidates and workforce diversity necessary to advance the field's capacity and creativity.

Diversity is not this industry's strong suit. Just 9 percent of cybersecurity workers are Black, 4 percent are Hispanic, and 24 percent are women, according to the 2021 study "Diversity, Equity, and Inclusion in Cybersecurity," conducted by Aspen Digital.

To address the shortage of Black employees specifically, and to increase the field's overall labor pool, this fall the National Cybersecurity Alliance (NCA) launched See Yourself in Cyber, a career program for students that involves a partnership between cybersecurity organizations and historically Black colleges and universities (HBCUs). NCA is a nonprofit organization advocating for the safe use of technology and best protections from cybercrime.

The need for more workers is tremendous, according to a study by Cyberseek, a collaboration between industry professionals, including NCA. While 715,000 unfilled positions were reported in the 12-month period ending in April 2022, nearly 40 percent of those jobs were posted during the last four months — and existing

cybersecurity workers can fill just 66 percent of those jobs. In addition, the study indicates cybersecurity jobs have increased at more than twice the rate of other industries in today's job market.

The Aspen Digital report recommends enhanced recruitment and hiring, which the See Yourself in Cyber program is designed to address. Partner HBCUs and sponsors collaborate on career projects, including in-person events at participating universities with featured industry speakers and panel discussions hosted on campuses. These events enable students to network with experts in the field, including government representatives, HBCU graduates, and corporate recruiters.

Along with campus-wide events, the program offers mentorship opportunities in which students are paired with industry professionals. Through these relationships, they gain valuable skills and insights such as how to interview and build a resume and what to expect in their first job.

Students also learn about various career tracks within the cybersecurity field including networking, software development, systems engineering, financial and risk analysis, security intelligence, and IT support. Such pathways can lead to advanced-level jobs such as cybersecurity manager, engineer, and architect.

Organizations and companies involved in the program include the U.S. Cybersecurity and Infrastructure Security Agency, Dell Technologies, Proofpoint, Quanta Services, and Trellic.

HBCUs include Prairie View A&M University (PVAMU), Southern University, St. Philip's College, and Texas Southern University.

Camille Gibson, PhD, dean of the College of Juvenile Justice at PVAMU, says the university became involved to provide the knowledge and credentials its students need to excel in this field.

Diversity and cybersecurity go hand in hand, she says, because increased diversity in the field is a step toward more creative solutions and greater security for the general public.

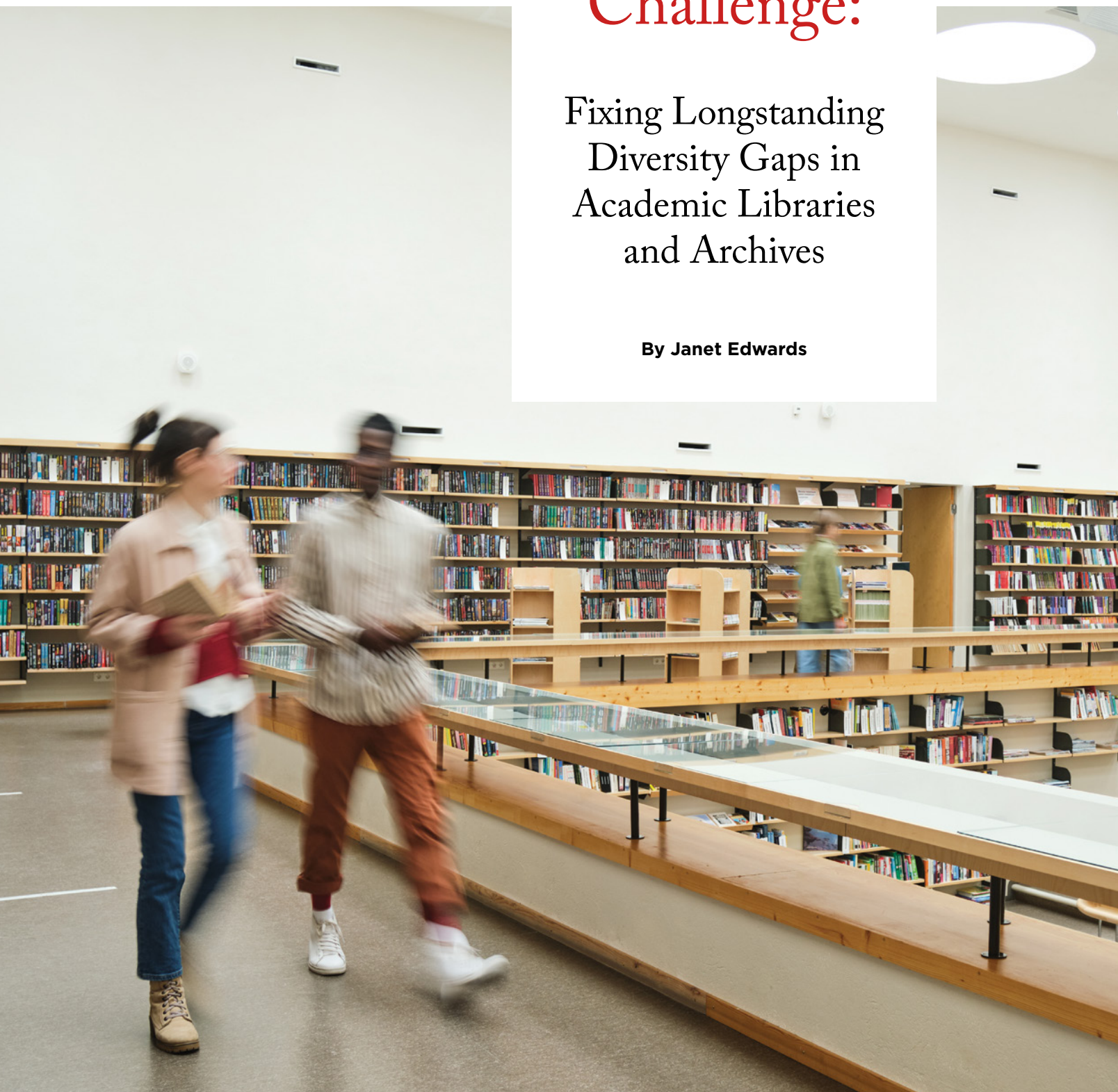
"Being exposed to diversity in the cybersecurity field and hearing what is possible for different majors should lead to more diversity of persons and thought in cybersecurity," she says. "We know that when this happens to any area, organizations will begin to think outside of the box about issues, risks, and innovation." ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.

Meeting the Challenge:

Fixing Longstanding Diversity Gaps in Academic Libraries and Archives

By Janet Edwards



It was a confluence of circumstances that led archivist Julia Corrin and her team to create a virtual exhibit at Carnegie Mellon University (CMU) so forthright and transparent that it was titled simply, “What We Don’t Have: Confronting the Absence of Diversity in the University Archives.” While the initial response was not immediate — it went online during a pandemic after all — the ideas expressed clearly hit a nerve.

The exhibit statement reads in part, “We recognize that the University Archives fail to represent the experiences and contributions of many of you, and that must change. As archivists, our work is often behind-the-scenes, mired in the jargon and processes of our profession. We are trained to be unbiased, objective stewards, but ultimately we have prioritized some stories over others.”

Corrin was nervous about sending the project out into the world but knew it was long overdue.

“I felt very good about it, as did the rest of the team, but any time you try something new, especially something that is so transparent, you’re not sure what the reaction is going to be,” she says.

The project came about for several reasons, the initial prompt being that funding was newly available from an in-person exhibit that was canceled due to COVID-19.

As the team discussed potential ways to create an exhibit that required minimal access to physical holdings or physical space, the murder of George Floyd spurred social unrest across the nation.

“In response to criticism from students, the university was looking to engage more constructively around diversity, equity, and inclusion [DEI] issues and be more active, more transparent, more aggressive in how we were responding to those issues on campus,” Corrin says.

Even before then, however, Corrin had grown frustrated by the lack of underrepresented voices in the CMU Libraries archives.

“We were a women’s college when CMU was founded and



CMU Libraries created a virtual exhibit in 2020 which sought in part to increase its collection of student materials from underrepresented groups. Here, an archivist displays a scrapbook donated to the university’s archives.

students wanted to know what it would have been like to be a woman on campus in 1920,” she says. “There were African American or Asian or nonbinary students who wanted to know about their history here, and I couldn’t give them any records to start with.”

In fact, there was little student representation at all — it was primarily administrative voices, Corrin says.

Ultimately, she says, the question of how to position the exhibit became “What story could we tell that would be meaningful and honest to ourselves and our alumni, faculty, and students?”

“What We Don’t Have” launched in fall 2020 and featured only a large black square as its focal point.

Language used to describe the purpose of the exhibit echoed pleas from many of Corrin’s higher education peers to their own constituents: “Help us create a more inclusive archive.”

“It was amazing how many other archivists reached out to us,” Corrin says. “This way of framing our work and some of our professional failings or shortsightedness — this really



Julia Corrin

CARNEGIE MELLON UNIVERSITY LIBRARIES

WHAT WE DON'T HAVE:

Confronting the Absence of Diversity in the University Archives

Carnegie Mellon University

The “What We Don’t Have” virtual exhibit launched in fall 2020 on the Carnegie Mellon University website and can be found at exhibits.library.cmu.edu

Building New Collections of Diverse Voices

spoke to them as a way of engaging with their own institutions and communities.”

The exhibit has resulted in a soon-to-be-announced acquisition of a major collection from a longtime African American faculty member who studied the Black experience in Pittsburgh.

The most concrete outcome, Corrin says, is that CMU has hired a full-time community collections archivist who is charged with processing existing collections that address the university’s DEI goals, making catalog descriptions more inclusive and accessible, working with campus communities who are not well represented in the archives and building relationships, and tracking down records the university knows are still out there — somewhere.

“We’re confident in many cases there are still faculty and alumni who have records in their offices and in boxes in their basements. We want to bring this material in; this is important to the university,” Corrin says.

Roadblocks exist in acquiring collections from diverse individuals and groups, Corrin says, including a historical lack of effort to do just that. At CMU, other factors contributing to the imbalance is that earlier archivists were short-staffed and underresourced, so they had to follow the funding, she says.

“We would get collections created by White men of importance and they were the ones who were able to provide financial support, so they could donate their collection and give money to hire an archivist to process it. So those were the collections that were made accessible,” Corrin says.

In that period of time, the university may have been shortsighted, but the lack of diversity was not intentional, she says, adding that staff primarily and necessarily prioritized materials related to the business of founding and running the university.

Admittedly, however, the university overcompensated on the institutionally important records to the detriment of more representational records, she says. Now the archive is focused on changing that.

“Sometimes people whose voices are underrepresented assume we don’t want their papers. What we’re doing is saying, ‘We really

In recent years, academic libraries across the country have published statements acknowledging gaps in their holdings and archives of underrepresented voices. While dedicated to righting the wrongs, they bump up against daunting challenges, not least of which is a perception that they’re not worthy because of past failings.

An open letter signed by the individual librarians at the University of Denver (DU) in 2016 was published to convey a message of inclusivity.

“There was a lot happening in the world, on campus, and in the community that was troubling, and we wanted to express solidarity with our faculty and with our students and colleagues of color,” says Michael Levine-Clark, dean of University Libraries at DU.

The letter called for a campus-wide effort to engage in dialogue and action about the racial climate at DU and vowed that the library would develop collections and highlight resources to reflect a more inclusive environment.

“We’re a predominantly White institution in a predominantly White part of Denver, so that makes it hard to convince people that this is a place that is welcoming,” Levine-Clark says. “That’s part of why we wrote that letter and part of why we have put a lot of information out on our website

and in our building about diversity and inclusion. It’s a challenge at an institution that doesn’t have that history, and it will take a while to end that perception.”

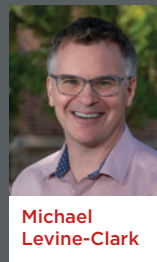
To address those concerns, the library has created exhibits highlighting diversity and inclusion and situated them prominently around campus. And they’ve committed to a more intentional acquisition of books and materials.

“One thing we wound up doing was really focusing on acquiring books and other materials by and about the Arapaho and Cheyenne peoples who were displaced by this university and this city,” Levine-Clark says. “We were trying to determine what we as one university can do, and that felt meaningful.”

The library has also built an award-winning collection of graphic novels by Native American and Indigenous peoples.

In other efforts, the library recently received funding from an individual donor to build a diverse children’s literature collection, which will be made available through a statewide network of public and other academic libraries.

“It’s easy to fall into the false thinking that because academic libraries collect everything, we are building diverse collections. There’s some truth to that — most of us are buying things about diversity as a topic — but we’re not thinking more deeply about how we spend our collection dollars and what that means,” says Levine-Clark.



A current exhibit at the DU library explores DU’s and Denver’s past connections to social justice movements through the example of a specific year, 1973.



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Challenges in Updating Catalog Descriptions

do. We need your voice,” she says.

The recent exhibit has attracted new classes to the archives. One group was particularly interested in the topic of policing on college campuses.

“We are missing a lot of those records, they just never came to us,” Corrin says, adding that one of the fundamental conundrums of archives is that it’s hard to know what will seem important to future researchers.

“This ties back to the concept of why diverse collecting is really important in the long term — because that is one of the best ways to ensure we have information for people to pursue a lot of different research angles. There’s no way in 1960 people could have guessed that we’d want to go back and understand the motivation of forming campus police forces. So archives have to try their best to cast a wide net.”

The CMU archive is relatively recent, Corrin says. The university opened its doors in 1905, but the first archivist wasn’t hired until 1988.

“We did not want to be accusatory or blame our predecessors for this; they’ve all been doing the best that they could,” she says. “CMU is wholeheartedly behind this effort, and that speaks highly to the fact that CMU is trying to do better.”

Looking back over the past two years since the “What We Don’t Have” exhibit launched, Corrin is pleased with the overall results and trajectory of the work at hand.

“Other archives using this as a framework is a hugely positive outcome,” she says. “Being able to hire a community collections archivist was also a big win. We’re also continuing to see indirect dividends from this exhibit in terms of new collections and new relationships. The long tail is what’s most important to us.” ●

Janet Edwards is the executive editor of *INSIGHT Into Diversity*.

“Archives for Black Lives: A Liberated Archives Exhibition,” opened recently at the University of Oregon Knight Library, in partnership with Don’t Shoot Portland, a social justice organization, and the city of Portland Archives. Shown here, archivists collaborate on installation of the exhibit.

In 2016, the University of Oregon (UO) Libraries Special Collections and University Archives launched the three-year Documenting UO History Project to fill “major gaps” in collections highlighting the experiences of underrepresented student organizations and other materials related to diverse populations.

Past and current clubs involving people of diverse racial and ethnic backgrounds as well as LGBTQ+, veteran, and international student groups were asked to donate their historical records to the archives.

The goal was to collect and make accessible these historical records and others, and to share the histories through blogs, online exhibits, and social media. It seemed then, as it does now, an imperative to expand the archive’s reach and be more intentional about inclusiveness, says Danielle Mericle, curator of visual materials at UO Libraries.

“We need to have better representation of all voices in our archives,” says Mericle. “If we want our students of color to feel welcome at our institution, they need to find themselves and their history in our archive. If we want to retain staff and faculty and students, it’s really important that we have better representation of their voices within our materials.”

One of the most challenging spinoffs of the project is an effort to refine catalog descriptions and make them more inclusive, says Linda Long, curator of manuscripts. The way archivists describe collections can make them more accessible — or harder to find, she says.

“It’s almost an art to find a

collection,” Long says.

“If we use the binders or folders that have been used by [earlier] secretaries or creators of the collections, the terms they used are not the terms we would use to catalog a collection. In the ‘60s and ‘70s, the words ‘Black’ or ‘African American’ would not be used, but the word ‘Negro’ would be.”

But eliminating racist language in cataloging is not an easy fix, says Mericle.

“Obviously, you don’t want offensive language in your library catalog even if you have offensive material,” she says. “You have to be able to say this is racist material without carrying forward the harm. This is where it gets complicated.”

The good news for UO is that the effort to improve the discoverability of its collections is paying off.

“Our usage is really spiking right now. We have a tremendous amount of people coming in, higher than it’s ever been and that’s partly because of [accessibility],” she says.

Another challenge in acquiring collections of underrepresented voices involves matters of ethics, says Mericle.

“With Native American materials, for example, these might be better housed within the tribal institutions, and not here. We want better representation of tribal history within our archive, but we have to do it in an ethical way,” she says.

Archivists need to be thoughtful about what collections are appropriate for their community and not bring materials in regardless of where they came from — some sensitivity is required, she says, so materials are housed where the most relevant community can easily access them.



Linda Long



Danielle Mericle



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Welcome to the eleventh annual Higher Education Excellence in Education (HEED) Award issue of *INSIGHT Into Diversity* magazine. It's been quite a year of accomplishment in **diversity, equity, and inclusion (DEI)** across U.S. college and university campuses of all sizes and designations. This year, we honor **104 institutions** — a record number — that met challenges with innovation, resistance with creativity, and inequity with solutions.

"The work that institutions of higher education do is more important than ever, given our political climate," says Lenore Pearlstein, co-publisher. "We realize it takes a lot of personal and professional energy to build diverse and inclusive campuses where students feel respected and safe, and we're honored that so many took the time and effort to share their good work so that schools can learn from each other."

Becoming a recipient of the HEED Award is a rigorous process that requires a tremendous amount of determination, data collection, strategic planning, and success in the DEI space. This work is never done, and it requires the participation, cooperation, and collaboration of many people across each campus.

"While we have many schools that win the HEED Award multiple times, recognized institutions do not coast on their previous efforts — the HEED Award committee looks for and expects year-over-year growth," says Holly Mendelson, co-publisher.

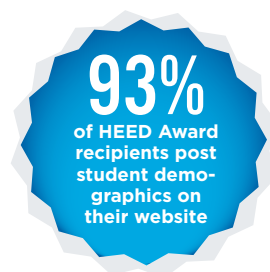


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Oklahoma State University



In this special section we honor the 104 2022 HEED Award winners. We also recognize *INSIGHT Into Diversity's* 16 Diversity Champions – those institutions that score in the top tier of our HEED Award winners.

As the 2022-2023 academic year unfolds, we will continue to share what we've learned from our HEED Award winners regarding best practices, and will showcase their most innovative, creative, and successful DEI initiatives in the pages of *INSIGHT Into Diversity*. Aspiring schools are also doing remarkable work in this area, and we look forward to shining a spotlight on the work of more higher education institutions and affiliated organizations that continue to strive for more equitable, diverse, and inclusive campuses.



Metropolitan State University Denver



San Diego State University



Towson University



Texas Tech University

88%

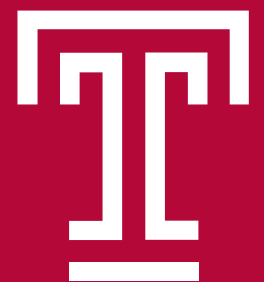
of senior diversity officers report to the president

bold action, bright future

At Temple University, we're proud to have been selected as a **HEED AWARD-WINNER**.

One way in which we bring this honor to life is the recent creation of our **CENTER FOR ANTI-RACISM** which produces public-facing scholarship and programming accessible to the general public.

A **COLLABORATION** among students, faculty, staff and neighbors, the Center's mission is to fortify the public's understanding of racial inequity and injustice and then work to implement informed, **SOLUTION-BASED INITIATIVES** designed to mitigate the impact of racism within the Temple community, on individuals in Temple's North Philadelphia neighborhood, across the region and beyond.





2022 HEED AWARD RECIPIENTS

Adelphi University
 Agnes Scott College
 Arkansas State University
 Augustana College (ILL)
 Ball State University
 Berklee College of Music
 Binghamton University
 Broward College
 California State University, Fresno
 California State University, Los Angeles
 California State University, San Marcos
 Case Western Reserve University
 Clemson University
 Colorado School of Mines
 Columbia University in the City of New York
 Cuyahoga Community College
 Davenport University
 East Carolina University
 El Paso County Community College District
 Emory University
 Farmingdale State College
 Florida Atlantic University
 Florida State University
 Franklin & Marshall College
 Georgia Institute of Technology
 Greenville Technical College
 Hope College
 Hudson County Community College
 Indiana University-Purdue University Indianapolis
 Indiana University Bloomington
 James Madison University
 Johns Hopkins University
 Kansas State University
 Kent State University
 Lehigh University
 Metropolitan State University of Denver
 Miami University
 Millersville University
 Mississippi State University
 Mount Holyoke College
 Northern Illinois University
 Northwestern University
 Ohio University
 Oklahoma State University
 Oregon State University
 Portland State University
 Princeton University
 Regis College
 Rochester Institute of Technology
 Rockland Community College
 Rowan University
 Saginaw Valley State University
 San Diego State University
 Santa Clara University

Smith College
 Southern Illinois University Edwardsville
 Southern Illinois University System
 Southwestern Law School
 Stetson University College of Law
 Suffolk University
 SUNY Old Westbury
 Swarthmore College
 Temple University
 Texas A&M University
 Texas A&M University-San Antonio
 Texas Christian University
 Texas Tech University
 Towson University
 Tulane University
 The University of Alabama
 The University of Alabama at Birmingham
 University at Albany
 University of California, Berkeley
 University of Central Florida
 University of Cincinnati
 University of Florida
 University of Georgia
 University of Houston
 University of Houston Law Center
 University of Illinois Chicago
 University of Illinois Urbana-Champaign
 University of Kentucky
 University of Louisiana at Lafayette
 University of Louisville
 University of Massachusetts Lowell
 University of Missouri-St. Louis
 University of North Carolina at Charlotte
 University of North Carolina at Greensboro
 University of North Florida
 University of North Texas
 University of Oklahoma
 University of Oregon
 University of Pittsburgh
 University of South Florida
 The University of Texas at Arlington
 The University of Texas at Austin
 The University of Texas at San Antonio
 The University of Tulsa
 University of West Florida
 Virginia Commonwealth University
 Virginia Tech
 West Chester University of Pennsylvania
 Widener University
 William & Mary

Johns Hopkins University proudly accepts its second **national HEED award** in two years.



Our work is never done.

Since our inaugural HEED award, we've begun to fulfill our promise of advancing diversity, equity, and inclusion with a more than \$200M investment in initiatives that will impact the lives of our faculty, staff, student, alumni, and community members.

diversity.jhu.edu

"Our work is just beginning—reaching these goals and realizing the full promise of this institution will require collaboration, accountability, and a shared commitment to building a culture of belonging and success for all."

-**Katrina Caldwell**, Vice Provost for Diversity and Inclusion and Chief Diversity Officer

2022 DIVERSITY CHAMPIONS



Diversity Champions exemplify an **unyielding commitment to diversity** and inclusion throughout their campus communities, across academic programs, and at the highest administrative levels.

A **limited number of colleges and universities** across the nation have been selected for this honor.

Known for visionary leadership, Diversity Champions are institutions that set the standard for thousands of other campus communities striving for diversity and inclusion. They develop successful strategies and programs, which then **serve as models of excellence for other institutions**. Diversity Champion schools exceed everyday expectations, often eclipsing their own goals.

Selected institutions **rank in the top tier of *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award recipients**.

The HEED Award is presented annually by *INSIGHT Into Diversity* to recognize colleges and universities that are dedicated to creating a diverse and inclusive campus environment.

More about the Diversity Champions can be found at insightintodiversity.com/diversity-champions.

CLEMSON UNIVERSITY

EAST CAROLINA UNIVERSITY

FLORIDA STATE UNIVERSITY

INDIANA UNIVERSITY BLOOMINGTON

JOHNS HOPKINS UNIVERSITY

OKLAHOMA STATE UNIVERSITY

ROCHESTER INSTITUTE OF TECHNOLOGY

SAN DIEGO STATE UNIVERSITY

TEXAS TECH UNIVERSITY

THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

UNIVERSITY OF CINCINNATI

UNIVERSITY OF KENTUCKY

UNIVERSITY OF LOUISVILLE

UNIVERSITY OF NORTH FLORIDA

VIRGINIA COMMONWEALTH UNIVERSITY

VIRGINIA TECH

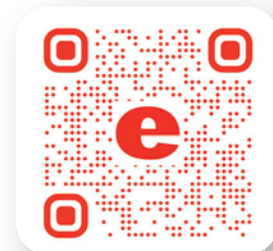


**SIUE believes in
the transformative
power of education
and is making
social mobility
possible for
entire families.**

“SIUE is one of the few places in the nation where students can go from preschool to PhD. The University’s commitment to increasing access and opportunity to high-quality educational experiences is critical for the development of future leaders, innovators, advocates and global citizens. SIUE is going boldly forward with a dedication to closing equity gaps and helping students from all backgrounds reach their full potential.”

James T. Minor, PhD
Chancellor

**The time is now to
define the future.**



siue.edu/strategic-plan

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**



HEED AWARD TESTIMONIALS



Some of our 2022 winners share their thoughts about the HEED Award

FLORIDA STATE UNIVERSITY

Every year, the *INSIGHT Into Diversity* HEED Award application provides an opportunity for our university to reflect on the progress of our campus community in our efforts to create a more diverse, inclusive, and welcoming learning environment. As well, each iteration of the application challenges us in new ways and provokes us to think through how we can continually push toward even bolder action to achieve equity, diversity, and inclusion among our students, faculty, staff, alumni, and the greater areas surrounding our university.

"*INSIGHT Into Diversity* has set a standard for diversity and inclusion in higher education."

**President Richard McCullough,
Florida State University**

MIAMI UNIVERSITY

A diverse and inclusive campus enhances the living, learning, and working environment for every student, staff, and faculty member. With this guiding framework for Miami University, the HEED Award is in direct alignment with who we are and what we do.



SWARTHMORE COLLEGE

Swarthmore College is applying for the HEED Award because this is one of the best ways to measure progress on our campus and not get too comfortable. Applying for the HEED Award is an excellent way to end the academic year because it provides you with the opportunity to see if you did what you said you were going to do in regard to DEI on your campus. This award helps us to see if we are moving the needle and helps us to be reflective and determine what we need to be thinking about for next year.

TEXAS A&M UNIVERSITY-SAN ANTONIO

The *INSIGHT Into Diversity* HEED Award is used at Texas A&M-San Antonio (A&M-SA) as a guide to examine the campus-wide intent to integrate DEI in its operations, academic focus, and student needs. Thanks to *INSIGHT* magazine and the award application, the Office of Equity and Inclusive Excellence now recognizes that A&M-SA has implemented a number of initiatives important to continuously improving equity and inclusive excellence within its campus community.

TEXAS CHRISTIAN UNIVERSITY

Each year, our Texas Christian University horned frog family strives to make our campus community better than the prior year regarding our DEI initiatives. We take great pride in preparing and submitting for the HEED Award each year, as it allows all of us (faculty, staff, university administrators) to review our DEI progress across the year. The HEED Award continually and consistently allows us to reflect on not only our achievements but, even more importantly, the challenges we have before us.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

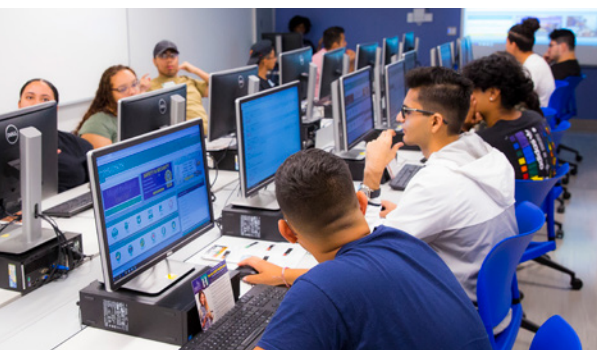
We have used the application as a guide in how we improve and strengthen our DEI initiatives. The HEED Award application challenges you to look at your programming, policies, and systemic issues from an institutional lens, and then the data reports allow you to look at peer institutions. Probably one of the best parts is you have an opportunity to learn from other institutions without having to reinvent the wheel.





HUDSON COUNTY COMMUNITY COLLEGE

*Honored to Be Recognized as
a Top College for Diversity
– for the second year in a row.*



It is with great pride that we accept the 2022 INSIGHT into Diversity Higher Education Excellence in Diversity (HEED) Award. Diversity, equity and inclusion are values and priorities embraced and fully supported by our entire HCCC family – students, faculty, staff, administrators, and Trustees.

Because we serve one of the most ethnically and racially diverse communities in the United States, the principles of diversity, equity and inclusion are interwoven in every HCCC policy, procedure, program, and offering. Those principles inspire our commitment to ensuring our community has access to high-quality, transformative educational and economic programs and services. Our thanks to all who own and celebrate this work!



Top Colleges for Diversity





Putting inclusive excellence into practice

AS MIAMI'S VICE PRESIDENT FOR INSTITUTIONAL DIVERSITY AND INCLUSION,

Cristina Alcalde brings a global perspective to issues of inequity and racialization. Miami 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.



TULANE UNIVERSITY

As a university committed to our equity, diversity, and inclusion and racial equity work, we believe that applying for the *INSIGHT Into Diversity* HEED Award is a crucial step in assessing our progress in these areas. We also have immense respect for the universities and colleges that have received the HEED Award. Now more than ever, we need methods of accountability in our work, and applying for this award is one of them.



UNIVERSITY OF CINCINNATI

Members across our university are working so hard to move the dial and make a difference not only for our students but for each other. There has been an outpouring of support and engagement in learning more about DEI and committing to doing the work, especially the "hard" work of holding each other to account so that our values of DEI are not mere words on a page but lived values by all. As always, this application provides a self-study on best practices and serves as a benchmark to improve our efforts and effectiveness.



UNIVERSITY OF LOUISIANA AT LAFAYETTE

Receiving the HEED Award for the first time in 2018 was a catalyst for university-wide strategic planning to develop the institution's first Strategic Plan for Inclusive Excellence. Based largely on assessment-driven data collected for the 2018 HEED Award application, the new strategic plan is a bold and visionary step forward. We view the HEED Award

**We Support
We Include
We Care**

..... **WE DARE**



Diversity runs deep at the University of Houston. Both UH and its Law Center have again made the grade when it comes to an inclusive learning environment, earning their seventh HEED awards.

The secret to their success as institutions of change is simply providing a campus filled with compassion and a commitment to Coogs of all cultural backgrounds.

At the University of Houston, we dare ... and most importantly, we care.





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

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

- We have received HEED Awards in 2018, 2019, 2020, 2021 and 2022.
- We also won Inspiring Programs in STEM Awards in each of the past five years.
- People of color make up more than 40 percent of new faculty hired in the past four years.
- We are recognized by Campus Pride as one of the Best of the Best Colleges and Universities for LGBTQ+ Students.
- We are a U.S. News & World Report Top Performer on Social Mobility.

Learn more at adelphi.edu/insights.



ADELPHI
UNIVERSITY
NEW YORK

as a motivational tool for continued improvement and sustained efforts toward increased inclusion on campus, and that is particularly evident in our spring planning sessions for the university's strategic plan.

UNIVERSITY OF MASSACHUSETTS LOWELL

We believe the HEED Award is the best regarded, most trusted stamp of approval in higher education as it relates to DEI best practices in our industry. To earn it is to have proved that we are walking the walk on our campus. Further, the exercise of completing the application requires significant interdepartmental collaboration, leading to the compilation of information that might otherwise only exist separately. It presents us with an opportunity to create a comprehensive picture and narrative around our DEI culture and to regard ourselves critically. This shows us new possibilities for improving in the future.



THE UNIVERSITY OF TEXAS AT ARLINGTON

The HEED Award is the foremost validation of an institution's efforts and commitments to inclusive excellence. To be regarded among the nation's best universities for DEI is indeed an honor.

THE UNIVERSITY OF TEXAS AT AUSTIN

The one year we did not apply for the HEED Award, the Division of Diversity and Community Engagement received calls asking why we did not receive it. We view the HEED Award as a valuable way to assess our diversity efforts and see what others have been doing.

WILLIAM & MARY

We apply each year for the HEED Award as a way to celebrate what has been accomplished across the university in the last year, but we also use it as a momentum builder for all we can learn from other institutions that are doing this work in innovative and successful ways. It has also served as an accountability metric for our university's leadership in setting goals for the next year.



AVAILABLE NOW

2022-2023 HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD DATA REPORT

Order your electronic copies today to share with your entire campus. Discover best practices from award-winning institutions leading the way in higher education diversity and inclusion.

We also offer a custom report to see how your college or university stacks up to peer institutions that are national 2022 HEED Award recipients.

Order today at
insightintodiversity.com/datareports.



**We're not waiting
for a better world.**

**We're
changing it.**

The University of Pittsburgh is honored to be named a Heed Award recipient for the sixth consecutive year.

diversity.pitt.edu



TOP 10 REASONS YOUR INSTITUTION SHOULD APPLY FOR THE HEED AWARD



Mark your calendars for **March 1, 2023**, when applications open for 2023.

The annual *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award recognizes colleges and universities that are dedicated to excellence in the pursuit of DEI across their campuses. The application for the award is rigorous and comprehensive, digging deep into policies, strategies, programs, initiatives, demographics, and protocols. Why should you invest the time and effort to apply?

Here are the 10 top reasons to work collaboratively with your university colleagues to complete the HEED Award application.

- 1** The HEED Award application serves as an internal assessment tool to measure your institution's strengths and weaknesses in advancing DEI principles.
- 2** Receiving the HEED Award signals to students, employees, alumni, donors, grantors, and campus recruiters that your hard work and accomplishments have a positive impact on your campus.
- 3** A HEED Award recognition often serves as a jumping-off point for future DEI conversations, institutional strategic planning, and program development.
- 4** Recognition for your success in DEI motivates your campus community to keep the momentum going.

5 You'll learn from and educate other higher education colleagues who do this work in innovative and successful ways.



8 The HEED Award is the only national recognition to honor higher education institutions that prioritize DEI excellence.

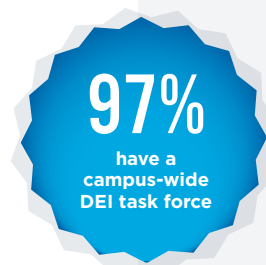
6 Winners receive complimentary access to the coveted HEED Award logos for use in marketing materials and press release templates to help you share this important news with your constituents and communities.



9 Applying for the HEED Award is free — there are no hidden costs.

10 The HEED Award is presented by an unbiased, expert resource — *INSIGHT* is the oldest, most widely read magazine covering all aspects of DEI in higher education.

7 Being a HEED Award winner will encourage students and employees to choose your school over other institutions.



How the **HEED AWARD** Process Helped One University Create a More DEI-Focused **STRATEGIC PLAN**



By Janet Edwards

Applying for the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award is not an easy process, nor is it meant to be. The application seeks in-depth information on DEI practices and data across campus departments. It's no wonder then that, over the past 11 years since the HEED Award was created, many colleges and universities have used the application as a comprehensive guide in creating strategic plans, metrics, and accountability for campus diversity and inclusive excellence.

Kiwana McClung was recently named chief diversity officer at the University of Louisiana at Lafayette (UL Lafayette). Although the school has been a HEED Award recipient for the past five years, this year marked her first experience gathering information for the application. UL Lafayette is in the final phase of developing an institutional strategic plan, and the HEED Award application has proved instrumental as McClung engages with campus-wide planning committees.

"In the strategic planning process, we're asking, 'What is the goal in five years, and how do we think about it through the lens of DEI?' The HEED Award application has been very valuable in figuring out how you [prioritize DEI] because it's so comprehensive," McClung says. "When I talk with committees, I can say, 'This is something that they're thinking about when they give the HEED Award, so we definitely want to think about that in our strategic plan.'"

DEI is interwoven through every subcommittee of UL Lafayette's strategic planning group, and McClung was able to expand on key questions being asked — and suggest additional topics for discussion — because of her familiarity with the HEED Award application. For example, she was able to amplify the discussion around hiring practices using questions taken from the application.

"It's helpful to have targets when we are thinking about



Kiwana McClung (standing) was recently named chief diversity officer at the University of Louisiana at Lafayette. The school is finalizing an institutional strategic plan, and the HEED Award application has proved instrumental as McClung engages with campus-wide planning committees about diversity and inclusion initiatives.

the different aspects of the university, such as the processes of hiring — 'How do we form search committees? How do we ensure committee members are diverse? How do we ensure that everyone on the committee is getting diversity training?' That's the biggest part that the HEED Award helps with — giving us metrics," she says.

The application is evidence-based and requires collaboration with institutional recordkeepers who can dig deep into the numbers and parse particular sets of data to provide a more complete understanding of DEI efforts on campus. The comprehensive nature of the application became apparent when McClung sought data from UL Lafayette's Office of Institutional Research.

"It was interesting because as I was reaching out for



information, I realized I had to ask for it in a certain way,” she says. “It was the first time that I had considered the idea that depending on what you need to use the data for, you count the numbers differently.”

For example, she says, if a question is about the diversity of campus leadership, does that include vice presidents? Directors? Department heads? Deans?

“It’s caused me to be a lot more cognizant about the information I ask for, because what I get may not be accurate if I don’t ask for the right thing,” she says.

Applying for the HEED Award is always enlightening for the institutions that participate. They discover gaps in their diversity goals as well as valuable strengths and surprising growth, and these revelations often serve as pathways forward in DEI initiatives on campus. Applicants also learn — through questions about specific programs and initiatives — what other schools are doing as best practices that they had not yet considered or implemented themselves.

“The HEED Award application asks a lot of questions about your institution, such as the number of Pell Grants and the makeup of tenure-track faculty, students, and the administration, but it also asks about admissions and retention strategies and what kind of efforts are in place for that,” McClung says. “It’s forcing us to ask, ‘In what ways can we improve this?’ In other ways, I found out things we’re doing well that I didn’t even know about.” ●

Janet Edwards is the executive editor of *INSIGHT Into Diversity*.

OHIO
UNIVERSITY

Building a culture of **INCLUSIVITY & RESPECT.**



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.

MAKE RESPECT VISIBLE

We are here to learn from each other, to do the work that narrows divides and broadens understanding. It’s 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.



5x HEED Award Winner
2022, 2021, 2020, 2019 and 2018

Visit www.ohio.edu/equity-civil-rights for Ohio University’s Title IX Coordinator, contact information, and Notice of Non-Discrimination. UCM 5220. ©2022 Ohio University. All rights reserved.

UNCOMMON APPROACH. UNSTOPPABLE RESULTS.

When challenges defy boundaries, so must solutions.

Virginia Commonwealth University's Institute for Inclusion, Inquiry, and Innovation unites nationally-recognized scholars, across disciplines, and community leaders to enact solutions, ensuring neighboring urban communities are thriving communities.

Learn more at icubed.vcu.edu.



VCU

Office of Institutional Equity,
Effectiveness and Success

Start a conversation on your campus.

The first step toward ensuring an environment that's inclusive of all students and employees is understanding your campus's climate.

Viewfinder® Campus Climate Surveys can help you get there.



Visit viewfindersurveys.com to learn more.



CONGRATULATIONS TO THE 104 2022 *INSIGHT INTO DIVERSITY* HEED AWARD RECIPIENTS



Resolutions and Safe Spaces — Adelphi University

Adelphi University's Office of Community Concerns and Resolution was established in fall 2021 to simplify and enhance the system for reporting discrimination, bias, and abuse. It provides students, faculty, staff, and alumni with a single place to report nonemergency complaints or concerns, including those involving harassment and sexual misconduct. Adelphi also introduced Students Beyond the Binary, a new student organization focused on transgender and gender-nonconforming issues. It serves as an advocate and provides a safe space for members of trans, nonbinary, and gender-nonconforming communities and their allies.



AmeriCorps Tutors for Youth — Arkansas State University

Arkansas State University (A-State) has strengthened local community ties through Neighborhood Red Wolves Community Engagement, which is the university's AmeriCorps program providing math prep tutors and post-secondary readiness mentors to local youth. A-State has also impacted recruiting through the Student Diversity Recruitment team and the A-State INSPIRE program for first-year students.



Elevating Stories of the Unrecognized — Agnes Scott College

In July, Agnes Scott College launched the Acknowledging our Past: Acting Now for a Transformed Future project, which aims to elevate the lives and stories of the people of color who built the college. In addition to this project, the college recently hosted its third annual Women's Global Leadership Conference, entitled "Leading Inclusively: Transformative Change Across the Globe."



Multicultural Mentorship — Augustana College

Augustana College in Illinois administers the Preparation, Awareness, Community, and Engagement (PACE) Multicultural Mentorship Program. The yearlong program is designed for first-year students of color with the goal of preparing them for their college experience, helping students gain awareness of their own and others' identities, building a supportive community, and encouraging engagement with each other and the larger campus community. In addition, the college houses Sisterhood of Unique Ladies, a supportive and inclusive community for women of color to share similar experiences, discuss issues that impact them, and thrive as leaders and students.



Portland
State
UNIVERSITY

CHALLENGE WHAT IS WITH WHAT COULD BE.

Portland State University is proud to earn our **inaugural HEED award**. We're weaving equity and justice into our present and ensuring it drives our future.

Welcoming our second majority-BIPOC incoming class, we are **embracing our majority-BIPOC future** by proactively preparing to be a Hispanic-serving and AANAPISI institution, investing in **high touch, culturally relevant practices that work, diversifying our faculty** and **building the capacity of our employees**.

We successfully implemented year 1 of our 3-year **Time to Act Plan for Equity & Racial Justice**, which was created by hundreds of campus stakeholders, who envision a university with representation that translates to presence, power, resource sharing, equitable outcomes, and authentic relationships.

As an anchor urban institution, we are working towards this vision by **centering minoritized voices and needs** and **leaning into authentic, symbiotic relationships through our BIPOC community convenings and partnerships**.

We're just getting started. At the intersection of the presidential priorities of racial justice, equitable student success, and deepening community engagement lies a **model of the university the future demands**.

Get to know this PSU. pdx.edu/diversity



Strategic Plans + Climate Survey = Inclusive Excellence — Ball State University

Throughout 2022, Ball State University has made significant progress on its five-year Inclusive Excellence Plan, which aims to advance broad DEI goals across the university, including campus culture, policies and infrastructure, and recruitment and retention. Among these goals was the February 2022 implementation of a campus-wide culture and climate survey. In July, the university also welcomed Rashida Willard as the new associate vice president for inclusive excellence. Willard leads and manages Ball State's Office of Inclusive Excellence, which is dedicated to the recruitment, retention, and celebration of diverse faculty, staff, and students.



CAMP for First-Year Students — California State University, Fresno

As part of its efforts to support, retain, and graduate more underserved students, California State University, Fresno (Fresno State) operates the College Assistance Migrant Program (CAMP). CAMP provides academic, financial, and personal assistance for first-year students from migrant or seasonal farmworker families to increase educational access and improve retention. Fresno State also supports students of various diverse identities through numerous campus groups that promote discussion and community building, such as Queer Talks, American Indian Meets, Asian Pacific Islander Hangouts, and Racial Healing Circles.



Minority Male Initiative — Broward College

The Minority Male Initiative (MMI) at Broward College supports racially underrepresented male students with resources, services, and opportunities to strengthen educational outcomes through student recruitment and engagement. The initiative is primarily designed to address disparities in graduation rates. More than 520 students have participated in the MMI, with 200 graduating from the college or continuing on to a four-year program. Broward advanced its DEI efforts by inviting members of the LGBTQIA+ Employee Resource Group to paint Progress Pride Flags in prominent areas of the college's three main campuses.



Ethnic Studies for Health Care Professionals — California State University, Los Angeles

Established in 2020, the College of Ethnic Studies is the newest college at California State University, Los Angeles, and one of only two schools of ethnic studies in California. The college centers the histories, traditions, cultures, experiences, struggles, and accomplishments of diasporic communities of color, making connections between the local and transnational. This year, it launched a new center and program to address the acute need for culturally diverse and responsive health professionals: the Health Professions Center and its signature program, the Martin Delany-Pan African Studies Pathway to Medical School Program.

Addressing Bias Across Campus — Binghamton University

Binghamton University reestablished the Affirmative Action Office and adopted the Bias Incident Response Team model comprised of campus partners representing a diversity of voices that employ education, counseling, and cultural competency training to help resolve incident reports. Binghamton is proud of its investment in innovative student programming like the 2022 *INSIGHT Into Diversity* Inspiring Programs in STEM Award-winning Watson College Scholars Program. This academic and professional development initiative encourages and assists students from underrepresented groups to pursue careers in science, technology, engineering, and math.





Lehigh University 2019, 2020, 2021 & 2022 HEED Award Recipient

At Lehigh, our ongoing work to build an even more inclusive community prioritizes comprehensive support systems, honest and respectful conversations, and meaningful opportunities for growth. These are valued elements of an ever-evolving process. Our commitment to this important work endures.



◀ Scan to explore
our commitments
to measuring our
progress over time

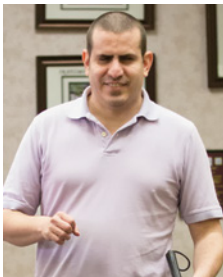
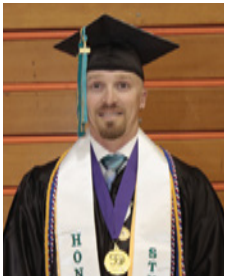


LEHIGH
UNIVERSITY

PROUD TO SUPPORT
DIVERSITY, EQUITY
& INCLUSION

HIGHER
EDUCATION
EXCELLENCE IN
DIVERSITY AWARD

10 years in a row!



EPCC.EDU



Six-year
graduation rate for
Black students is
62%

Bridging Gaps for First Year Latinx Students — Case Western Reserve University

Since 2018, Case Western Reserve University has operated the Líderes Avanzando program for first-year Latinx students, which utilizes an adapted curriculum to help bridge societal gaps affecting this high-potential population. Program participants are matched with Latinx peer, alumni, and faculty or staff mentors to enhance their academic skills, build self-efficacy, and explore career interests. The university also administers Diversity 360, a three-hour diversity education program required for all incoming students, staff, and faculty. Program topics include awareness of microaggressions, understanding of privilege, and increasing capacity to engage in dialogue across differences.



Grant Supports Inclusive Teaching, Student Retention — Colorado School of Mines

Colorado School of Mines (Mines) was awarded \$200,000 from the Newmont Corporation for two DEI projects: The STEM Equity Fellows program which aims to develop curriculum to increase inclusive teaching across Mines courses, and the Strategies Promoting Undergraduate Retention project that investigates factors that affect the retention of underrepresented students and works to identify solutions.



Building Pathways to Academia — Columbia University in the City of New York

Columbia University launched the Inclusive Faculty Pathways initiative to support students in pursuit of an academic career. The initiative includes the new Provost's Postdoctoral Research Scientist and Scholar Program and many pathway initiatives. The university has also experienced success with the Provost's Initiative to Support Faculty Cluster Hiring.

93%

have mentors
for diverse faculty



Urban STEM Education — Davenport University

The College of Urban Education at Davenport University launched a BS in Urban STEM Education program. The program provides culturally responsive teacher preparation, field experiences, and high-quality science, technology, engineering, and mathematics education in urban environments. This expansion lowers teacher turnover, diversifies teacher pathways, and increases graduation rates within urban districts. In 2020, a first-generation initiative was developed providing students with support through a peer mentor program. Students who participate in mentoring retain at an average rate of 86 percent compared to 68 percent who do not.



Graduate School Pathways in Partnership with MSIs — East Carolina University

Launched in fall 2021, the Chancellor's Commission on DEI at East Carolina University (ECU) is charged with guiding dialogues with campus and community constituencies about the historical and contemporary landscape of DEI at ECU resulting in recommendations to address disparities, adjust policies and practices, and establish DEI priorities. The ECU Graduate School Pathways Program develops mutually beneficial partnerships with Minority-Serving Institutions and other schools producing high numbers of underrepresented populations and is designed to provide informal and formal pathways to ECU's graduate programs with an emphasis on student success.

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.





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As Chicago's largest and most diverse public research university, UIC is proudly a Hispanic-serving and an Asian American and Pacific Islander-serving institution embracing the values of diversity, equity and community engagement. Our students, faculty and staff inspire us every day as we remain steadfast in our pursuit of inclusion and intellectual achievement for all.

**Thank you HEED for recognizing
UIC's commitment to diversity and
inclusion for seven years in a row.**

**To learn more, please visit
diversity.uic.edu**



SAFE Zones Welcome Students Back to Campus — El Paso Community College District

The El Paso Community College (EPCC) Diversity and Inclusion Programs created SAFE Zone banners for each of the EPCC campus locations. The banners not only welcome students to campus but show a commitment to creating understanding and respect for the school's LGBTQ+ community.



Employee Resource Groups — Emory University

Emory University houses numerous employee resource groups that offer networking and community engagement opportunities for marginalized and underrepresented employees. The voluntary, employee-led groups were established around common interests and identities, such as the Emory Black Employee Network and the Emory Pride Employee Network, which launched in 2022. Emory also manages the Arts and Social Justice Fellows program. Inspired by faith in the power of art to open spaces for conversation, community-making, and collective action, the program pairs Atlanta artists with Emory faculty to exchange ideas about the arts and social justice to help students translate learning into creative activism for racial justice.



Welcoming DACA Students — Farmingdale State College

For Farmingdale State College (FSC), DEI means "for all." FSC is proud to be the only college in the State University of New York (SUNY) system to partner with TheDream.US to offer scholarships to DACA students. Through this partnership, FSC has enrolled and welcomed 22 DACA students, doubling the enrollment forecast for its first year. Retention rates of underrepresented students exceed the national and SUNY-wide averages. FSC attributes this success to its commitment to building an inclusive culture.



DON'T
MAKE
THE
WORLD
WAIT.

One of the many things that makes Kansas State University special is the dedicated community whose fundamental values are family, inclusivity and support. This community extends beyond campus, encompassing our surrounding towns and cities. The K-State community has stood strong through more than 150 years of change, growth, sacrifice and innovation, and our commitment to each other has never been stronger!

K-State faculty, students, staff and the community share a collective responsibility of nurturing a welcoming, diverse and inclusive community that promotes equity, respect

and social justice. Having earned numerous top rankings for being an LGBTQ+ supportive university, K-State encourages and supports all individuals and groups to openly express themselves, to broaden perspectives and contribute to the overall culture of K-State.

Whether it's through our Principles of Community, the many support services available, or one of over 50 multicultural and LGBT-affiliated student organizations, you will find a welcoming, inclusive atmosphere at K-State, where you are valued for your perspective and encouraged to become the best version of you in a diverse and changing world.



Support for Active Aging — Florida Atlantic University

Florida Atlantic University's (FAU) Charles E. Schmidt College of Science hosted the inaugural Diversity in Science Festival to promote the ideals of mutual respect and inclusion. FAU was named a member of the Age-Friendly University (AFU) Global Network. AFU network institutions are recognized for promoting an inclusive approach to healthy and active aging through research, enhanced learning opportunities for people across generations, and innovations that address issues affecting older adults.

Scaling Up Programs for Underrepresented Students — Georgia Institute of Technology

The Office of Minority Educational Development received a \$250,000 grant from the Strada Education Network in partnership with the Taskforce on Higher Education and Opportunity to expand and scale its programming focused on enhancing the educational experiences and outcomes of underrepresented students.



African American Males Scholars Program — Greenville Technical College

The African American Male Scholars Initiative (AAMSI) at Greenville Technical College uses a case-management approach to impact student success. Established in 2019, the initiative works to overcome barriers and help participants achieve educational and economic success. AAMSI has dramatically increased persistence and retention rates for the 148 scholars who have participated.



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- #1 for First-Year Experiences (4 years in a row)
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Exemplary Programs and Initiatives



Interdisciplinary
Pacific Northwest
Just Futures
Institute for Racial
and Climate Justice

Many
Nations Longhouse
Identity-based
Academic Residential
Communities
Lyllie Reynolds-Parker
Black Cultural Center

Sapsik'Watá
Teacher
Education
Program



10 Active Asian
Desi Pacific
Islander Student
Unions



Grant Covering Full
Cost of Attendance
for Citizens of
Oregon's 9 Tribes



Majors & Minors:
Latinx Studies
Black Studies
Native and Indigenous
Studies
Disability Studies
Queer Studies



15 Active LGBTQIA+
Undergraduate and
Graduate Student
Organizations

Prison Education
Program reaches
inside four
institutions,
including
graduate level
coursework



BFA in Dance:
Requires mastery
in African and
European dance
(first in nation)





New Tuition Model, New Leader for Diverse Recruitment — Hope College

Hope Forward at Hope College is a funded tuition model based on generosity, gratitude, and giving. The Hope Forward pillars are accessibility (removing financial barriers to a college education), generosity (graduates giving back in gratitude for the gift of funded tuition they received), and community (building a lifelong relationship with students and alumni). The college also established a new assistant director of admissions and multicultural recruitment position that assists the admissions team to enroll cohorts that increasingly reflect the diversity of local, state, and national communities.



DEI, Title IX Training for All — Hudson County Community College

Hudson County Community College (HCCC) provided high-impact DEI professional development opportunities to all its constituents, including offering eCornell's Diversity and Inclusion Certificate and gender equity and Title IX training to all interested students, faculty, and staff. The college also ran two successful cohorts of the eight-week Diversity, Equity, and Inclusion Student Passport Program. HCCC held its first virtual two-day Teaching and Learning Symposium on Social Justice in Higher Education, where 25 experts presented to 485 participants representing seven states, 47 colleges, and seven social justice organizations.



Greenville Technical College is honored to be a **six-time HEED award winner** for excellence in diversity, equity, and inclusion!





Top Colleges for Diversity

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Maryland's university of opportunities—for all. Towson University is honored to be recognized as a leader in inclusive excellence.



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Expanding Faculty Diversity — Indiana University Bloomington

Over the past year, Indiana University Bloomington has greatly expanded faculty diversity through the university's Presidential Diversity Hiring Initiative, which also saw the appointment of the first associate vice president for faculty and belonging. The addition of 54 new faculty from underrepresented groups means the university has its most diverse group of faculty in its 200-year history. The university also established the Jane Jorgensen (pictured) Diversity, Equity, and Inclusion Internship, designed to help students develop skills in leadership, anti-racism, and social justice advocacy.



At the Top: Conversations on Racism — Indiana University-Purdue University Indianapolis

Approval of a DEI path toward promotion and tenure moves Indiana University-Purdue University Indianapolis (IUPUI) from talking about institutional values and aspirations to creating transformational change. IUPUI continued the White Racial Literacy Project with the Chancellor's Leadership Reading Program, which is inclusive of all vice chancellors and deans, in a yearlong reading of "Presumed Incompetent: Race, Class, Power and Resistance of Women in Academia" as well as an auditorium-packed lecture featuring Ibram X. Kendi, author of "How to Be an Antiracist."



Campus-wide Strategic Planning for DEI — Kent State University

All 55-plus units and/or divisions at Kent State University embarked on a four-year, university-wide DEI Strategic Planning process where each unit conducted an audit of their current practices and identified at least one goal for the next three years.

TOGETHER, WE ARE STRONGER



Georgia Tech is committed to building an equitable and inclusive campus community for all students, faculty, and staff. We see diversity of backgrounds and perspectives as essential to learning, discovery, and creation. We strive to remove barriers to access and success, and to build an inclusive community where people of all backgrounds have the opportunity to learn and contribute to our mission. Georgia Tech is honored to be awarded the 2022 Higher Education Excellence in Diversity (HEED) Award from Insight into Diversity for the 9th year in a row.

Learn more about our commitment at diversity.gatech.edu/deiplan.



We All Belong.

At Northern Illinois University, we are living our values to lead 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.



**Northern Illinois
University**



For the second consecutive year, Northern Illinois University is honored to accept the 2022 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine.





As the nation's *third-fastest-growing research university*, Rowan is committed to *exceptional instruction and groundbreaking research*—and to fostering a broad, *inclusive academic community* whose *diversity proves to be* one of its *greatest strengths* in solving problems and *making a difference* in our world.

rowan.edu



DEI Plan Asserts Commitment to Inclusive Campus — Lehigh University

Lehigh University released its first Diversity, Inclusion, and Equity Plan to improve its infrastructure, policies, and practices and to continue to build an inclusive campus community. This plan asserts Lehigh's unequivocal commitment to enhancing DEI and its dedication to being an anti-racist institution. Lehigh's Baker Institute launched Rightful Inclusive Student Entrepreneurship (RISE), a research-backed initiative to improve DEI in entrepreneurial programs. RISE provides tools and resources to help level the start-up playing field, foster a growth mindset, and scale the entrepreneurial endeavors of students from underrepresented groups.



Closing the Gap for Latinx Students — Metropolitan State University of Denver

Metropolitan State University of Denver (MSU Denver) has enrolled the highest number of students of color and first-generation college students in Colorado. From fall 2021 to fall 2022, the university closed the retention gap for Latinx students. Retention rates for this student group now mirror the university's average and brings Latinx students within a fraction of a percentage point of their White peers.



Modules for Understanding DEI Strategies — Miami University

Miami University faculty and staff host the DEI Module Series, which consists of 45-minute educational courses for mid- to upper-level management to learn DEI strategies. Topics include bias, microaggressions and stereotypes, race and anti-racism, ableism, LGBTQ+ identities, and cultural intelligence. The university also offers the Women of Color Leadership Support Network for faculty and staff to reflect on their leadership journey with others who have engaged in similar ways as women of color in leadership roles. The program centers around community building, honest conversations, and support.

MSU Denver is where learners connect with leaders.

MSU Denver embodies diversity
in all its rich representations and
expressions. It is who we are.
We commit ourselves to justice
that provides a foundation for
equity and inclusion.

That's **possible** here.



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Early Intervention for At-Risk Students — Mississippi State University

Mississippi State University recently restructured its Office of Student Support and Outreach in the Division of Access, Diversity, and Inclusion. The newly centralized efforts work to get students from groups that are statistically at a high risk for dropout to participate in early intervention and best practices, creating a strong support system and enhanced pathways to graduation. The university is also cultivating a more supportive environment for its diverse community using Completion Grants, which provide \$1,000 to underresourced undergraduates who are close to graduation to help them earn their degrees. In 2021, the university awarded 1,862 Completion Grants.



Acknowledging Harm, Taking Steps Toward Redress — Mount Holyoke College

Mount Holyoke College (MHC) has taken steps to acknowledge its participation in harmful practices toward Native American and Indigenous communities and provide redress for these harms. In the past year, MHC created a land acknowledgement policy, established two full-tuition scholarships for Native American/American Indian students, expanded and rededicated the Indigenous cultural center, and hosted MHC's second annual Indigenous Peoples' Day Teach-In. MHC has also committed to creating a just, accessible, and equitable environment for people with disabilities by increasing resources to establish full-time positions devoted to ensuring that progress is made toward creating a campus that affirms, supports, and honors diverse abilities.

84%

request diversity
accomplishments
from job
applicants

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IS A PROUD CHAMPION FOR

**DIVERSITY,
EQUITY &
INCLUSION**



Our commitment to fostering diversity extends to every member of the F&M community. Our students, faculty and professional staff value one another's similarities and differences and strive for inclusive excellence.



Traveling Exhibit Fosters Belonging — Northern Illinois University

Northern Illinois University (NIU), the City of DeKalb, and community partners created “Voices of Belonging,” a traveling exhibit that broadens understanding of belonging by sharing the lived experiences of campus and community members. Listeners are encouraged to contemplate how they welcome people into their lives and communities. NIU’s commitment to student success led to the creation of Student Financial Advising Services, which focuses on financial literacy. Financial advisers educate and guide students and their families on financial aid, tuition and fees, and tools related to budgeting, loan repayment, and other critical real-world financial skills.



Equity Advisers for Hiring, Promotion — Northwestern University

Led by its inaugural director of diversity, equity, and inclusion, Northwestern University’s Alumni Relations and Development (ARD) unit launched an equity adviser program to proactively dismantle barriers to hiring and promotion. Embedded in ARD hiring cycles, equity advisers interrupt bias, design data-driven outreach strategies, and interview and evaluate candidates using a standardized rubric. Since its inception in 2021, Northwestern’s Racial Equity and Community Partnership Grant Program has funded 18 innovative projects focused on solving the systemic problems of racial inequity in its home communities of Evanston and Chicago.

Guarantee for Individual Graduation Success — Ohio University

Ohio University’s (OHIO) Black Alumni Reunion is hosted every three years by the Ohio University Alumni Association in partnership with the entire OHIO community on the Athens campus. The reunion brings thousands of alumni back to campus and the place that forever ties them to one another. OHIO is committed to addressing graduation and retention gaps through a new program, Guarantee+, launched in fall 2020. Guarantee+ delivers individualized graduation plans that ensures all students graduate on time and on plan or the university will make it right, including covering the cost of additional courses.



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Center for Black and Indigenous Student Success — Oregon State University

In the fall of 2021, the Dr. Lawrence Griggs Center for Black and Indigenous Student Success at Oregon State University was launched to provide academic support, co-curricular opportunities, career development, recruitment, and outreach. A structure to foster employee affinity commissions was also created at the university for a new President's Commission on Indigenous Affairs, which will support existing presidential commissions, including the President's Commission on the Status of Women and the President's Commission on the Status of Black Faculty and Staff Affairs.



First Class: Majority Black, Indigenous, and People of Color — Portland State University

In 2021, Portland State University (PSU) welcomed its first majority Black, Indigenous, and people of color first-year class and new faculty cohort. PSU was recognized as an ACLU Racial Justice and Equity Scholar for its efforts to support and advance underrepresented employees, including providing a leadership academy, insider tips and support for new faculty, deeper data disaggregation and analysis, development of managers, extended training, and infusion of equity into performance reviews.



STEPS BEYOND STATEMENTS AT ROCKLAND COMMUNITY COLLEGE

“Steps Beyond Statements” is Rockland Community College’s commitment to living our value of social consciousness. We recognize that statements that demonstrate a commitment to eradicating racism and supporting social justice are important, but we must go beyond them to achieve success. We have adopted an actionable plan to ensure equitable opportunities and outcomes for all our students.

Rockland Community College is proud to be the recipient of the HEED Award for the second consecutive year.





Employee Resource Groups Growing — Princeton University

Over 30 percent of Princeton University's employees participate in employee resource groups (ERGs). Princeton's two newest ERGs are the Parents and Caregivers ERG, which provides a forum for staff with caregiving responsibilities, and the Asian Staff at Princeton ERG, which developed a Year of the Tiger series celebrating Asian and Asian American voices. Princeton has appointed its inaugural vice dean for diversity and inclusion, who will provide leadership for all dean of the faculty appointments, direct the Presidential Postdoctoral Research Fellows program, and conduct institutional research on the history, progress, and possibilities of diversifying the university's faculty and academic professional community.

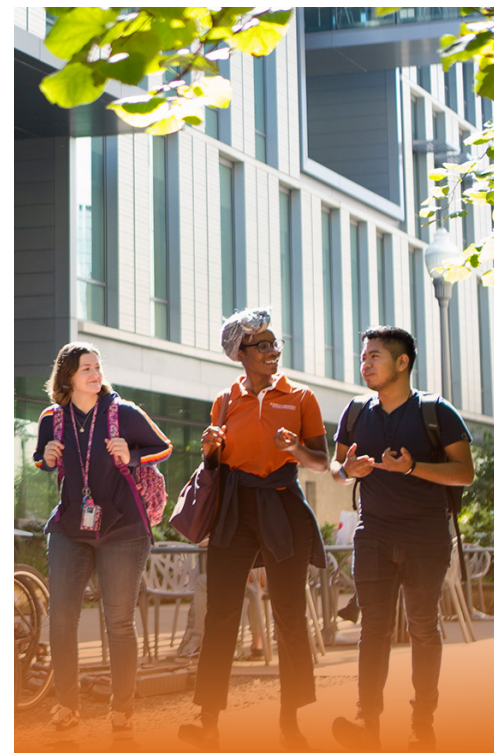
Faculty Earns Credentials for Inclusive Teaching — Regis College

To continuously improve Regis College's ability to promote an inclusive and equitable learning environment and deepen student belonging, dozens of faculty, mostly in science, technology, engineering, and mathematics studies, spent the summer completing a nationally recognized teaching credential for Inclusive Teaching and Equitable Learning through the Association of College and University Educators. Working in collaboration with the Association of Independent Colleges and Universities in Massachusetts and Suffolk University, Regis launched an inclusive leadership program for higher education professionals. The program fosters more inclusive communities and addresses DEI challenges.



Action Plan to Address Systemic Racial Inequities — Rochester Institute of Technology

Rochester Institute of Technology (RIT) unveiled the RIT Action Plan for Race and Ethnicity in 2021. Its goals include looking at and addressing systemic racial inequities and injustices, improving graduation rates, and attracting and retaining diverse, world-class faculty and staff. A new RIT Minett Professors Endowment Fund will help ensure student academic success. For more than 30 years, these multicultural academic professionals from the Rochester, N.Y., community have shared their expertise with students, faculty, and staff.



You Belong Here

At UT Austin, we're fostering an inclusive campus culture that engages diverse people, ideas and perspectives. "You Belong Here: Our Plan for an Equitable and Inclusive Campus" highlights our commitment to creating an inclusive environment of teaching, research and service.

Learn more about the plan at diversity.utexas.edu/actionplan.



TEXAS
The University of Texas at Austin



Proud to be recognized for our commitment to cultivating innovative programs that promote a diverse, equitable and inclusive educational community.



Faculty Professional Development in DEI — Rockland Community College

Rockland Community College (RCC) recently enhanced its commitment to DEI ideals by offering related professional development courses to faculty and expanding its DEI department. Throughout a nine-week program, RCC faculty participate in Lumen Learning Circles that connect users to virtual learning communities of faculty peers who share evidence-based teaching practices.



Center Celebrates Neurodiversity Culture — Rowan University

In 2021, Rowan University launched the Center for Neurodiversity, a cultural center within the Division of Diversity, Equity, and Inclusion. The center utilizes programming, research, and community engagement opportunities to advance autonomy and opportunities for neurodivergent people, discuss neurodiversity through a strengths-based lens, and offer a space to celebrate neurodiversity culture. A 2022 virtual series hosted by the center focused on the intersectionality of neurodivergence, gender, and race.

Council Tracks DEI Goals — Saginaw Valley State University

Saginaw Valley State University's (SVSU) Office of Diversity Programs operates the Diversity, Equity, and Inclusion Council, which serves to track goals set by numerous campus stakeholder subcommittees. The subcommittees are each composed of dozens of students, faculty, staff, or administrators at SVSU. These groups organize goals centered on recruiting, retention, engagement, and the enhancement of the campus experience. In addition, SVSU recently received a \$1.2 million grant from the U.S. Department of Education to support rural student success. This program focuses on college preparedness and access, student retention and success, and employability for students from rural backgrounds.



Prioritizing LGBTQ+ and AAPI Inclusion — San Diego State University

San Diego State University was awarded a 5 out of 5 score for its LGBTQ+ community inclusion on the Campus Pride Index. Along with becoming an Asian American and Native American Pacific Islander-Serving Institution, the university also opened its Asian Pacific Islander Desi American Center.

ARKANSAS STATE UNIVERSITY

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Higher Education Excellence in Diversity
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Top Colleges for Diversity



*Advancing Diversity
and Community Engagement*

INCLUSION



ARKANSAS STATE
UNIVERSITY



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Affirming Racial Justice — Smith College

In 2021, Smith College launched its racial justice action planning process for all departments and offices. In 2022, the Smith College Board of Trustees voted to eliminate loans from student financial aid packages and replace them with grants, and Smith College received a record number of applications from students of color, with overall applications increasing by 20 percent.



Weaving DEI into Classroom Discussions — Southwestern Law School

The Dean's Task Force for Equity, Inclusion, and Belonging at Southwestern Law School recently identified and encouraged ways faculty can incorporate topics involving DEI within their classrooms. To further DEI education, there was also a reintegration of electives with DEI coverage into the school's curriculum. Within the school's commitment to diversity and inclusion, an extra layer of review for applicants from underrepresented groups was instituted in faculty recruitment. The Law School has hired five diverse faculty over the past two years and completed a pay equity study to address all challenges.



94%
offer safe
spaces for
all religious
prayer

Closing the Equity Gaps to Boost Success — Southern Illinois University Edwardsville

As part of its commitment to inclusive excellence and student success, Southern Illinois University Edwardsville (SIUE) launched the Community-Oriented Digital Engagement Scholars program and the Black Scholar Experience this fall. Both initiatives provide built-in community support aimed at closing equity gaps and boosting retention and graduation rates among first-generation and Black students, respectively. Additionally, fall 2022 marked SIUE's most diverse student body to date. Enrollment among Latinx and Hispanic students increased by 5 percent and international student enrollment reached an all-time high.



Youth Civic Engagement Program — Stetson University College of Law

Stetson University College of Law (Stetson Law) has successfully implemented impactful programs focused on DEI, such as the Youth Civic Engagement Program. The initiative provides an immersive learning experience for underrepresented youth that addresses advocacy, civic engagement, and civil dialogues across differences. Stetson Law has remained committed to its Anti-Racism Action Plan, enacted in 2020, through various initiatives including the Social Action Training Series, which teaches students how to create systemic change through policy research and advocacy, voter registration and outreach, and community organization and mobilization.



Statewide Symposium on Higher Ed — Southern Illinois University System

In October 2022, the Southern Illinois University System (SIU System) hosted the state's inaugural Illinois Higher Education Equity Symposium, which brought together educational leaders, lawmakers, and community partners to discuss ways to create, expand, and sustain equity within higher education. The year prior, the SIU System announced plans to establish itself as an anti-racist university system. This commitment involves developing and maintaining policies, behaviors, and systems that enhance racial equity and promote positive and sustainable change for students, faculty, and staff.

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Art is an inroad into our humanity, creating the space for multiple narratives and perspectives. Art brings people together through a collective experience in new and meaningful ways. Many of Broward College's visual arts exhibits focus on cultural awareness and acceptance of people for who and what they are.

BROWARD.EDU

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Mural by Alec DeJesus on
A. Hugh Adams Central Campus

**BROWARD
COLLEGE**



A COMMITMENT TO ACCESS & OPPORTUNITY

Diversity, equity, and inclusion are woven into the very fabric of Suffolk University. We have been providing access and expanding opportunities for students of color for more than a century.

Through student, faculty, and staff recruitment and support; community engagement; curriculum development; and research, the University community works to advance equity for every student, every day.

Learn more about how we manifest the core values of our mission at suffolk.edu/dei.



SUFFOLK UNIVERSITY | BOSTON



Ambassadors for Inclusion — Suffolk University

Suffolk University offers programming to faculty, staff, and alumni in the form of a professional learning community called the Ambassador for Inclusion Program. Participants engage in independent study around DEI concepts and meet weekly with cohort partners for community dialogue sessions. Approximately 200 people have completed the program. Suffolk also hosts a Truth, Racial Healing, and Transformation Campus Center with guidance from the American Association of Colleges and Universities. The program began in the summer of 2020 and has hosted over 30 Rx Racial Healing Circles with students, faculty, staff, alumni, and community partners.

Material Support for First-Generation, Low-Income Students — Swarthmore College

To improve education access for first-generation and economically disadvantaged students, Swarthmore College operates the Textbook Affordability Program and the Computer Access Program. The first provides up to \$700 per year to qualifying students to purchase textbooks and course materials, while the latter supplies new computers to high-need students. Last year, Swarthmore's Women's Resource Center, Office of Sustainability, Environmental Studies, and the First Generation/Low Income Program partnered to offer students produce from the community garden. The offering of healthy food options has benefited the overall well-being of marginalized groups who have expressed higher levels of stress.



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Hope College is proud to be recognized for our commitment to inclusive excellence through innovative programs that promote a diverse and equitable community for all of our students.

Inclusion is an active process that values and engages every individual as co-creators and co-owners of our Hope College culture.

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Learn more at hope.edu/inclusive



Hope COLLEGE





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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.



UTA.EDU



Center for Anti-Racism Established — Temple University

Temple University established the Center for Anti-Racism to serve as a vital resource to implement impactful, informed, and solution-based research, training, programming, and advocacy efforts. The center, which operates with input from students, faculty, staff, and community members, seeks to unravel the web of racial hierarchies, undo systems of racialized oppression, and dismantle the structural imbalances they create. In addition to creating the center, Temple University welcomed its first African American president, Jason Wingard, in 2021. The university also recently experienced the highest enrollment rates of Black and Latinx students in its history.



Student Diversity Advisory Council — Texas A&M University

In spring 2022, Texas A&M University student workers in the Office for Diversity launched the Student Diversity Advisory Council (SDAC). The SDAC is a university-wide organization that serves as a student advisory board and liaison between campus communities and university administration in regard to DEI policies and practices. Deans Committed to Anti-Racism Efforts (Deans CARE) launched two initiatives in response to the increasingly urgent national calls for racial and social justice: Deans CARE Undergraduate Internships and Deans CARE Summit.

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for the 3rd year in a row.





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TO BE RECOGNIZED IN 2022 AS A RECIPIENT OF
THE INSIGHT INTO DIVERSITY HIGHER EDUCATION
EXCELLENCE IN DIVERSITY AWARD**

At SVSU, we proudly embrace opportunities for our students, faculty and staff to meet and learn from others whose identities, perspectives and experiences are representative of the world. We are dedicated to providing supportive environments focused on student success. The university's community engagement activities drive regional and institutional success, and SVSU continues to strengthen those efforts each year.



SAGINAW VALLEY
STATE UNIVERSITY

svsu.edu/diversity



Certificate for Inclusive Excellence — Texas A&M University-San Antonio

Texas A&M University-San Antonio (A&M-San Antonio) launched the JagSEAL of Inclusive Excellence Certificate program this fall. The program is designed to offer faculty and staff at A&M-San Antonio the opportunity to gain the skills and knowledge to support a strategic, sustainable approach to inclusive excellence.



R.I.S.E. to the DEI Challenge — Texas Christian University

Texas Christian University's (TCU) Responsible for Inclusion and Sustaining Excellence (R.I.S.E.) program provides participants with tools and opportunities to advance personal and professional development in DEI. Participants are challenged to improve intercultural development, strengthen advocacy and activism skills, and develop strategies to interrupt structural and systematic issues of power and privilege. To promote inclusion and equitable outcomes in all things TCU, the Inclusive Excellence Research Grant program supports practitioner research in existing programs and new initiatives to apply evidence-based research strategies and promote institutional and community change in inclusive excellence. The grant provides up to \$15,000 of project support.

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- » **Engineered for Success** – FSC is ranked #2 nationally for engineering degrees awarded to underrepresented students.
- » **Achieving the Dream** – FSC is the first SUNY school to offer TheDream.US Scholarship program.

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INSIGHT
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Regis prepares our students to
pursue excellence and to serve and
lead as advocates for a more just
and compassionate global society.



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Diversity Awards Program Raises Scholarship Funds — Texas Tech University

In fall 2021, Texas Tech University's (TTU) Office of Institutional Diversity hosted journalist, author, and addiction recovery advocate Elizabeth Vargas as the keynote speaker for the Celebrate Diversity Awards Banquet. The event serves as a fundraising tool to pay for diverse student scholarships and recognizes faculty and staff with community service and diversity-focused awards. In addition, TTU hosted its first Hispanic-Serving Institution (HSI) week last fall by holding several campus events to foster inclusive conversations about Hispanic and Latinx culture, programs, services offered at TTU, and the benefits of being an HSI.



Building Community Through Racial Equity Series — Towson University

At Towson University, the Baltimore-Towson University program in the Office of Partnerships and Outreach partnered with the Office of Inclusion & Institutional Equity (OIIE) to develop a series centered on racial equity through the lens of local communities and context. All events incorporated presentations by Lawrence Brown, PhD, and his book "The Black Butterfly: The Harmful Politics of Race and Place in America." OIIE supports faculty and staff affinity groups.

Creating Equity Associate Dean Roles in Each School — Tulane University

Tulane University created equity, diversity, and inclusion (EDI) associate dean positions within each of the university's schools and within many of Tulane's non-academic units to sustain EDI and racial equity change with students, staff, faculty, alumni, and community partnerships. The university launched Tulane Strategy for Tomorrow, an EDI and racial equity five-year strategic action plan, with more than 35 campus unit plans guiding the university's work from 2022 to 2027.





Expanded Impact for the Safe Zone Resource Center — The University of Alabama

For more than a decade, The University of Alabama Safe Zone Resource Center has supported campus LGBTQIA+ community members and the overall campus with resources, advocacy, and education. In 2021, the center expanded its impact with the appointment of its inaugural professional director, Lizzie Smith, PhD. The university has also increased its new student engagement with the Multicultural Visitation Program and the Our Bama program.



Graduate Certificate in DEI / Advocacy — The University of Alabama at Birmingham

A Diversity, Equity, Inclusion, and Advocacy (DEIA) certificate is now available at The University of Alabama at Birmingham for students to discover, understand, and contextualize the historical and current underpinnings of DEIA. This is the only graduate certificate in Alabama that addresses these topics across all industries. For 13 years, the university has also offered the Blazer Male Excellence Network (BMEN), a peer-mentoring group for Black male students. The 2021-2022 BMEN cohort performed exceptionally well during the fall semester, with an overall GPA of 3.4. Ten of the 22 mentees received presidential honors for earning a GPA of 4.0.




The UNIVERSITY of OKLAHOMA

At OU, we strive to make our community a place of belonging. OU is a place that honors diversity, acts with equity, and catalyzes inclusion. It is where members can show up as their authentic selves and write their stories.

The University of Oklahoma is a place where your story becomes our story.

Learn more at
ou.edu/diversity



Native Community Center Deepens Connections — University of California, Berkeley

The Native Community Center recently opened at the University of California, Berkeley is managed by the Native American Student Development team. The center is a result of a five-year collaboration and provides campus space for Indigenous people to connect and deepen the community. In addition, The Commission on the Filipino Language awarded a faculty and staff team with their Kampeon ng Wika (Champions of Language) Award — the first time a U.S. university has been given this award. It recognizes the university's well-established Filipino language program's work and advocacy.



Campus Diversity Liaisons Build Campus DEI Competencies — University of Florida

In 2022, the University of Florida completed a comprehensive inventory of its DEI landscape, finding more than 900 unique and active DEI initiatives. In addition, each college and business unit has a Campus Diversity Liaison (CDL). The CDLs are networked into the Office of the Chief Diversity Officer, where they share best practices, brainstorm solutions, and build competencies in inclusive excellence work.



Student Success Offices Offer Holistic Support — University of Central Florida

The University of Central Florida (UCF) received a \$5 million gift from the Ginsburg Family Foundation, amplified by an additional \$2.5 million from UCF, to establish the Ginsburg Center for Inclusion and Community Engagement. Five student success offices are being developed to holistically support racial, ethnic, and underrepresented groups of students. Additionally, UCF joined The Alliance of Hispanic Serving Research Universities, which aims to double the number of Hispanic doctoral students and increase the number of Hispanic faculty at member institutions by 20 percent. The university hired 12 Hispanic and Latinx faculty during the fall 2021 semester.



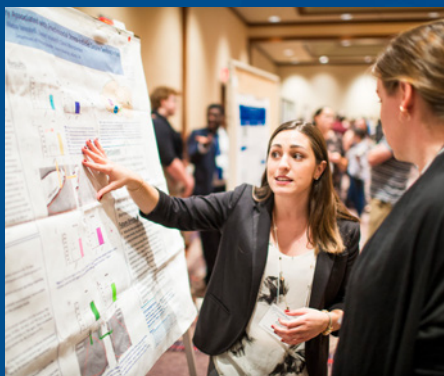
Bridge to Faculty Recruitment Program — University of Illinois Chicago

At the University of Illinois Chicago (UIC), the Bridge to Faculty (B2F) recruitment program is designed to attract underrepresented postdoctoral scholars with the goal of a tenure-track junior faculty position after two years. B2F supports departments with little or no presence of underrepresented faculty in their field. At UIC, the Office of Diversity, Equity & Engagement has leadership roles supported with federally funded, DEI-focused science, technology, engineering, and mathematics grants aimed at equipping instructors with inclusive strategies for supporting underrepresented students.

Scholarships for Local Public School Students — University of Cincinnati

The Marian Spencer Scholarship bolstered the University of Cincinnati's (UC) commitment to Cincinnati Public Schools with an investment of \$6 million (a gift from UC alumnus and venture capitalist Jim Goetz, plus university matching funds) to provide 40 students with full tuition, room and board scholarships, and a service-learning trip to Tanzania. Last year, the university enrolled its most diverse student body in its history, and this fall, UC broke that record. As part of this growth trend, a new Center for Identity & Inclusion will be located in the heart of campus.





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Record Freshman Class of Underrepresented Students — University of Kentucky

This fall, for the first time, the University of Kentucky enrolled more than 6,000 first-year students. The university's commitment to diversity and inclusivity has continued to grow, as demonstrated by the fact that 1,100 of them are students of color from underrepresented populations, a nearly 24 percent increase from the previous year. The Office of the Vice President for Research recently created the Research Scholars Program to promote diverse faculty success in alignment with national priorities for research diversity. It is a one-year, multicomponent investment in the success of junior faculty and mentors and integrates national, evidence-based programs with existing campus programs.



Educating for Equity Fellows Program — University of Louisiana at Lafayette

Funded by a Louisiana Board of Regents grant, the Educating for Equity Fellows Program at the University of Louisiana at Lafayette is a cohort-based professional development program that promotes equity-minded teaching and learning in virtual environments. It offers stipends to faculty who complete four engagement sessions and a deliverable outlining their plan to make their virtual courses more equitable and inclusive. The Office of Campus Diversity participated in the Office of Sustainability's Fête de la Terre Celebration in April, exhibiting a research poster outlining how diverse groups affect and experience climate change.

THIS PLACE WAS MADE FOR YOU!



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

augustana.edu



Augustana College

Mount Holyoke College is honored to be a three-time **HEED Award** recipient.

Mount Holyoke, a women's college that is gender diverse, welcomes women, trans and nonbinary students. Recently ranked #1 for 'Most LGBTQ-Friendly' by The Princeton Review, we are proud to continue our work of cultivating an anti-racist future.

MHC is actively searching for leaders to help shape our community's work toward creating an accessible and equitable environment for people with disabilities.

WE'RE NOW RECRUITING:

- > A senior accommodation coordinator in the Division of Student Success.
- > An employee relations and accommodations coordinator in the Department of Human Resources.
- > A director of accessible education and 504 coordinator in the Office of Diversity, Equity and Inclusion.

And, in order to actualize our equity and compliance vision, we are recruiting an [assistant vice president for civil rights and Title IX coordinator](#) in the Office of Diversity, Equity and Inclusion.

We strongly encourage Black, Indigenous and people of color (BIPOC) candidates to apply and consider joining our Mount Holyoke College community. We also strongly encourage individuals with disabilities, including disabled BIPOC candidates, to apply.

To learn more about these positions and apply, visit careers.mtholyoke.edu or contact Lauren Gaia, chief of staff and strategic communications for the Office of Diversity, Equity and Inclusion, via email at lgaia@mtholyoke.edu.

To learn more about other employment opportunities at MHC, contact Chimia King-Coleman, talent acquisition manager, via email at ckingcoleman@mtholyoke.edu.



Programs Foster Industry Pathways — University of Louisville

The University of Louisville's Maker Faire partnership with General Electric Appliances was designed to inspire and create pathways for historically underrepresented students to consider becoming engineers. The university's Louis D. Brandeis School of Law partnered with other Kentucky law schools for the Kentucky Legal Education Opportunity summer institute to prepare students from low-income and historically marginalized backgrounds for the rigors of law school.

New Center Serves AANAPISI Campus Community — University of Massachusetts Lowell

In the past year, the University of Massachusetts Lowell (UMass Lowell) proposed and adopted the Pillars of Inclusive Excellence, a five-point framework the university will use to build its next DEI action plan. UMass Lowell recently launched the Asian American Center for Excellence and Engagement.



Equity Advisors Focus on Hiring Process — University of Missouri-St. Louis

The University of Missouri-St. Louis launched the Equity Advisors Training program with an inaugural cohort of 26 faculty and staff members. The 16-hour training focused on best practices for hiring processes to promote inclusive excellence, equity, promotion, and advancement, particularly in science, technology, engineering, mathematics and other fields where women and minorities are underrepresented. The university also established the Hispanic/Latino Faculty and Staff Network to provide a forum for discussion of ideas and to enhance professional development opportunities for Hispanic/Latinx faculty and staff.

Berklee thanks the community for all the efforts and **INSIGHT Into Diversity** magazine for honoring us with the HEED Award.



Berklee





Partnership Expands Student Success Program — University of North Carolina at Charlotte

In June 2022, Bank of America partnered with University of North Carolina at Charlotte to support student success with a \$2.5 million investment. The funds expand the university's summer bridge program for historically underrepresented students and supports the creation of a Community Innovation Incubator for community-based research to address regional issues.



Leadership Programs for Faculty of Color — University of North Carolina at Greensboro

University of North Carolina at Greensboro's new general education program for all students, Minerva's Academic Curriculum, for the first time includes student competencies in global and international learning and DEI. The Faculty Success and Development for Scholars of Color, a pre-tenured faculty summer mentoring program, was also initiated. The Faculty Leadership Program for Scholars of Color, for mid-to-senior faculty, included one-on-one executive coaching and personalized assessment.



UTSA

The University of Texas at San Antonio™

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UTSA is proud to be a founding member of the Alliance of Hispanic Serving Research Universities, one of only 21 HSIs nationally with a Carnegie R1 classification for research excellence.

hispanicserving.utsa.edu



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President's Leadership Academy for Students — University of North Florida

The University of North Florida (UNF) President's Leadership Academy provides selected students with purposeful engagement and mentoring to help navigate educational, social, and personal challenges as they define their individual leadership philosophies and pursuits. Since 2012, UNF has recognized the outstanding work of faculty, staff, and students in DEI through the Presidential Diversity and Inclusion Award. Recipients are given a monetary award and recognized at the university's convocation ceremony each fall.



Record Graduation Rate for Students of Color — University of North Texas

The University of North Texas (UNT) saw a record increase of nearly 15 percent in its four-year graduation rates for underrepresented students. UNT also experienced a record increase — nearly 10 percent — in six-year graduation rates for the same student population.



UNT celebrates our fourth consecutive record-breaking fall enrollment surging to **44,543** diverse students while changing lives and communities in the North Texas region and Texas. Once on our campus, you will find that UNT is more than a university. It's a home away from home. Here, you are surrounded by supportive faculty and staff who inspire you, support you and help you to succeed. Here, we understand that inclusion is integral to student success which is why we work to ensure that all feel affirmed and socially sustained.

As one of the **21 Carnegie Tier One** research universities designated a Hispanic-Serving Institution, UNT is proud to also have been designated a Minority-Serving Institution. From the current students we know and love, to the future students we can't wait to meet, We Are The Mean Green Family and we are exceptionally proud to be an INSIGHT Into Diversity HEED Award recipient for the fifth consecutive year.



DIVISION OF INCLUSION,
DIVERSITY, EQUITY & ACCESS

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“

I see a future for Santa Clara where we are more inclusive and welcoming, and where we continue to increase and enhance our racial, cultural, and socioeconomic diversity to better reflect the world in which we live.

DR. JULIE SULLIVAN

*President
Santa Clara University*





Cohort-Based Program Seeks Post-Graduation Equity — University of Oregon

Research, Internship & Student Engagement (DucksRISE) is a cohort-based program at the University of Oregon (UO) focused on equitable post-graduation outcomes for underserved students, centering Black, Indigenous, people of color, first-generation, and low-income students through educational activities, career exploration, and mentorship. Students develop competencies through a one-credit career readiness seminar, internships, research fellowships, job shadowing opportunities, study abroad, and more. UO received a grant from the Mellon Foundation to institute the Pacific Northwest Just Futures Institute (JFI) for Racial and Climate Justice. JFI is a regional platform with other universities, and is a seedbed for applied, publicly engaged research that innovatively addresses the intertwined issues of racial inequality and climate crisis.



Cluster Hire Initiatives Target Top Candidates — University of Pittsburgh

The University of Pittsburgh created two cluster hire initiatives in 2019 and 2020: the Latinx Cluster Hire Initiative and the Race and Social Determinants of Equity and Well-Being Cluster Hire and Retention Initiative. These programs seek to hire, promote, and retain top candidates with expertise in research, teaching, and community engagement in their respective fields. The university facilitated the Racial Equity Consciousness Institute for a significant number of faculty and staff, engaging participants through a constructive framework to analyze the complexity and pervasiveness of racism and reflect on what they can do individually and collectively to advance racial equity in their institutions and communities.



Restorative Justice Office Engages Campus — The University of Texas at San Antonio

The University of Texas at San Antonio (UTSA) has created the Restorative Justice Office, which provides services to the campus and enhances relationships within the community. The office delivers programs, connects with faculty, staff, and students, and engages in many group and individual restorative justice activities involving more than 2,000 people. UTSA has also increased its affinity groups, which promote a greater sense of belonging throughout the university, by 25 percent to 16 total.

Latino Scholarship Program Observes 30 Years — University of South Florida

Providing a diverse and inclusive community is one of five goals in the University of South Florida's new strategic plan released this year. The university's Latino Scholarship Program also celebrated its 30th year in 2022. Since 1992, the program has provided \$4.2 million to more than 600 graduates.



Campus Diversity by the Numbers — The University of Texas at Arlington

The University of Texas at Arlington (UT Arlington) champions diversity with the fifth-highest undergraduate ethnic diversity of universities across the nation. The university offers students a place where they can engage with cultures and perspectives from around the world. In addition, UT Arlington is the latest university to earn the prestigious Texas American Native American Pacific Islander-Serving Institution designation.



96%

have admissions officers with a diversity focus



UNIVERSITY of
SOUTH FLORIDA

Office of Diversity,
Equity, and Inclusion

CELEBRATING ANOTHER AWARD- WINNING YEAR

Inclusive Excellence as envisioned within the context of diversity, equity, and inclusion, is an essential component of our strategic plan and helps shape our university's bold path forward.

As a three time winner of the Higher Education Excellence in Diversity award, USF remains focused on providing a safe and welcoming community that promotes access and opportunity, Go Bulls!

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in awarded U.S. patents
for ten years

**RANKED
#42**

among all public universities
in U.S. News and World Report
(2022-23)

more than
50,000

students served on
all 3 campuses

more than
\$6 BILLION

in annual economic
impact each year



Cultural Connections Meetings Foster Retention — The University of Tulsa

The Office for Diversity, Equity & Inclusion at The University of Tulsa hosts a monthly Cultural Connections meeting, which serves as a safe place for the leaders of underrepresented and marginalized student organizations to gather for support and collaboration. A program goal is to increase retention of underrepresented students. The office also hosted its first DEI Week, which engages the campus community in conversations and activities. Within the series is an inaugural DEI Awards Banquet to honor students, faculty, staff, and alumni devoted to their work.



Prison Exchange Program Promotes Understanding — University of West Florida

University of West Florida's (UWF) Inside-Out Prison Exchange course addresses the creation of social justice policy and its impact on society. UWF offers the first and only such course in the region. The Inside-Out Prison Exchange Program is an international initiative that encourages dialogue and education among incarcerated individuals and university students. The university's newly launched Sexuality and Gender Resource Center fosters and promotes equity, access, and inclusion for all genders and sexualities through education, resources, support, and programming. This is accomplished through education and awareness programs, campus and community outreach, training opportunities, and more.



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DEI Features Prominently in Strategic Plan — Virginia Commonwealth University

Virginia Commonwealth University's (VCU) newly recalibrated strategic plan, Quest 2028, was adopted in June 2022. The first of the plan's four goals is titled "Diversity Drives Excellence," and 42 of the plan's 59 measurable goals and strategies are DEI-focused. The VCU Office of Health Equity leads a campus and community collaboration raising awareness of health disparities and inequities. The initial racial equity health and history program explored VCU's role in Richmond and American history. The second phase places students with safety-net provider community organizations to experience health inequities firsthand.



Black College Institute for High Schoolers — Virginia Tech

The Black College Institute is an academic summer enrichment program by Virginia Tech that hosts talented, high-achieving, and academically curious rising high school juniors and seniors. In 2021, the program received more than 1,200 applications and in 2022 won an Anthem Award in the special projects category. The Asian Cultural Engagement Center (ACEC) at Virginia Tech is a space for Asian, Pacific Islander, and Desi American students to come together in community. ACEC hosts Ramen for Reading Day to provide an opportunity for students to come together to talk, eat, and relax before exams.

93%

offer a food pantry for students facing food insecurity

FROM ADMISSION TO GRADUATION WE'RE HERE FOR YOU



The Division of Diversity, Equity and Inclusion provides leadership in fostering a diverse, inclusive and equitable environment for the campus community and beyond. From mentorship, department consultation, university-wide strategic planning and more, we work to ensure equity and a sense of belonging for all. Our vision is to become a world-renowned university where the collective actions of the campus community transform and sustain equity, access and justice in higher education.

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Division of Diversity,
Equity and Inclusion

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Augustana College proudly sponsors and supports international students from 44 countries

We are proud to launch our Global Lecture Series this month! International Education Week, International Street Fest and other cultural celebrations are built into the student experience. These co-curricular initiatives aim to develop global awareness and broaden perspectives of the world.



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Partnership Aims to Eliminate Equity Gaps — West Chester University of Pennsylvania

West Chester University of Pennsylvania hopes to eliminate student equity gaps by 2030 by co-leading the Moon Shot for Equity mission for the Southeastern Pennsylvania region with Delaware County Community College and the education firm EAB. This public-private partnership employs research-based best practices to remove systemic barriers and address equity gaps. The university has exponentially grown undergraduate and graduate student membership in the Tri-Alpha Honor Society for first-generation college students.

WCU
WEST CHESTER
UNIVERSITY



Increased DEI Staff Fosters Additional Programs — Widener University

At Widener University, the new role of diversity, equity, inclusion, and belonging (DEIB) program manager is responsible for supporting the chief diversity officer, communicating DEIB information across the university, and assisting with LGBTQIA+ workshops and special projects. The addition of this staff member has resulted in the DEIB Communications and Resources Hub and an on-campus gender-inclusive housing option for students. Diversity Programming Mini Grants funded by the Office of the President encourage collaborative DEIB programming across campus. Faculty and staff can apply for one of 10 grants each academic year, available in amounts ranging from \$100 to \$500.



Dedication: Memorial to the Enslaved — William & Mary


In 2015, William & Mary (W&M) formed the Lemon Project Committee on Memorialization in response to the call for a memorial honoring enslaved people exploited by the university. The campus community celebrated the dedication of *Hearth: Memorial to the Enslaved* in May 2022. A century ago, the first Asian student enrolled at W&M, and this fall marked the beginning of the college's Asian Centennial, which celebrates all those at W&M, past and present, who identify as Asian or of Asian ancestry. The celebration will conclude with spring 2022 commencement.

Great research leads to **GREAT TEACHING**

**Bucknell University Professor
Nina Banks, economics, works to
recover the forgotten scholarship
of America's first Black economist,
Sadie T.M. Alexander.**

Excluded and overlooked by the economics profession, “Her thoughts and writings are pertinent today,” Banks says. As an instructor, Banks encourages students to think critically about systems and practices that suppress diverse voices.

At Bucknell, we know that great scholarship and great teaching go hand-in-hand, and how mentorship inspires students to go after their own breakthroughs. That’s why all of our classes are taught by active scholars and award-winning researchers.



“I want students to think critically about belief systems and practices that normalize the subordination, exploitation and oppression of women, girls and marginalized men.”

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FACULTY

99%
OF FACULTY
HOLD A PH.D

9-1
STUDENT-FACULTY
RATIO

100%
CLASSES TAUGHT
BY FACULTY

20
AVERAGE
CLASS SIZE

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University Conference Examines Historical and Contemporary Legacies of Slavery



Left: Christy Coleman, executive director of the Jamestown-Yorktown Foundation. Right: Black workers dined in a separate, segregated cafeteria at the University of Virginia (UVA) hospital in 1954. The recent Universities Studying Slavery Conference, held at UVA, examined legacies of slavery such as racism, segregation, and disenfranchisement from abolition to the modern day. Photo courtesy of UVA Claude Moore Health Science Library

The recent Universities Studying Slavery Conference brought together scholars and researchers from dozens of higher education institutions to share best practices, offer support, and explore the legacy of slavery, racism, and segregation in the United States.

Entitled “Legacies of Slavery: Landscapes of Segregation,” the semiannual conference was held at the University of Virginia. Discussions and panels were conducted through the lens of the Engaging Descendent Communities rubric created at the 2018 National Summit on Teaching Slavery, which provides a framework for researchers and scholars to tell the story of slavery and its legacy in the U.S.

Conference sessions covered a wide range of topics related to racial inequities following the abolition of slavery, such as disenfranchisement, reconstruction, redlining, racial terrorism, policing and incarceration, and racism in public policy and science. Speakers addressed the role higher education plays in perpetuating systemic racism, the need to reconcile with the descendants of enslaved people, and teaching history accurately.

Providing a full account of historical racial inequities is the only way that systemic barriers can be torn down, says Christy Coleman, executive director of the Jamestown-Yorktown Foundation and former president and chief executive officer of the American

Civil War Museum, who spoke during a Q&A session.

“What I’ve found is that when people have a reckoning with the nuance and depth of this shared history, they have a better appreciation, more empathy toward, and a greater understanding of the systemic issues that continue to oppress communities,

We walk through this fantasy of reconciliation, and I would argue that you can’t reconcile something that you’ve never really dealt with.”

Christy Coleman

particularly communities of color. Without it, we’re lost. It’s like trying to get a tree to stand when the roots are rotted. ...Unless we deal with the roots of that harm and understand the history, then we can’t get right with each other. We walk through this fantasy of reconciliation, and I would argue that you can’t reconcile something that you’ve never really dealt with.” ●

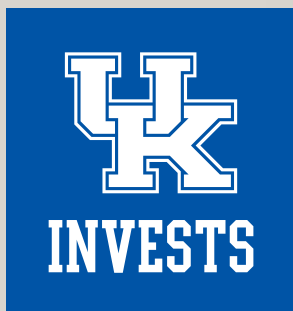
BOLD ACTION REQUIRES UNYIELDING COMMITMENT



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.

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INVESTING IN OUR STUDENTS

UK Invests is a first-of-its-kind initiative nationally and a holistic wellness program anchored by financial education.



Part of that commitment is empowering and encouraging students to understand the importance of investing in themselves and their future.

One way we are doing that is through a **new, first-of-its-kind program called UK Invests.**

UK Invests is a holistic wellness initiative anchored by financial education. Ultimately, through this initiative, everyone on our campus can receive a personal investment account that will be used to incentivize and reward behaviors and habits, beginning with financial education and expanding to other healthy activities.

"At the University of Kentucky, we believe education is transformative. We're adding another dimension

to this transformative experience," UK President Eli Capilouto said. "The power of saving a little today – and compounding interest over a lifetime – is undeniable. UK Invests is the next step in what has been a long-term commitment we have made to the success of our students."

This program sets UK apart from other colleges and universities by teaching real-world situations to demonstrate the benefits of saving and investing early.

"We can say we're going to put students first, but by stepping forward in this way, we do put students first," UK President Eli Capilouto said. "We believe in them, their future and what it can mean for Kentucky."

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