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At RIT our commitment to diversity and inclusion is on full display

whether it is a newly named residence hall honoring the granddaughter of abolitionist Frederick Douglass

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THE 2023 HEED AWARDS

INSIGHT's Field Guide to the HEED Award allows readers to explore best practices in higher education for creating campus environments dedicated to the core values of DEI. All of the innovative programs and successful initiatives showcased are collected directly from HEED Award-winning and Health Professions HEED Award-winning applications.

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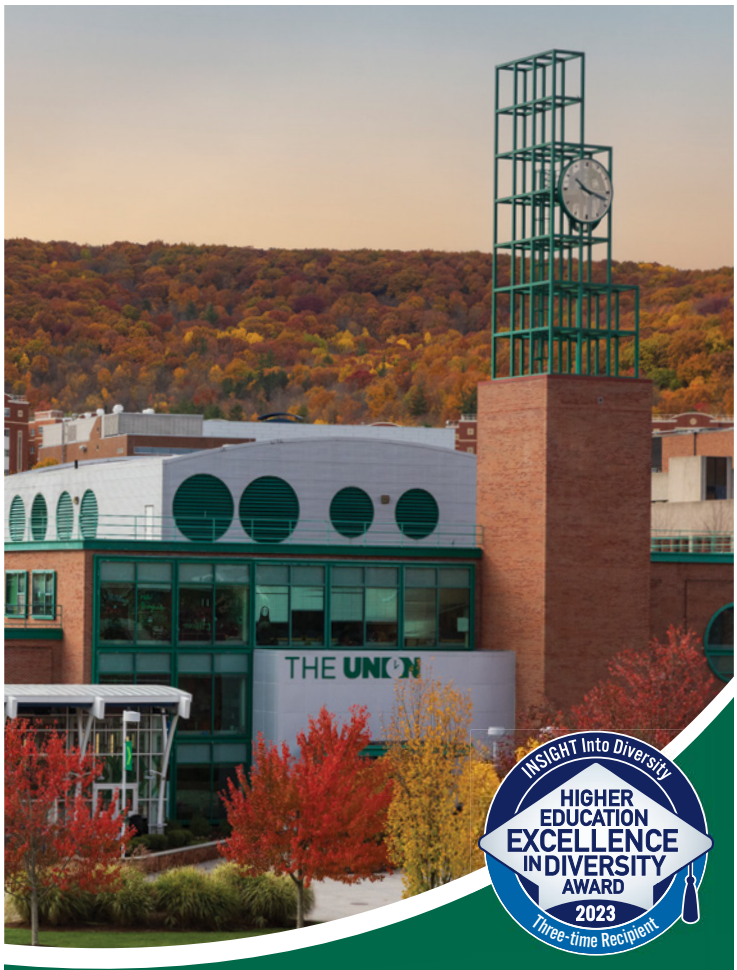

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Vernese Edghill-Walden

As a Bucknell student, **Vernese Edghill-Walden ’87** spearheaded the effort to establish the University’s first diversity office. This fall, backed by nearly three decades of experience in higher education leadership, she returned as Bucknell’s inaugural vice president of equity & inclusive excellence.

“As an undergraduate, Bucknell shaped my career path and sparked my passion for student-centered advocacy and social justice.”

Learn how Bucknell is advancing equity and inclusion on campus.

Bucknell
UNIVERSITY

Case Studies Shed Light on Emerging Health Trends Related to Climate Change

Health professionals worldwide report growing incidences of medical conditions exacerbated by climate change and other environmental factors, including new and evolving infectious diseases, malnutrition, heat stress, physical trauma, and mental health issues. In response to the need for increased knowledge and approaches to treatment, the University of Washington (UW) Center for One Health Research and the Stanford Center for Innovation in Global Health have launched "Medicine for a Changing Planet," a collection of case studies intended to serve as a global resource and call to action.

The studies are based on clinical experiences from around the world that can be traced to environmental factors and offer guidelines for more effective patient care. The majority of cases are focused on underresourced communities of historically marginalized populations, where the most severe impacts of climate change tend to occur.

The framework seeks to empower health care providers to play a more active role in the response to climate change by identifying new diseases as well as sharing steps to manage such cases, according to Peter Rabinowitz, MD, UW professor of environmental and occupational health sciences and co-lead of the project.

Researchers hope health care providers will take advantage of the case studies collection as a resource to support their communities in adapting to new threats. Each study includes a call to action for clinicians and encourages them to involve public health agencies and other key stakeholders. Health providers are also urged to advance sustainability, develop stakeholder networks, advocate for policy change, and support related grassroots efforts.

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2023
Diversity Champion

"At the heart of Johns Hopkins' mission is our unyielding pursuit to create space where every individual not only feels a sense of belonging but thrives. The strides we've taken are a testament to our shared dedication, and while there's still a journey ahead, we're steadily building a foundation where all can truly succeed."

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

diversity.jhu.edu

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CALIFORNIA

Berenecea Johnson Eanes, PhD, is the first woman to be appointed president of California State University, Los Angeles. Eanes previously served as president of York College, City University of New York in Queens.

COLORADO

Benny Shendo Jr. has been named associate vice chancellor for Native American affairs at the University of Colorado Boulder. Shendo is a Democratic senator for the state of New Mexico.

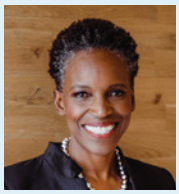
GEORGIA

Alton M. Standifer, PhD, has been named vice provost for inclusive excellence and chief of staff to the provost at the University of Georgia in Athens. Standifer previously served as deputy chief of staff to the president at the university.

LOUISIANA

Joel Munza, MS, has been appointed vice president for enrollment management at Xavier University of Louisiana in New Orleans. Munza previously served as associate vice president for enrollment management at Augustana University in Sioux Falls, S.D.

MASSACHUSETTS

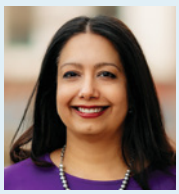


Melissa L. Gilliam, MD, is the first woman and first African American to be named president of Boston University. Gilliam was executive vice president and provost at The Ohio State University in Columbus.

Denzil A. Streete, PhD, has been appointed senior associate dean and director of the Office of Graduate Education at the Massachusetts Institute of Technology in Cambridge. Streete previously served as chief of staff and assistant vice provost for graduate studies and as director of the Office for Graduate Diversity at the University of California, Berkeley.

Kellee Tsai, PhD, has been named dean of the College of Social Sciences and Humanities at Northeastern University in Boston. She is currently dean of humanities and social science at Hong Kong University of Science and Technology.

MISSOURI



Shruti Rana, JD, has been appointed assistant vice chancellor for inclusive excellence and strategic initiatives for the Division of Inclusion, Diversity and Equity at the University of Missouri-Columbia. Rana previously served as senior assistant dean for curricular and undergraduate affairs and diversity officer for the Hamilton Lugar School of Global and International Studies at Indiana University Bloomington.

NEW YORK

Stephanie Akunvabey, EdD, has been named associate vice president for diversity and inclusion and chief diversity officer at Pace University in New York City. Akunvabey was vice president for equity and inclusion and chief diversity officer at Roger Williams University in Bristol, R.I.

NORTH CAROLINA

Pamela Baldwin, EdD, has been appointed associate vice chancellor for student success and enrollment management at Fayetteville State University. Baldwin previously served as associate dean of academic partnerships at the university.

TENNESSEE

Agenia Walker Clark, EdD, has been named president of Fisk University in Nashville. Clark was chief executive officer for the Girl Scouts of Middle Tennessee.

WISCONSIN

Lynn Akey, PhD, has been appointed chancellor of University of Wisconsin-Parkside. Akey previously served as vice president for student success, analytics, and integrated planning at Minnesota State University, Mankato.

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BEST COLLEGES U.S.News & WORLD REPORT MOST INNOVATIVE 2022–2023

BEST GLOBAL UNIVERSITIES U.S.News & WORLD REPORT

VIRGINIA COMMONWEALTH UNIVERSITY

VCU

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2023-2024 DIVERSITY CONFERENCE CALENDAR

DEC 7

2023 NASPA RACIAL EQUITY AND SOCIAL CHANGE CONFERENCE

Washington, D.C.

The NASPA Racial Equity and Social Change Conference, previously known as the NASPA Multicultural Institute, serves as a platform for experts to exchange ideas on fostering equitable and just campuses. This conference highlights discussions on racial equity, social change, and intersectionality, particularly in light of challenges faced by queer, trans, and BIPOC students and educators.

FEB 5

2024 AACN DIVERSITY SYMPOSIUM

New Orleans, La.

The American Association of Colleges of Nursing (AACN) welcomes academic nursing professionals to the 2024 Diversity Symposium, a national platform spotlighting DEI leaders. This symposium provides insights for institutions transitioning from DEI awareness to actionable strategies, ensuring students are equipped to deliver equitable health care.

FEB 27

39TH ANNUAL PACIFIC RIM INTERNATIONAL CONFERENCE ON DISABILITY AND DIVERSITY

Honolulu, Hawaii

Focused on the theme "Beyond Access: Building a Culture of Belonging," the conference seeks contributions in the form of research, stories, and strategies that resonate with the essence of fostering inclusivity and support in various communities and sectors. Participants, including scholars, advocates, educators, and policymakers, will explore practical avenues to enhance understanding of inclusion, address challenges to equity, and create structures promoting mutual support and growth.

MAR 13

2024 NADOHE CONFERENCE

Seattle, Wash.

The National Association of Diversity Officers in Higher Education (NADOHE) will hold its 2024 annual conference in Seattle, Wash., March 13-16. The conference will highlight the depth of DEI research and scholarship as well as the applied work of DEI practitioners, including best practices and policies. The conference will emphasize structural equity, antiracism, and intersectionality as core to DEI work.

MAR 21

2024 AACU CONFERENCE ON DIVERSITY, EQUITY, AND STUDENT SUCCESS

Philadelphia, Pa., and Virtual

Open to a broad audience, including educators, students, administrators, policymakers, and the community at large, the American Association of Colleges and Universities (AACU) annual conference encourages civil, respectful dialogues that champion the free exchange of ideas related to diversity, equity, and student achievements. Central to the discussions is the collective theme, "What Unites Us," a joint dedication to creating frameworks and policies grounded in equality and justice for everyone.

MAR 28

2024 NASFA ANNUAL CONFERENCE & EXPO

New Orleans, La.

The 2024 Annual Conference & Expo hosted by NAFSA: Association of International Educators will bring professionals from around the world to delve into the latest innovations, strategies, and practices in the field of international education. Participants will have the opportunity to connect with global peers, foster institutional partnerships, and gain insights from international education leaders.

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12th consecutive year

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Second consecutive year

C.S. 23-0761

DEI Research News

Academic Medical Leadership Diversity

A cross-sectional study from researchers at the **Wayne State University School of Medicine**, **Michigan State University College of Human Medicine**, and **Henry Ford Health** examined the diversity demographics of academic medical leadership across various specialties and compared them to the average across all residency programs. The analysis covered data from 2007, 2019, and 2020, involving faculty, program directors, and chairpersons. The findings revealed that surgical specialties consistently had lower leadership diversity than the overall average, whereas primary care specialties typically showed similar or increased diversity. Notably, internal medicine and general surgery saw significant increases in people of color from 2007 to 2019, while several specialties experienced increased female representation. In general, the study indicates that some specialties have made strides in improving diversity in leadership, while others still lag behind.

Recommendations include publishing diversity efforts, having representative demographics on leadership selection committees, and promoting diversity in the selection process.

Contextual Reviews to Promote Equity in Admission

The **University of Michigan** and the **University of North Carolina** recently published a study that shows a contextualized review process of high school students could help college admissions offices identify those from diverse backgrounds without using race as a factor, a practice banned by the recent U.S. Supreme Court ruling. Examining anonymous educational data from Midwestern states, the research indicates that this holistic process — which considers the levels of school, community, and family resources available to students relative to their test scores and GPA — is strongly linked to their success in college. The research suggests that admissions officers reviewing applicants in these contexts may be able to identify diverse candidates who are likely to succeed and graduate.

The authors hope the process, which has been adopted by a minority of Midwestern institutions, can be a valuable tool in promoting and maintaining equity in admissions without violating federal law.

Helping Marginalized Veterans Navigate Mental Health Services

Two new studies from researchers at the **U.S. Department of Veterans Affairs (VA)** and the **Regenstrief Institute**, who are also faculty at **Indiana University** and the **University of Minnesota**, examine the outcomes of a new program that supports racially and ethnically marginalized veterans in seeking mental health care. The program, entitled PARTNER-MH and designed for VA mental health clinics, uses peer support specialists to help patients navigate and engage more effectively with mental health services. It empowers patients to identify their health priorities, communicate better with clinicians, and participate actively in treatment decisions, all of which lead to improved outcomes.

Among the 50 veterans included in the study, the program significantly improved self-reported mental health and depression outcomes compared to a control group. This initiative aims to address disparities in mental health care access and outcomes among marginalized populations.

Understanding Neurodivergent Experiences

Researchers at the **Utah State University College of Engineering** and **Minnesota State University** are working to gain a better understanding of the experiences of neurodivergent engineering students, such as those with ADHD or autism spectrum disorder. The three-year study, known as & Research, employs a mixed-methods approach, involving social media mining, machine learning, and narrative inquiry to categorize neurodivergent strengths and challenges. This project, funded by a recent National Science Foundation grant, will use the findings to identify ways in which STEM (science, technology, engineering, and math) education environments can be more accessible and inclusive to neurodivergent students.

As part of its goal to bolster inclusivity, the research will emphasize a celebration of neurological differences rather than treating them as medical conditions that need to be cured.

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Institutions Must Reaffirm Commitments in Wake of Anti-DEI Legislation

By Leslie Ekpe, PhD

In 2020, after the death of George Floyd, colleges and universities scrambled to generate DEI (diversity, equity, and inclusion) statements condemning systemic racism in society. Fast forward to 2023, many of those same institutions that once spoke loudly about the racial and ethnic injustices people face are now too silent. To fully support faculty, staff, and students, however, they must reaffirm their commitments and stare down anti-DEI external forces threatening to derail the mission of DEI in higher education.

Investing in DEI transcends making blanket statements, creating diversity positions and committees that have no power to institute change within heteropatriarchal racist systems, and offering land acknowledgments without taking meaningful steps toward instituting radical change for impacted communities — all examples of steps taken over the past few years to demonstrate commitment to DEI values. Despite this, many institutions have not only failed to live up to their stated pledges but have also obstinately resisted attempts to prioritize race-conscious policies.

We are in challenging political times. With some DEI offices closing, one must ask: What does reclaiming the narrative on equity look like for higher education institutions? Beyond trends, investing in DEI is necessary to establish safe places and spaces for minoritized people at the postsecondary level.

While students worry about not being able to celebrate their identities, which hinders their sense of belongingness, faculty fear their research and outside funding are at risk. As a scholar-advocate who studies DEI, my commitment to establishing equity for racially and ethnically minoritized individuals in the academy and society far exceeds a diversity statement. How many more attacks on my Black humanity are there to come? Racial battle fatigue is real, and it weighs heavily on Black faculty who are tasked with advancing equity but not given the tools to do so.

It is critical to the success of minoritized faculty, staff, and students that institutions intentionally protect transformative social change. It takes courage. It takes interconnectedness.

Underrepresented faculty, staff, and students are frequently given the burden of implementing DEI at various levels of the university because those from privileged groups are not expected to do so. And while these individuals may be passionate about their professions, institutions repeatedly fail to provide them with the necessary support, leaving them at burnout.

Deconstructing DEI initiatives will only worsen ongoing problems, including retaining Black faculty in academia. In the wake of anti-DEI legislation, faculty and staff livelihoods are affected, hiring and retention challenges are rising, and diversity advocates are being displaced across campuses in departments that do not match their previous equity efforts.

I have advocated in the past for listening sessions at universities to provide a transparent foundation as to the next steps when facing external infliction on university missions. However, listening sessions without a strategic plan to dismantle harmful systems constitutes nothing but another statement (e.g., the ones we got in 2020). Institutions cannot place DEI statements like a Band-Aid on top of policies and practices that disproportionately affect minoritized populations. Because what are we left with? The scars from the institutional facade of momentum towards social justice.

So, what should happen next?

It is critical to the success of minoritized faculty, staff, and students that institutions intentionally protect transformative social change. It takes courage. It takes interconnectedness. Political ambiguity should not compromise the integrity of an institution's dedication to DEI. While it will be difficult, breaking pledges to racial equity damages the confidence of impacted constituents and impedes the advancement of racial equity. Instead, let's use this time to demonstrate unshakable commitment to social justice while reiterating principles that radically transform our institutions.

>> Leslie Ekpe, PhD, is an assistant professor in the Department of Higher Education and Learning Technologies at Texas A&M University-Commerce.

Across our vast institution, diversity, equity and inclusion are core values—and so are innovation and entrepreneurship. Our $12.1 billion economic impact is proof of what can be achieved when you practice your values and empower your people. We are better, together.

UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

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INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Seven-time Recipient

Mentoring Matters

Supporting the Success and Sustainability of Diversity Officers

By Eleanor Fleming, PhD, DDS
Travis J. Albritton, PhD
Jessica Meharry, PhD
Venessa A. Brown, PhD

Higher education institutions across the country face heightened scrutiny with respect to DEI (diversity, equity, and inclusion) efforts. At least 30 states have introduced legislation to end or significantly limit campus diversity initiatives, despite research proving that learning in a diverse environment benefits all students. The assault on diversity, coupled with the recent U.S. Supreme Court decision banning race-conscious admissions, will undoubtedly result in decreased racial and ethnic diversity on college campuses. In the face of these headwinds, it is essential to strengthen support for those who are tasked with leading diversity efforts, including chief diversity officers (CDOs), academic diversity officers (ADOs), and more recently, athletics diversity and inclusion designees (ADIDs).

The establishment of CDO positions is a relatively new phenomenon in higher education, created as universities across the country wrestled with how to infuse diversity initiatives throughout the broader campus community. A CDO's primary responsibility is to address institutional issues related to DEI; their ability to implement diversity initiatives and build a campuswide diversity plan often depends on the level of commitment and support they receive from the university, and those who receive executive-level support and accountability tend to have greater success.

Similarly, the importance of ADOs receiving support from their supervisors should not be underestimated. While the role of CDOs often receives the most attention, ADOs play a critical role in advancing diversity initiatives within specific academic units and the broader campus community. The role of the ADO varies and is often impacted by the size, individual culture, and histories of their institutional division. Like many CDOs, ADOs tend to be current staff or faculty members tasked with multiple responsibilities labeled as part of the "diversity" agenda.

DEI responsibilities have continued to evolve, extending beyond the C-suite and academic affairs to include intercollegiate athletics. The NCAA now requires all Division I programs to have an ADID. Similar to the challenges that ADOs face, ADIDs' roles vary by size, individual culture, and histories of their institutional athletic departments. As new diversity leadership roles emerge and evolve, there is a greater need for mentoring programs that offer knowledge and skills to help people succeed in increasingly challenging DEI contexts. To be sure, specific resourcing and support is needed for CDOs, ADOs, and ADIDs.

New NADOHE Fellows Program

A successful model for this kind of mentoring is the Academic Diversity Officer Fellows Program (ADOFP) by the National Association of Diversity Officers in Higher Education (NADOHE). Modeled after the highly successful NADOHE Chief Diversity Officers Fellows Program, ADOFP is a professional leadership program of mentorship for new and early career academic diversity officers. The need for the program was identified after increasing numbers of ADOs applied to be a part of NADOHE's CDO Fellows Program, sending a clear message that they also need support in navigating DEI issues.

The new ADO program provides each fellow with mentoring from a senior ADO. ADOFP is highly selective and collaborative with NADOHE member colleges and universities. NADOHE is investing in the current and future careers of new and early career ADOs working in higher education and requires a commitment of one academic year on the part of the fellow and mentor.

Diversity Professionals as Advocates for Antiracism

In the inaugural cohort, ADOFP supported three ADOs in strengthening their institutional strategic impact and elevating their role. Through mentorship and resourcing, the fellows were able to implement activities, structure initiatives, and build infrastructure for focused DEI work through the lens of antiracism. During the fellowship year, NADOHE released "A Framework for Advancing Anti-Racism Strategy on Campus." The framework offers guidance for equity-focused, antiracist work in higher education using strategies intended to support institutional culture change, which is long-term work. In the short term, it offers a road map to strategically engage faculty, students, staff, and key decision-makers in social justice-informed work through evidence-based practice.

ADOs can advocate for antiracism by directly addressing racist culture and policies and indirectly using the lens of antiracism to structure broader DEI goals. While institutional readiness for antiracism varies among schools, the framework offers a tool for determining appropriate next steps for action and developing long-term, strategic goals for the future.

From the perspective of NADOHE, a laser-focused approach on antiracism is the necessary work that this historical moment presents to higher education. ADOFP aims to support a cadre of people who have a shared vision for the future of higher education and who are resourced to lead this work.

Next Steps for Mentorship and Capacity Building

The success of NADOHE's CDO and ADO fellowships provides a blueprint for effective, sustainable mentorship that is critical to the ongoing development of DEI professionals in higher education. As many of these individuals often work in isolation within their units, the supportive networks created by these kinds of programs provide the knowledge and community necessary for institutional change.

In addition to CDOs and ADOs, new roles such as the NCAA's ADID will also need this kind of mentorship. Institutions will continue to address legislative restrictions in creative ways and develop new DEI-related roles to maintain and increase capacity of this needed work. The degree to which programs such as NADOHE's CDO and ADO fellowships are sustainable is key. However, the burden of this work should not land on NADOHE's shoulders alone. Other academic professional organizations should consider having discipline-specific mentoring and support opportunities that are formalized for people who serve in these roles.

Moreover, measuring the impact of these programs is an important opportunity that could be explored as a next step. The success of ADOs is truly a multipronged moment that NADOHE has seized with this innovative fellowship. The future of academic leadership could hinge on further expansion of these opportunities for leadership development, mentoring, and other professional resourcing.

>> Eleanor Fleming, PhD, DDS, is assistant dean for equity, diversity, and inclusion, and clinical associate professor at the University of Maryland School of Dentistry; Travis J. Albritton, PhD, is associate dean of diversity, equity, and inclusion, and a clinical associate professor at the University of North Carolina at Chapel Hill School of Social Work; Jessica Meharry, PhD, is visiting assistant professor at the Illinois Institute of Technology's Institute of Design; and Venessa A. Brown, PhD, is associate athletic director for DEI and chief diversity officer, and professor in the Department of Social Work at Southern Illinois University Edwardsville. Brown is also a member of the INSIGHT Editorial Board.

UIUC Leads Effort to Make Speech Recognition Technology More Inclusive

By Lisa O'Malley

Speech recognition devices such as Google Home, Amazon Echo and Alexa, Siri, and Cortana assist a wide range of users with tasks from answering questions to managing smart homes. However, these tools are often inaccessible to individuals with speech differences or disabilities.

Automatic speech recognition (ASR) systems are trained using large datasets from public audiobook websites, resulting in technology that excels at transcribing voices similar to professional narrators, but struggle with challenges like second-language accents, underrepresented dialects, and speech impacted by disabilities.

The Speech Accessibility Project (SAP) at the University of Illinois Urbana-Champaign's (UIUC) Beckman Institute for Advanced Science and Technology aims to address this gap by collecting 1,000 hours of transcribed audio from people with speech-affecting disabilities.

"The goal is to make it possible for researchers to train speech recognizers that can cope with that wide range of atypical speech in order to correctly recognize what the person is saying," says Mark Hasegawa-Johnson, PhD, project lead and professor of electrical and computer engineering at UIUC.

Mark Hasegawa-Johnson, PhD

Identifying the importance of a standardized dataset for improving ASR systems, last year a consortium of companies including Amazon, Apple, Google, Meta, and Microsoft sought proposals from universities on a project to ethically collect samples from individuals with relevant disabilities. UIUC was chosen to lead this initiative, resulting in the formation of SAP.

As part of its current phase, SAP is actively enlisting individuals who have Parkinson's disease to record speech samples. Participants are tasked with three types of prompts, including commands designed to study device interaction techniques, phonetically diverse sentences from novels to capture various speech sounds in a range of contexts, and spontaneous speech where they share personal opinions and preferences.

The project has garnered substantial interest, with over 750 individuals reaching out to volunteer. A speech pathologist evaluates each potential participant to assess their suitability for speech recognition studies, says Hasegawa-Johnson.

To date, just over 200 people have successfully completed the recording sessions. Participants are compensated and receive assistance with logging in and completing the process.

"We want to value the time of our volunteers as well as their caregivers," says Clarion Mendes, clinical assistant professor at UIUC, speech-language pathologist, and SAP team member. Furthermore, to safeguard participant privacy, Mendes says the project shares only aggregated demographic data and requires organizations to submit an application before accessing the information.

Clarion Mendes

SAP continues to actively seek volunteers with Parkinson's disease, including college students, and plans to recruit individuals with ALS, stroke-related disabilities, Down syndrome, and cerebral palsy in upcoming phases.

To learn more and sign up to volunteer, visit speechaccessibilityproject.beckman.illinois.edu.

Diversity Matters at Indiana University

At Indiana University, diversity, equity, and inclusion (DEI) are integrated into every aspect of campus life. School leaders are steadfast in their belief that learning from people of all backgrounds enriches the college experience and prepares students for the diverse world in which we live.

> "We are proud that our IU student body represents a record diverse population of more than 12,275 students of color—nearly 30 percent—for the first time."
>
> James C. Wimbush, Ph.D.
> Vice President for Diversity, Equity & Inclusion
> Johnson Chair for Diversity and Leadership

IU's DEI work has again been recognized by *INSIGHT Into Diversity*, the country's largest, oldest and most respected national diversity and inclusion publication in higher education. This year, for the ninth consecutive time, the magazine honored IU Bloomington with the **2023 Higher Education Excellence in Diversity (HEED) award**.

In addition, IU Bloomington received the **Diversity Champion Award** for the seventh consecutive year. Known for visionary leadership, Diversity Champions are institutions that set the standard for thousands of other campus communities striving for diversity and inclusion and develop successful strategies and programs that serve as models of excellence for other institutions.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Diversity Champion
7 YEARS

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
9 YEARS

University of Arizona Sustainability Fund Supports Creative Solutions

By Erik Cliburn

The Garden for Growth club is led by the Neuroscience and Cognitive Science Association of Students at the University of Arizona (UArizona) and supported in part by a mini-grant from the university's Campus Sustainability Fund (CSF). (Photo courtesy UArizona CSF)

Through its Campus Sustainability Fund (CSF) and as part of its larger commitment to sustainability, equity, and climate action, the University of Arizona (UArizona) has supported dozens of projects over the past two years that promote environmentalism and help address disparities in sustainability efforts.

Established in 2021, CSF is administered by the UArizona Office of Sustainability and provides funding for student, faculty, and staff projects focused on improving sustainability and equity on campus and in the surrounding communities. As of October, 30 projects had been funded, totaling nearly $930,000. CSF offers two types of grants: mini-grants and annual grants. Mini-grants, ranging from $250 to $5,000, support smaller-scale projects that must be completed within a semester or year. Annual grants range from $5,000 to $100,000 and are designed for projects with timelines of up to three years.

As part of the UArizona Sustainability & Climate Action Plan — a recent commitment the university made to be carbon neutral by 2040 — there has been a push for greater student involvement in climate discussions on campus. Through CSF, students can voice their opinions and ideas on environmentalism and sustainability and participate in decision-making regarding the funding, approval, and implementation of projects, says Madison Gerdes, outreach and connections specialist in the Office of Sustainability.

All CSF projects are supported by funding directly from students through a sustainability fee each semester — $10 for those enrolled in seven or more units and $5 for those under that threshold. Projects are reviewed and approved by a paid student committee that also coordinates with project managers to help them meet their goals.

"We believe this is a really unique opportunity for students specifically to gain project management experience and spearhead projects up to $100,000, which I believe is an opportunity you really can't get anywhere else as a student," says Gerdes. "We especially feel this way because we are funded by student fee money, and we want to see it going back to the students."

The largest grant amount as of this fall, $86,000, was awarded to Growing Equity-Focused Environmental Leaders and Educators led by the Bio/Diversity Project, an existing collaborative initiative between UArizona's Women in Science and Engineering (WISE) program, Saguaro National Park, and the Arizona-Sonora Desert Museum, among other environmental organizations.

The project involves building an education pathway of diverse environmental science professionals by placing UArizona students in K-12 classrooms to help implement a biodiversity-focused science curriculum. CSF funding converted previously unpaid project internships into paid positions, making the opportunities more accessible to and equitable for a wider range of students. As a result, participating interns of color doubled from 41 percent to 82 percent in 2022.

This expansion fits well within the project's goal of building both human and ecological diversity, says Jill Williams, PhD, the director of WISE.

"We want to foster more diverse and inclusive environmental science communities," she says. "We're doing that by expanding access to innovative environmental science educational opportunities for [K-12] students and professional development opportunities for university-level students."

The Indigenous-Centered Mini Grant, known as the Indigeponics project, funded by a $5,000 CSF award, empowers Indigenous communities to cultivate fresh produce using innovative and sustainable techniques, while offering educational training and support to both Indigenous and UArizona community members.

The Bulk Foods program at UArizona's Campus Pantry, funded by a $10,000 annual CSF grant, enhances food distribution to students in need by offering a wide range of dried foods in reusable containers, reducing waste. (Photo courtesy UArizona CSF)

The initiative consists of online resources and in-person workshops that provide technical training, foster community, and teach the skills and tools necessary for sustainable food growth. Participants receive free, at-home hydroponic kits.

The project also focuses on bridging the gap between traditional technologies and Indigenous communities by developing curricula and guides for broader access. The team will continue to engage with Indigenous communities, organizations, and tribal governments to provide educational resources.

AT KENT STATE

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The new Division of People, Culture and Belonging centers the wellbeing of the people at our university in all that we do. Aligning the work of the divisions of Human Resources and Diversity, Equity and Inclusion, the new division will infuse equity in our policies, processes and programming and strengthen Kent State's institutional mission and vision by elevating a culture of care, kindness and respect. Visit our website to learn more about the new division and how we will reimagine employee and student support in higher education.

KENT STATE UNIVERSITY

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The BioDiversity Project, a CSF-funded internship program, empowers a diverse cohort of UArizona students to teach K-12 students about sustainability and environmental science. Photo courtesy UArizona CSF. (Photo courtesy UArizona CSF)

CSF has supported a variety of student-led projects, including Project Rethink Climate, which was initiated by environmental science major Hunter Gibbs and is focused on raising sustainability awareness by providing UArizona students with a free field trip to the Biosphere 2 science research facility in Oracle, Ariz. The project aims to break down barriers related to cost and transportation and involve students who may not typically engage with sustainability efforts. The goal is to involve a broad spectrum of participants and promote interdisciplinary engagement on sustainability topics.

"That was really a huge focus of this project, getting everyone a seat at the table when it comes to discussing issues of sustainability," says Gibbs.

Other notable student-led CSF projects include Native Plant Gardens, Campus Pantry Bulk Foods Program, and Sustainable Citrus Plus. The latter program expanded an aquaponics system to include citrus and fruit trees. The fruits from these trees are then donated to UArizona's Campus Pantry, to address issues of food insecurity while promoting sustainable practices.

The impact of CSF-funded projects is visible around campus and the Tucson community, with initiatives like bike repair stations, Earth Day events, symposiums, and the Campus Bike Shop contributing to a more sustainable environment, says Gerdes.

BOLD ACTION REQUIRES UNYIELDING COMMITMENT

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Collaborative Counseling

Professor Brings Academic, Mental Health Support to Rural Youth

By Nikki Brahm

Her own difficult journey navigating high school and college has inspired Dana Griffin, PhD, associate professor in the School of Education at the University of North Carolina at Chapel Hill (UNC), to focus her work on enhancing the experiences of underrepresented students. She also calls on school counselors to step up their leadership roles when it comes to mental health and academic counseling for students.

Raised by a single mother in a low-income household in rural Virginia, Griffin faced stereotypes and misconceptions from others because of those circumstances — which ultimately created barriers to her education.

"When I was in high school, I graduated [fourth] in my class," says Griffin. "But not one school counselor talked to me about going to college [or] filling out a college application. Not one."

Griffin didn't consider higher education until her junior year. That's when a teacher at her school finally approached her in the hallway and encouraged her to apply for a summer college preparedness program at William & Mary designed for underrepresented and low-income students. She took advantage of that opportunity and later decided to enroll.

As a first-generation college student, Griffin faced difficulty in her initial pursuit of medical studies and was guided to obtain a degree in English instead. After graduating, she worked in the credit recovery department of a financial institution. Discovering she had a passion for helping others, she pursued a master's degree in counseling at Hampton University.

Griffin worked for four years as a middle school counselor before returning to William & Mary for her PhD in the field. She also served in the campus clinic and gained experience in marriage and family treatment.

"My story here is a story of a person who wasn't receiving the guidance to figure out where she wanted to go," says Griffin. "I had to go through this long maze and tunnel to get to this point."

These experiences influenced Griffin's belief that K-12 counselors should be leaders in bridging the gap between historically marginalized families, schools, and communities by helping them to build stronger relationships and collaborations. With this approach, the socioemotional development, mental health, academic success, and professional advancement of students is more fully supported.

"You can't isolate [kids] from their families and you can't isolate them from the communities from which they come," Griffin says. "In order to really address the issues that we have going on, you need to have this

"I wish I had people in the school who could have talked to me about certain things — not just academics, but also social and emotional [challenges]. Not having that was huge. … It's something that I want to prevent for other students going through the school system."

Dana Griffin, PhD

A COMMITMENT TO EQUITY, ACCESS AND EXCELLENCE

Stony Brook University has long embraced the ideal that excellence is founded on equity. As **New York's flagship** and **No. 1 public university**, SBU strives to be a premier leader and exemplary model for justice, diversity, equity and inclusion in higher education, healthcare, research and society.

Our efforts to nurture equity have garnered us recognition as one of the top institutions for promoting socioeconomic mobility, with *U.S. News & World Report* recently ranking us #12 in the nation. We also are widely acknowledged for having one of the most diverse campuses.

Fostering a sense of inclusion for all our scholars, practitioners and employees is paramount, and one of the reasons the Human Rights Campaign Foundation named Stony Brook Medicine and Stony Brook Southampton Hospital leaders in LGBTQ healthcare equality.

There are many ways to measure our achievements, but few as important as our students' academic success. SBU's six-year graduation rate rose 10 percentage points, from 68 percent in 2016 to 78 percent in 2023, and those who receive Pell grants graduate at a rate of 80 percent.

Building a more just environment for our students — the leaders of tomorrow — is integral to SBU's mission and an important step toward creating an equitable society for all.

Visit stonybrook.edu to learn why *Insight Into Diversity* magazine named us a recipient of the Higher Education Excellence in Diversity Award for 2023.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

Stony Brook University

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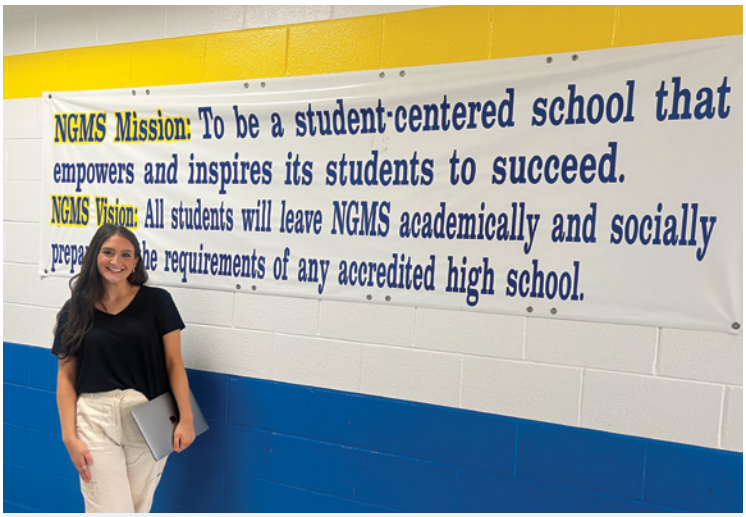
Jaclyn Lankford is an intern at Person County Schools, a position she obtained through the Helping Heels program.



Victoria Plyler, a Helping Heels participant, is completing her counseling internship at Northern Granville Middle School.

three-pronged approach where you're working with kids, but you're also thinking about 'How are you providing their families with the resources they need, and how are you being a resource in a community?'"

Griffin is intentional about weaving DEI (diversity, equity, and inclusion) into her scholarly work and pedagogy at UNC. Her research focuses on rural environments, low-income populations, and people of color. She has investigated how community partnerships can help address issues like college and career readiness and preventing suicidal behaviors. She also incorporates conversations related to DEI within her teaching, such as how to ensure that marginalized voices are included in data-collection efforts.

Helping Heels Outreach Program

Griffin previously served as the dean's fellow for DEI at the institution and recently stepped into a new position as principal investigator of Helping Heels — Expanding Access to Care and Improving Opportunities for Rural Schools in the Tar Heel State, a UNC School of Education and North Carolina school district collaboration that brings UNC interns from non-urban regions and culturally diverse backgrounds to K-12 districts. Students complete coursework and a yearlong internship in which they provide academic counseling, address mental health needs, and offer anti-bullying programming.

With grant funding from the U.S. Department of Education allocated to increase the number of mental health professionals in high-need areas, Griffin chose to embed student counselors in rural schools, which often lack such services. The job includes financial assistance for living expenses and tuition. In return, participants are required to work in a rural school for two years following graduation.

The five-year program will place 33 UNC interns in area districts, with five participating in the inaugural cohort this year.

Despite the critical need for Helping Heels, Griffin is grappling with challenges to the program due to recent changes in state legislation and university policy. North Carolina's new Parents' Bill of Rights, a law focused on parental authority regarding their child's education, affects decisions about student participation in reproductive health and safety programs, notification and consent for specific mental health services, and the ability to opt out of certain data-collection efforts.

In addition, program hiring is impacted by the UNC Compelled Speech Prohibition, which prevents UNC System schools from requiring students, faculty, and administrators to express their views of social policy in consideration for admission, employment, or professional advancement. As a result, if Griffin seeks to hire a staff member who is skilled in working in diverse communities and committed to social justice and antiracism, especially in the context of the position, she does not have the ability to discuss such topics outright with applicants.

Regardless of the political climate, Griffin says Helping Heels will continue its commitment to rural students. The initiative is personal as well as professional, she says.

"I wish I had people in the school who could have talked to me about certain things — not just academics, but also social and emotional [challenges]. Not having that was huge. ... It's something that I want to prevent for other students going through the school system."

Honoring an **immortal history**

Michael Friedlander (at left), executive director of the Fralin Biomedical Research Institute at VTC and Virginia Tech vice president for health sciences and technology, and Virginia Tech Carilion School of Medicine Dean Lee Learman.

Henrietta Lacks' Immortal Legacy

The Virginia Tech Carilion School of Medicine and the Fralin Biomedical Research Institute at VTC both unveiled statues of Roanoke native Henrietta Lacks in their facilities to honor the contributions of the woman whose rare "immortal" cells changed the world of scientific research and facilitated unprecedented medical breakthroughs.

INCLUSION AND DIVERSITY
VIRGINIA TECH

vt.edu/Henrietta-Lacks

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Diversity Champion

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Health Professions School

Degrees and Certifications Help Inform the Future of DEI Leadership

BY ERIK CLIBURN

As the work of DEI (diversity, equity, and inclusion) in higher education has expanded, several institutions have recognized the need to create a clearer and more comprehensive pathway for individuals interested in serving as DEI advocates and leaders. To meet the growing demand, many are developing distinctive degree, certificate, and other programs that help graduate students, faculty, and workforce professionals develop the required skills.

Programs at the University of Kentucky (UK), Cornell University, Tufts University, Purdue University, and State University of New York (SUNY) at Old Westbury, which range from professional certifications to doctoral degrees, are just a few examples of the emerging field of DEI education. While sharing overarching goals, these efforts serve a variety of constituents such as corporate managers looking to address their own

biases and help build more inclusive work environments or those who plan to pursue leadership roles in academic diversity offices.

DEI-focused degree programs like those at UK serve as pathways to chief diversity officer (CDO) and other DEI leadership roles. Certificate programs in the same vein can serve as tools for existing CDOs to hone their skills or for business leaders to expand their DEI knowledge. The necessity for these programs is apparent given the rapid growth of the CDO role in recent years, which demonstrates institution- and industrywide commitments to DEI values.

As of 2023, more than half of Fortune 500 companies had a senior diversity officer and over 60 hired their first CDO this year, according to McKinsey & Company, a management consultant firm. Among those surveyed in the National Association of Diversity Officers in Higher Education (NADOHE) 2023 State of the CDO report, 68 percent worked at an institution that has had a senior diversity officer position for five years or less, with 41 percent of those roles being created in the past two years.

University of Kentucky

At UK's College of Education, the PhD in studies in higher education with a specialization in DEI serves as an important tool in training future generations of DEI leaders in academia. The first-of-its-kind doctoral degree program offers a comprehensive curriculum that prepares individuals for high-level administrative positions in academia.

Scholars enrolled in the DEI concentration, which was created in partnership with INSIGHT, also participate in the Senior Diversity Officer Leadership Graduate Certificate. The combined PhD and graduate certificate program help enrollees build competencies around NADOHE standards, which include advancing DEI programming, addressing bias incidents, and reducing barriers for underrepresented faculty across college campuses.

In announcing the program in 2021, Kelly Bradley, PhD, chair of UK's Department of Educational Policy Studies and Evaluation, said colleges and universities are looking for senior diversity officers who can serve as change agents and bring innovation, creativity, and strategic thinking to their campuses. The UK College of Education's doctoral program focuses on applying innovative DEI approaches across complex institutions.

Through the program's partnership with INSIGHT, students can receive scholarship funding. NADOHE and the college's Education and Civil Rights Initiative offer assistantships and connections with DEI professionals in higher education for mentorship.

Cornell University

Cornell offers several certificate programs in DEI for working professionals. One example is the 10-week Dialogue for Change Certificate, which emphasizes cultural awareness and creating equitable work environments. Key takeaways include the exploration of human connection and social identity, building intergroup dialogue skills, and the ability to implement DEI-focused strategies, says Adi Grabiner-Keinan, PhD, executive director for academic DEI education at Cornell and director of the Intergroup Dialogue Project. The program works to broaden perspectives and teach how to create a meaningful shared vision.

"Our goals are to develop participants' awareness around the four development areas and to strengthen their capacity to make meaningful change at personal, interpersonal and institutional levels," she says. "Skills such as active and generative listening, strategic questioning, purposeful sharing, perspective taking, withholding judgment, and questioning assumptions allow us to lead, communicate, and collaborate effectively."

Cornell also offers an eight-week Diversity, Equity, and Inclusion Certificate designed for team leaders, executives, and other professionals. Core lessons include assessing and enhancing employee engagement, improving organizational culture, recognizing unconscious bias, understanding crucial dimensions of diversity, addressing stereotypes and prejudices, and implementing ethical standards.

Colleges and universities are looking for senior diversity officers who can serve as change agents and bring innovation, creativity, and strategic thinking to their campuses.

Tufts University

Tufts University offers both a certificate and a master's degree in Diversity, Equity, Inclusion, and Justice (DEIJ) Leadership. The certificate program is tailored for established professionals seeking to lead strategic organizational change. It provides essential tools and concepts for success in DEIJ roles and is designed to accommodate busy schedules, offering flexible online or hybrid formats with evening courses.

The DEIJ Leadership master's-level program delves deeper into areas such as critical race theory, historical contexts of DEI, organizational leadership, program design, and measurement. It is designed for those

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who aspire to DEI leadership roles and offers flexible scheduling options that allow students to complete the degree in 15 to 24 months.

Both programs emphasize the importance of promoting equitable cultures, understanding unconscious bias, and addressing diversity-related challenges in various spheres of influence.

Purdue University

The Certificate for Diversity and Inclusion in Veterinary Medicine at Purdue offers a comprehensive program for individuals within the veterinary medical community including academic administration, faculty, staff, students, and practicing professionals. The certificate program is designed to promote diversity and inclusion within the field of veterinary medicine.

Students have the flexibility to complete the program through a blend of online modules, real-world engagement, and reflective assignments. Modules cover a wide range of DEI topics including microaggressions, persons with disabilities, generational diversity, the LGBTQ+ community, and more. The program encourages participants to engage with their community through volunteering, attending events, and writing capstone essays that demonstrate their commitment to advancing DEI ideals.

Upon successful completion, graduates receive a certificate and continuing education credits. Additionally, scholarships are available for faculty, staff, interns, and residents at member institutions, offering the opportunity to register with a partner at no extra cost, making the program accessible and impactful for all members of the veterinary medical community.

SUNY at Old Westbury

The SUNY at Old Westbury recently launched a Diversity, Equity, Inclusion and Justice in the Workplace microcredential through its school of professional studies. The program provides a foundational understanding of DEI concepts such as race, ethnicity, gender expression, religion, culture, and disability, and the competencies necessary to advance inclusive and diverse workplaces.

Participants learn about key historical events and movements that have shaped diverse identities and helped create a more equitable society. They also critically assess power structures, institutions, unconscious biases, microaggressions, and relationships in the workplace through a DEI lens. The curriculum explores legislation and policies impacting DEI and labor management, and those who complete the program will have the skills to evaluate work environments and propose best practices to make organizations and industries more inclusive.

> "Our goals are to develop participants' awareness ... and to strengthen their capacity to make meaningful change at personal, interpersonal and institutional levels."
>
> **Adi Grabiner-Keinan, PhD**

>> See page 92 for more statistics from the NADOHE 2023 State of the Chief Diversity Officer Survey.

MEANINGFUL MOMENTUM

Our mission at Santa Clara University is to integrate justice, equity, diversity, and inclusion into everything we do. That means putting in the necessary work and planning each day. Since its inception in 2021, the Inclusive Excellence Division has prioritized creating meaningful opportunities and support structures for our students, faculty, and staff to thrive. In addition to new inclusive hiring clusters for faculty, Santa Clara increased staff headcount to support inclusive excellence strategy and launched several initiatives aimed at creating pathways for students in critically important fields. Collaborating with Silicon Valley companies and local government, Santa Clara offers financial support and experiential fellowships for first-generation and local community college students as they pursue careers in sustainability, clean energy, healthcare, and biotechnology. By expanding their professional networks and offering skill-building opportunities, these students will emerge as industry leaders and help shape our institution's growth.

Santa Clara University

Institute Partnership Creates Pathway to Diverse Academic Leadership

By Nikki Brahm

The Academic Leadership Institute (ALI) Summer Residential Program offered by the University of Michigan (U-M) and Washington University in St. Louis (WashU) equips diverse individuals with the knowledge and management skills required to advance into higher education leadership roles through a curriculum focused on DEI (diversity, equity, and inclusion).

Each year, a group of rising academic leaders are selected to participate in ALI's five-day, in-person program, which includes presentations, panels, and discussions on such topics as institutional change and transformation, personal identity versus institutional identity, organizational culture, best practices for self-care, business and finance, and crisis management.

Over the course of the curriculum, participants are encouraged to talk openly about leadership responsibilities and the challenges faced by women, people of color, and others with underrepresented identities. They form lasting relationships with each other and with faculty, whom they can rely on as a resource later in their career.

Founders of the program are Earl Lewis, PhD, Thomas C. Holt Distinguished University Professor and director and founder of the U-M Center for Social Solutions, and Dwight McBride, PhD, Gerald Early Distinguished Professor and senior advisor to the chancellor at WashU.

"[ALI] started in two ways," says Lewis. "Independently, Dwight and I had been thinking about the need to create an opportunity to bring together men and women, particularly folks of color, to be thinking about senior leadership roles in American higher education at the provostial and presidential levels. [It also started] because of folks who were coming to us one-on-one. We realized that kind of one-on-one engagement, while useful as a mentorship model, is not scalable, and if we were going to scale, we needed to arrive at a new design."

Professional development opportunities like ALI are necessary to diversify the top of the higher education hierarchy, which remains predominantly older, White, and male, according to the American Council on Education study "The American College President: 2023 Edition." The report finds that men outnumber women two to one in presidential positions, presidents of color account for a little over 25 percent, and about one in 10

The 2023 Academic Leadership Institute faculty and cohort in Swarthmore, Pa. (Photo courtesy Maura McConnell Photography)

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
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presidents are women of color.

"Given the incredible demographic shift that we are living through in the United States, it's really important to have leaders who understand that excellence and diversity are not separate things," says McBride.

Beyond the emphasis on DEI, a variety of features make ALI especially effective, one of which is the focus on self-exploration — allowing individuals to identify their own leadership style and understand their role in an institutional context. Also, leaders are teaching and mentoring other leaders, so the faculty of ALI consists of current and former college presidents and provosts as well as individuals who have worked in allied higher education fields, including law, search firms, and crisis communication.

Since its launch in 2021, about 75 people from institutions of all sizes have completed the program. Success is analyzed with a longitudinal approach, as participants are surveyed before they attend, immediately after they attend, and years after, to gauge how it can improve over time. Overall, feedback has been positive, with those surveyed pointing to benefits like reinforcement of mutual goals and objectives, the ability to have intimate conversations, and the development of professional networks, says Alford Young Jr., PhD, Center for Social Solutions associate director and Edgar G. Epps Collegiate Professor of Sociology at U-M.

Robin R. Means Coleman, PhD, vice president and associate provost for diversity and inclusion at Northwestern University and INSIGHT Into Diversity editorial board member, participated in ALI in 2021.

Coleman has engaged in about a dozen professional development leadership programs. ALI is distinctive, she says, because it provides an unvarnished look at the role as seen through the perspective of current leaders, which helps participants make a more informed decision when given the opportunity for advancement.

Fellow participants from Coleman's cohort now hold president and provost positions at some of the top universities in the nation.

"I believe that ALI helped to set them up for success, not just to get the role, but to lead in the role, because of a sustained engagement with peer mentors," Coleman says. "If there's a single word to describe ALI, it's selflessness — from those leaders who spent the time with us to really help us understand what the work is."

Despite recent legislation restricting institutional DEI efforts in states like Florida and Texas, individuals from these areas and others enrolled in the program this year, and ALI leaders remain committed to preparing a diverse group of future leaders of higher education instilled with DEI values.

"We're gathered by core principles, that in a broad democracy like the United States, one needs to constantly define, value, and then leverage diversity for the betterment of all," Lewis says. "We keep that front and center in the work that we do."

Ame Lambert, PhD, vice president of global diversity and inclusion at Portland State University, participates in the ALI program held last summer. (Photo courtesy Maura McConnell Photography)

>> To learn more about the Academic Leadership Institute, visit: sites.lsa.umich.edu/leadership-institute

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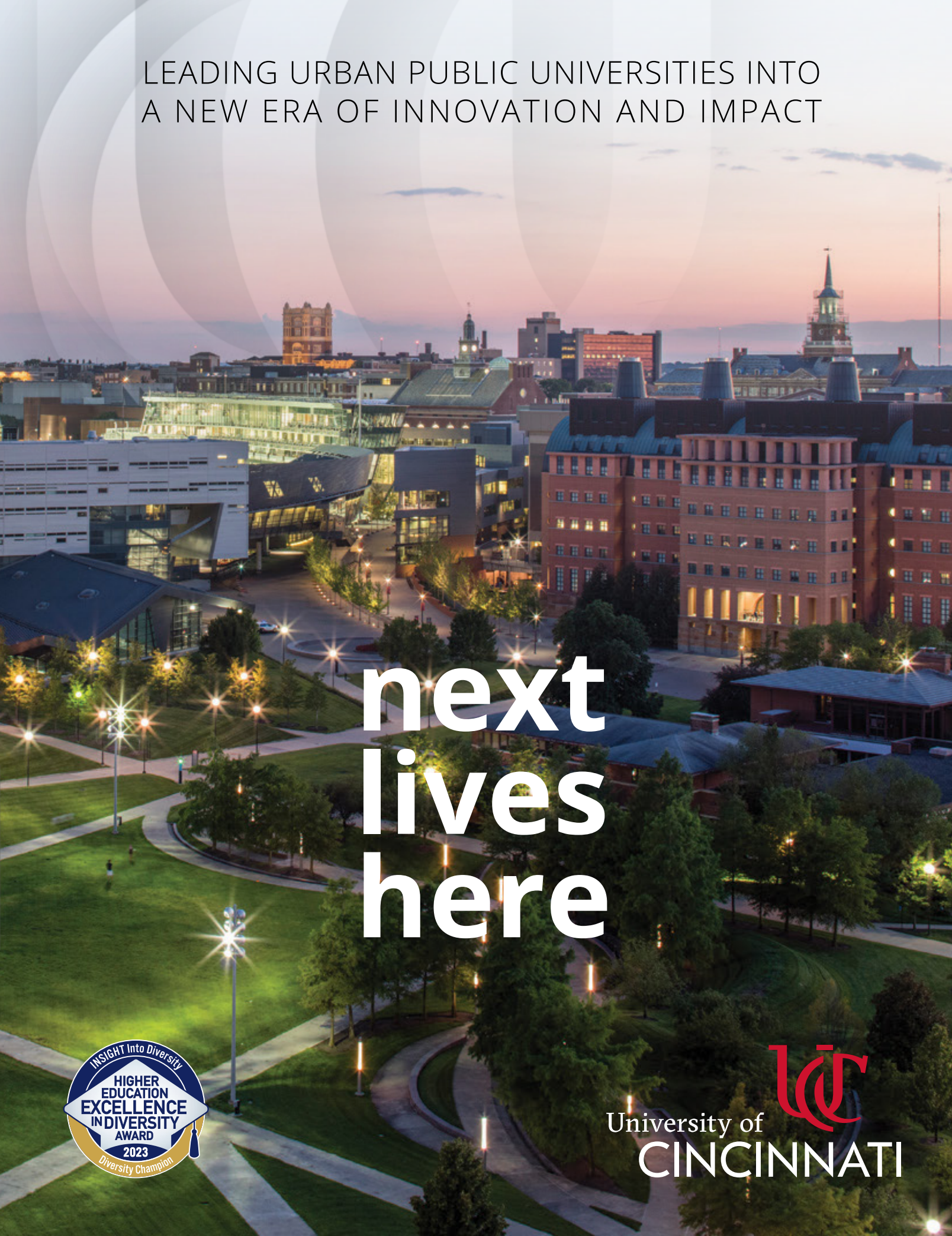

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MSU College of Veterinary Medicine students are tackling tough environmental and climate threats—big challenges that affect everyone's future. Mississippi State University is taking care of what matters.

Caroline Ferreira
Doctor of Veterinary Medicine
Class of 2026

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023

TAKING CARE OF WHAT MATTERS
Learn more at msstate.edu

Higher Ed Accreditation Agencies Remain Steadfast Despite Conservative Attacks

By Mariah Bohanon

In recent months, college and university accrediting agencies have come under attack by leading conservative figures who claim the agencies are bastions of far-left political beliefs and responsible for infusing DEI (diversity, equity, and inclusion) standards into higher education. But accreditors say their work is being miscategorized and the negativity is unfounded.

Educating the public about the true nature of their process could help resolve the challenges, accrediting leaders say. Meanwhile, they continue to face political and legislative battles.

In May, former president Donald Trump issued a campaign video in which he vowed to fire the "radical left accreditors" should he secure the presidency in 2024. Trump claimed they have failed to protect students and taxpayers and suggested they need to be replaced by new accrediting agencies.

The following month, Gov. Ron DeSantis, R-Fla., and his administration filed a lawsuit against the U.S. Department of Education that claims the power wielded by accrediting agencies is unconstitutional.

"Within the next couple of years, I think we're going to see this accreditation cartel basically come crumbling down and more freedom in higher education reigning supreme," DeSantis said in announcing the lawsuit, the latest in a series of actions he has taken against accreditors.

Also in June, another Florida politician, Sen. Marco Rubio (R), proposed the "Fairness in Higher Education Accrediting Act," which seeks to ban agencies from using DEI and affirmative action policies as criteria in the accrediting process. Co-sponsored by Senators Rick Scott (R-FL) and Mike Lee (R-UT), the bill will prevent accreditors from putting "direct pressure on universities to comply with woke standards or risk reputational financial ruin," according to a press release.

Most of the nation's largest accreditation agencies, however, include very little language related to DEI principles in their current standards. In fact, it was not until 2022 that the Council for Higher Education Accreditation — which oversees the six major U.S. regional accreditors — added its first requirement in support of DEI. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which includes Florida's higher education institutions, has only a position statement — rather than an actual accreditation standard.— related to DEI.

"Our main concern is that people are not defining what accreditation does, so they're muddying the waters when they could be educating people about the value of accreditation," says Rosalind Fuse-Hall, director of legal and government affairs and commission support at SACSCOC. "Accreditation ensures that there's quality and integrity in the higher education process, and we've been doing that for years, even before there was a [U.S.] Department of Education."

Jamienne S. Studley, JD

It's important to note that colleges and universities dictate the accreditation standards enforced by the agencies — not the other way around, Fuse-Hall says.

"We don't sit in little cubicles in the SACSCOC office and make up these rules and standards," she says. "They're made by the people who are governed by them, so the administrators, faculty, librarians — all of them — serve in these various evaluative roles."

Together, these individuals ensure quality education is provided to students across a wide variety of campuses, from small seminaries to large research institutions, Fuse-Hall says.

"[The standards] are broad enough to allow different [institutions] to seek quality improvement and be able to fit the standards without having to have lots of different types of criteria for different types of institutions," she says.

Jamienne S. Studley, JD, president of the Western Association of Schools and Colleges Senior College and University Commission, agrees that the value of accreditation lies in the fact that institutions dictate quality standards for themselves.

"It's logical that the federal government doesn't do [accreditation], in part to avoid the political division that we're seeing right now," she says. "Institutions know better what to look for when judging other institutions, so we have a well-developed peer review process to do just that."

The process also involves members of the public to ensure a balanced view from people who are outside the academy, Studley says, and this carefully designed system ensures the kind of independence and critical questioning that some critics have said is lacking.

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 inclusive excellence.

Miami University — empowering the leaders of today to inspire the leaders of tomorrow.

MIAMI UNIVERSITY

In the wake of criticism, accrediting agencies must do a better job of explaining their purpose in higher education, not change the way they carry it out, Studley says.

"I think it becomes ever more important for accreditation agencies to be clear about what we do and how we contribute to value in higher education, but I don't see any reason for us to change the thoughtful, institutional, mission-driven review of educational effectiveness, student outcomes, and equality that we now undertake so carefully," she says.

Representatives from other agencies agree that more transparency regarding the process is necessary so the public.— and critics — can better understand how and why this process takes place.

"We recognize that accreditation is complex and often misunderstood," Heather F. Perfetti, JD, EdD, president of the Middle States Commission on Higher Education (MSCHE), says. "We are committed to helping others understand our work and the relationship and responsibilities we hold within the regulatory triad and with our constituent institutions, students, and the public."

Heather F. Perfetti, JD, EdD

Perfetti notes that MSCHE, which includes DEI as one of its five guiding principles, will continue to uphold its work regardless of political attacks.

"The Commission will continue to advocate for and celebrate the practices of institutions that seek to reveal and address disparate impacts and appreciate how institutions can reflect on their work with the support of the Commission's standards for accreditation, requirements for affiliation, policies, and procedures to support meaningful change at our institutions and in our communities," she says.

Barbara Gellman-Danley, PhD, president of the Higher Learning Commission, says the agencies are, for now, protected in their work by legislation.

"We respect the right of everyone to run [for office] and say what they want, but there are federal laws that dictate what accreditation is and how it relates to the Higher Education Act," she says. "So, we watch what [critics] are saying, but we're respectful and aware that sometimes recommendations are made that do not align with federal law."

Barbara Gellman-Danley, PhD

Gellman-Danley agrees that if accreditation were better understood, there would be less criticism against it.

"Without quality assurance, you'd have a wild, wild West in higher education," she says. "That's why accreditors were put into place, so there would be individual groups that were not political that worked really hard on identifying criteria for institutions."

UNIVERSITY OF OREGON

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INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

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Diversity, equity, and inclusion are woven into the very fabric of Suffolk University. We have been providing students with access to transformational learning opportunities that begin in the center of Boston and reach across the globe.

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 how we manifest the core values of our mission at **suffolk.edu/dei**.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

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Northwestern University

Northwestern is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni.

The Northwestern Evanston campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa. It was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois.

Learn more about Northwestern's Native American and Indigenous initiatives
northwestern.edu/native-american-and-indigenous-peoples

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

THREE CONSECUTIVE YEARS

Northwestern University congratulates INSIGHT into Diversity for 50 years of dedication to diversity, equity, and inclusion in higher education and beyond.

A Field Guide to the HEED AWARD

INSIGHT Into Diversity is thrilled to introduce our 2023 Higher Education Excellence in Diversity (HEED) Award winners. We celebrate undergraduate schools, community colleges, law schools, and health professions institutions that exemplify extraordinary innovation and dedication as they strive to ensure the values of DEI (diversity, equity, and inclusion) are relentlessly pursued across their campuses.

170 Winners
15 Diversity Champions
62 Health Professions Schools
7 Community Colleges
1 Law School

Each year, only a small percentage of the nation's higher education institutions receive this honor. So, what does it take to become a HEED winner?

In these pages, we provide a HEED Award Field Guide, designed to illustrate the many aspects involved in creating a campus environment where everyone feels a sense of belonging and has equal opportunity to achieve success. We explore best practices in DEI, which are gleaned directly from HEED Award-winning and Health Professions HEED Award-winning applications.

Importantly, these **programs are scalable and adaptable to any campus,** allowing other institutions to replicate them as part of their own DEI strategies.

Along with the HEED Award winners, which include community colleges and law schools, we spotlight INSIGHT Into Diversity Health Professions HEED Award honorees. These schools are keenly aware of the need to diversify their student body, faculty, and staff to create a more inclusive campus culture — but they are also highly focused on the national imperative to build a more diverse health care workforce. Over these next pages, we showcase their outstanding efforts to address disparities and create a more sustainable, equitable, and inclusive health care system.

Look for this stamp on the pages to follow for examples of these adaptable practices.

Diversity Champions Set the Highest Bar

A select group of HEED Award-winning schools are named each year as Diversity Champion institutions. They earn this distinction by exemplifying visionary DEI leadership, modeling successful strategies and programs, and setting achievable yet rigorous standards of excellence in higher education.

Clemson University
East Carolina University
Indiana University Bloomington
Johns Hopkins University
Medical University of South Carolina
Oklahoma State University
Rochester Institute of Technology
The University of Alabama at Birmingham
University of Arkansas for Medical Sciences
University of Cincinnati
University of Kentucky
University of Louisville
University of Oklahoma
Virginia Commonwealth University
Virginia Tech

A Lehigh *for* Everyone.

EVERYONE DESERVES TO FEEL A SENSE OF BELONGING. In a world that can feel unwelcoming at times, Lehigh is committed to further fostering a community where all are enabled to achieve their fullest potential. Drawing focus from Lehigh's 2021–2026 Diversity, Inclusion, and Equity Plan and a new strategic plan that will chart the university's path for the next decade, Lehigh continues to prioritize an inclusive campus environment where all individuals are valued.

LEHIGH UNIVERSITY

FIFTH YEAR HEED AWARD RECIPIENT

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

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lehigh.edu/diversity

2023 HEED AWARD RECIPIENTS

Adelphi University
Agnes Scott College
Arizona State University
Arkansas State University
Augustana College (IL)
Ball State University
Bentley University
Berklee
Binghamton University
California State University, Fresno
California State University, Los Angeles
California State University San Marcos
Carnegie Mellon University
Case Western Reserve University
Clemson University
Colorado College
Columbia University in the City of New York
Cornell University
Drexel University
East Carolina University
Emory University
Farmingdale State College
Florida Atlantic University
Florida International University
Florida State University
Franklin and Marshall College
Georgia Southern University
Hope College
Indiana University Bloomington
Indiana University-Purdue University Indianapolis
James Madison University
Johns Hopkins University
Kansas State University
Kent State University
Lasell University
Lehigh University
Metro State University
Metropolitan State University of Denver
Miami University
Millersville University
Mississippi State University
Mount Holyoke College
Northern Illinois University
Northwestern State University of Louisiana
Northwestern University
Ohio University
Oklahoma State University
Portland State University
Rochester Institute of Technology
Rowan University
San Diego State University
Santa Clara University
Smith College
Southern Illinois University Edwardsville
Stetson University
Stony Brook University
Suffolk University
SUNY Old Westbury
SUNY Oneonta
Swarthmore College
Temple University
Texas Christian University
Texas Tech University
The College of New Jersey
The University of Alabama
The University of Alabama at Birmingham
The University of Louisiana at Lafayette
The University of North Carolina at Greensboro
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Dallas
The University of Tulsa
Towson University
Trinity College
Tulane University
UC Berkeley
UNC Charlotte
University at Albany
University of California, Merced
University of Central Florida
University of Cincinnati
University of Dayton
University of Florida
University of Georgia
University of Houston
University of Kentucky
University of Louisville
University of Massachusetts Boston
University of Massachusetts Lowell
University of Missouri-St. Louis
University of North Florida
University of Oklahoma
University of Oregon
University of Pittsburgh
University of West Florida
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Washington State University Vancouver
West Chester University of Pennsylvania
William & Mary
Worcester State University

2023 COMMUNITY COLLEGE HEED AWARD RECIPIENTS

Cuyahoga Community College
Germanna Community College
Greenville Technical College
Hudson County Community College
Moraine Valley Community College
Rockland Community College
William Rainey Harper College

The **University of Oklahoma** (OU) has created an Inclusion Council to explore policies and procedures to help improve recruitment, retention, and progression for students, faculty, and staff. Members provide feedback and insight into pending concerns or pressing issues that could impact the larger OU community and brainstorm new ways to decrease barriers and strengthen a sense of belonging. The council represents faculty and staff from academic colleges, administrative offices, and departments across the three OU campuses. Inclusion Council members are action-oriented champions of change who help keep communication flowing within their area of influence and with the Division of Diversity, Equity, and Inclusion.

From 2021 to 2023, Rockland Community College's (RCC) Hispanic student retention increased from 61.4 percent to 67.3 percent. As a Hispanic-Serving Institution, RCC obtained three Title V grants since 2019: the first for a Guided Pathways model, the second for workforce development, and the third for Hispanic student support. These efforts have enhanced retention by addressing key service gaps.

WHY WE APPLY:
William & Mary

"Being a part of this application process has driven the momentum of the DEI work we have been able to do as it allows us to track our process by the leading institutions and their work – it's an external review and assessment that is given by a nationally recognized organization with a strong reputation."

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**.

6× HEED Award Winner
2023, 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. ©2023 Ohio University. All rights reserved.

2023 LAW SCHOOL HEED AWARD RECIPIENT

University of Houston Law Center

2023 HEALTH PROFESSIONS HEED AWARD RECIPIENTS

A.T. Still University of Health Sciences
Alabama College of Osteopathic Medicine
Albert Einstein College of Medicine
Betty Irene Moore School of Nursing, University of California, Davis
Burrell College of Osteopathic Medicine
California State University, Los Angeles Patricia A. Chin School of Nursing
Edward Via College of Osteopathic Medicine
FDU Health at Fairleigh Dickinson University
Frontier Nursing University
Geisel School of Medicine at Dartmouth College
Jane and Robert Cizik School of Nursing at UTHealth Houston, Texas
Johns Hopkins School of Nursing
Kansas City University
Kansas State University College of Veterinary Medicine
Louisiana State University School of Veterinary Medicine
Loyola University Chicago Marcella Niehoff School of Nursing
MGH Institute of Health Professions
New York University Rory Meyers College of Nursing
Nova Southeastern University College of Optometry
Oklahoma State University Center for Health Sciences
Philadelphia College of Osteopathic Medicine
Purdue University College of Veterinary Medicine
School of Nursing, Rutgers, The State University of New Jersey
State University of New York at Buffalo School of Dental Medicine
State University of New York College of Optometry
Texas A&M University Irma Lerma Rangel School of Pharmacy
The Medical College of Wisconsin
The Medical University of South Carolina
The Ohio State University College of Medicine
The Ohio State University College of Nursing
The Ohio State University College of Optometry
The Ohio State University College of Pharmacy
The Ohio State University College of Public Health
The Ohio State University College of Veterinary Medicine
The University of Arizona College of Medicine – Phoenix
The University of Texas at Austin College of Pharmacy
Touro College of Osteopathic Medicine, New York
Tulane School of Public Health & Tropical Medicine
University of Arkansas for Medical Sciences
University of California, Davis, School of Medicine
University of California Irvine School of Medicine
University of California Riverside School of Medicine
University of Cincinnati College of Allied Health Sciences
University of Cincinnati College of Nursing
University of Cincinnati James L. Winkle College of Pharmacy
University of Florida College of Dentistry
University of Florida College of Pharmacy
University of Houston Andy and Barbara Gessner College of Nursing
University of Kentucky, College of Medicine, Office of Diversity, Equity & Inclusion
University of Louisville Health Sciences Center
University of Maryland, Baltimore School of Nursing
University of Michigan Medical School–Michigan Medicine
University of Minnesota School of Nursing
University of Missouri-Kansas City School of Medicine
University of Rochester School of Nursing
University of Tennessee College of Veterinary Medicine
University of Virginia School of Medicine
University of Wisconsin–Madison, School of Pharmacy
Vanderbilt University School of Nursing
Virginia Commonwealth University, College of Health Professions
Virginia Tech Carilion School of Medicine
Weill Cornell Medicine

PLACE STAMP HERE

Santa Clara University has partnered with The Posse Foundation, a nationwide college access and youth leadership development program, to offer educational opportunities to select students with diverse backgrounds from the Los Angeles area. Over a five-year period, 50 full-tuition scholarships will be awarded, with the first class of 10 students enrolling in fall 2024. SCU is the first Jesuit university to become a Posse partner and the third active university partner in California.

East Carolina University's (ECU) Emerging Scholars Symposium is a four-day event for advanced students and recent graduates, including postdoctoral scholars. It aims to bolster ECU's faculty pipeline, focusing on those whose research aligns with the university's innovative mission and strategic plan. Emphasis is placed on promoting an inclusive environment and a culture of care, belonging, and opportunity for all faculty, staff, and learners.

95% of HEED Award schools offer cohort-based academic success and leadership programs.

Adelphi University is fully committed to diversity, equity, inclusion and belonging. Our six consecutive HEED Awards prove it.

Our commitment is stronger than ever—and we keep being recognized for it.

- We have received HEED Awards every year since 2018.
- We also won Inspiring Programs in STEM Awards in each of the past six 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

DEI Programs Succeed Through Partnerships & Collaboration

In building successful DEI-focused initiatives, HEED Award-winning colleges and universities often build partnerships and seek collaboration among campus divisions as well as with outside institutions, organizations, and communities.

While schools generally compete for students, employees, and funding, the value of engaging with other higher education institutions is in the potential opportunities to scale research projects, academic programming, and professional development for faculty, staff, and students along with other initiatives designed to improve access, bridge equity gaps, and address societal disparities.

One partnership that brings regional institutions together is spearheaded by **San Diego State University.** The school serves as the leading institution of the Southern California Higher Education Recruitment Consortium, a nonprofit group of over 30 member institutions dedicated to enhancing the recruitment and retention of diverse and talented employees by sharing information and resources through an online job platform.

Another arrangement, between the **University of Florida** (UF) and Santa Fe College (SF) in Gainesville, Florida, focuses on student success. The SF2UF Bridge to Baccalaureate Program seeks to increase the number of historically underrepresented students in biomedical and behavioral sciences at UF and encourage them to earn a bachelor's degree in science-related disciplines by transferring from SF to UF. While SF has increased its academic programs from primarily associate degrees to include various bachelor's degree programs, this partnership connects students to expanded offerings.

Collaborations also involve building relationships with communities and organizations: K-12 schools may partner to offer expanded academic opportunities, local populations may work with university researchers to complete a public service project, and businesses may sponsor a college internship program.

BEST DEI PRACTICE

PLACE STAMP HERE

In May 2023, **University of North Carolina at Charlotte** announced a historic partnership with Mebane Foundation, a nonprofit focused on literacy. The partnership created an endowment of up to $23 million to establish the Mebane Early Literacy Center, which will further strengthen the Cato College of Education as a national leader in teacher literacy innovation. The partnership aligns with the University's strategic plan, which calls for mobilizing resources to provide opportunities for K-12 students in the region and state.

At the **Rochester Institute of Technology**, collaboration between the Multicultural Center for Academic Success and the Academic Advisors office is a powerful, comprehensive partnership that promotes student access and success. By leveraging their unique expertise, insights, and resources, these teams create an inclusive and supportive environment that empowers multicultural students to thrive academically and achieve their goals.

WHY WE APPLY:
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. 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 DEIB culture and to regard ourselves critically. This shows us new possibilities for improving in the future."

UNIVERSITY OF GEORGIA

ADVANCING EDUCATION. ENHANCING OPPORTUNITIES.

We are committed to addressing the grand challenges of our time. Through unique and inclusive opportunities, the University of Georgia is working to create a thriving community for our state, nation, and world.

ANUMANTHA KANTHASAMY

Through his nationally-renowned research in brain sciences, Kanthasamy is helping to fight Parkinson's Disease.

JENNA JAMBECK

A 2022 MacArthur Fellow and one of USA Today's Women of the Year, Jambeck's research on plastic pollution has put her on the map in more ways than one.

GEORGIA READY

The Georgia Ready Summer Institute brings high-achieving students from underrepresented backgrounds to UGA to engage in research and campus life.

HENRY YOUNG

Young's work with establishing telehealth hubs in rural areas is creating new pathways for affordable and accessible healthcare.

HIGHER EDUCATION
EXCELLENCE
IN DIVERSITY

AWARD WINNER
10TH CONSECUTIVE YEAR

diversity.uga.edu

An example of a successful collaboration between local schools and a neighboring university is the Multicultural High School Scholars Award at the **University at Albany** (UAlbany). High school counselors and community leaders nominate racially and ethnically underrepresented high school students with distinguished academic records for the distinction. Awardees are invited to visit the UAlbany campus and attend a ceremony and reception that features college planning sessions.

Another effective community partnership involves teamwork between the California Indian Culture and Sovereignty Center and the American Indian Studies department at **California State University San Marcos**. The toolkit "Land Acknowledgement: You're on California Indian Land, Now What?" provides guidance for faculty, students, administrators, and individuals throughout the state to properly acknowledge Indigenous people as original land stewards.

Metro State University has developed an equity scorecard by which the institution tracks its progress across key performance indicators for DEI strategies and goals, including student success, compositional diversity, employee recruitment and retention, supplier diversity, equity strategy, and campus climate. Development of the tool was made possible due to ongoing partnership and collaboration with the Institutional Effectiveness and Research office as well as with Minnesota State Colleges and Universities system partners.

A PLACE FOR YOU!

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Four-time Recipient

At Augustana College, 40% of students are international students or students of color from the United States. Because this college is committed to building an inclusive and equitable campus community that reflects the diversity of the world.

Augustana College

Inclusion is our praxis.

Excellence is our culture.

Indiana University —
Purdue University Indianapolis

In fall 2023, 70 percent of Northern Illinois University's (NIU) new freshmen were students of color, and 57 percent were first-generation college students. This diversity was promoted by policies like test-free admissions, merit scholarships, the Rockford Promise Program, AIM HIGH Huskie Pledge, and a partnership with Hope Chicago. NIU also provides extensive support for first-generation students, such as the Breaking Barriers group, financial advising, academic resources, and a First-Year Success Series.

WHY WE APPLY:
Franklin and Marshall College

"The HEED Award application allows us to assess our strengths and challenges. This award is now very distinguished nationally and more small liberal arts colleges are excited to apply for and answer pertinent questions on DEI and reflect on their strengths and challenges. This also allows us to reflect upon what we need to do to continue moving the DEI efforts forward by assessing our past goals and implementing more strategic initiatives."

81% of HEED Award winners have community college bridge programs.

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

Greenville Technical College
www.gvltec.edu

WHERE

DIVERSITY

MEETS EXCELLENCE

FLORIDA INTERNATIONAL UNIVERSITY is a thriving ecosystem of excellence, diversity and success - at a scale unlike any other university in the country - where students, researchers and faculty continually expand our notions of what is possible.

FIU is committed to building an academic community whose members represent and embrace diverse cultures, backgrounds, and life experiences that reflect the multicultural nature of South Florida and our global society.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

#1 in awarding bachelor's and master's degrees to Hispanics

#4 among public colleges

#19 Washington Monthly's College Guide

TOP 10 in awarding bachelor's degrees to African Americans

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UCF

UNIVERSITY OF CENTRAL FLORIDA

“MY WHOLE FAMILY IS CHANGING BECAUSE I’M GETTING MY DEGREE.”

— **Jeanette-Marie Reynoso ’22**

BEST COLLEGES
U.S.News & WORLD REPORT
SOCIAL MOBILITY
2024

UNLEASHING POTENTIAL

ucf.edu

Southern Illinois University Edwardsville proudly accepts the HEED Award for the 10th year in a row

At SIUE access, affordability and equity translates to student success

Our commitment to the class of 2027 is to build upon the following wins:

- SIUE boasts the second-largest population of international students in our history
- 31.9% Pell eligible students make up our undergraduate population
- The first to second-year retention rate for Latin(x) students increased by 3.7%
- The first to second-year retention rate for African American students increased 10%

SIUE will go forward as an institution that realizes human potential and transforms lives.

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023

Recruiting & Retaining Diverse Students Is a DEI Imperative

When DEI is made a priority in the implementation of college and university recruitment and retention practices, students from underrepresented groups are more likely to matriculate, graduate, and succeed in their careers.

As a best practice, HEED institutions implement innovative and impactful efforts aimed at enrolling and maintaining a diverse campus community because of the many associated and well-documented benefits, which include personal growth, academic success, and professional development for all students, faculty, and staff.

Students of color and those from low-income backgrounds who engage across social groups report a stronger sense of belonging and better academic performance, according to the 2022 study "Is Diversity Enough? Cross-Race and Cross-Class Interactions in College Occur Less Often Than Expected, but Benefit Members of Lower Status Groups When They Occur," published in the Journal of Personality and Social Psychology. Numerous other studies confirm that a diverse campus population is essential to promoting a culturally sensitive society and preparing students for employment in the workforce.

As part of their efforts to recruit underrepresented students, schools often host informational events, camps, or community outreach programs, as well as collaborate with local K-12 school districts. DEI-focused goals are also achieved by removing barriers and offering resources that support historically underrepresented students, such as no longer requiring ACT/SAT exams and offering scholarships and financial support.

To remove financial barriers, the **University of Dayton** offers the Flyer Promise Scholars Program to Pell Grant-eligible students with a total family income of $75,000 or less. Those accepted receive scholarships and financial aid, which covers tuition and reduces housing and meal costs. To date, the program has graduated over 230 students. Ninety-two percent of scholars graduate in four years.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Diversity Champion

Recognizing the need to close the retention and academic success gaps among its students, **Clemson University** has hired an associate director for retention initiatives to help expand resources and programs that advance student growth and success.

90% of HEED winners have admissions officers with a diversity focus.

BEST DEI PRACTICE

PLACE STAMP HERE

Last spring, the Office for Diversity, Equity, and Inclusive Engagement at Case Western Reserve University hosted its inaugural Envision Weekend — a three-day program designed to provide underrepresented, first-year students with opportunities to network, connect, and build community with other students while gaining tools and resources necessary to succeed in college.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

WHY WE APPLY:
Emory University

"We are honored to have been a previous HEED Award recipient. Our ability to leverage this national honor to further our work on campus is invaluable. This thoughtful application demonstrates the depth and intentionality of our work to further access and student success for all students more broadly, and it ensures that academic and institutional eminence is intricately tied to inclusion, equity, and diversity."

The Wurtele Center for Leadership and the Office for Equity and Inclusion at Smith College jointly manage the LEAD program, an initiative that enables student leaders to collaborate with peers in crafting proactive, equity-focused strategies to promote inclusion.

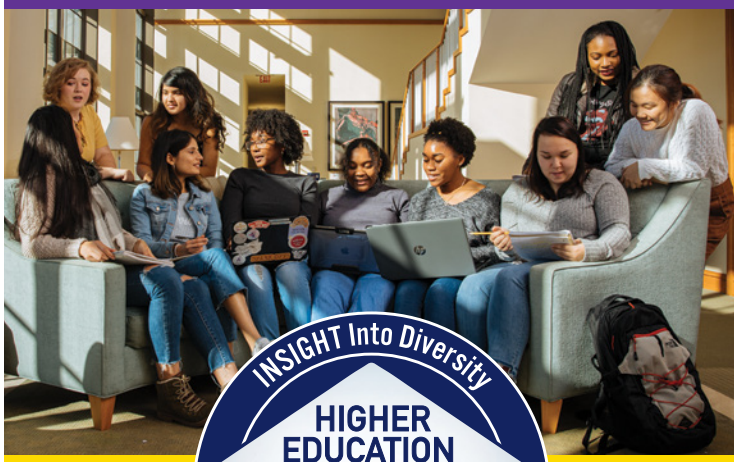
WHY WE APPLY:
Portland State University

"Receiving the HEED Award affirms the work of the countless faculty, staff, and students on campus working hard to advance the institution's equity initiatives and signals to prospective students and employees that this is very important to us."

James Madison University, where approximately 12 percent of undergraduate students are first generation, created and launched the Reddix First Generation Center in the fall of 2022. The center serves as a resource hub to support these students along their academic journey and partners with programs across campus to provide even more direct support for historically underrepresented student populations.

Engaging the social and intellectual challenges of our time

AGNES SCOTT
COLLEGE



INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023

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

Among National Liberal Arts Colleges:
#1 Most Innovative (6 years in a row)
#2 Top Performer on Social Mobility
Among All U.S. Higher Education Institutions:
#3 for First-Year Experiences
#4 for Learning Communities
#9 Study Abroad

BEST COLLEGES U.S.News & World Report MOST INNOVATIVE 2024
BEST COLLEGES U.S.News & World Report SOCIAL MOBILITY 2024
BEST COLLEGES U.S.News & World Report FIRST-YEAR EXPERIENCES 2024

A program that addresses the needs of prospective first-generation students is offered by **Arizona State University.** The Hispanic Mother-Daughter Program (HMDP) recruits students from partner school districts. They receive mentoring while their parents receive information and resources in support of their college students. Participants attend workshops and events beginning in eighth grade and then throughout their high school years. Although HMDP was originally designed to serve Hispanic mothers and their daughters, it has adapted to no longer consider gender or ethnicity as a consideration for program selection. Participants must meet other requirements, however, such as being a future first-generation college student.

Just as recruiting practices are broad and all encompassing, so is programming focused on student retention and advancement. Advisers are one key strategy in helping college students stay informed, enrolled in classes, and on track to graduate. Other staff members build awareness around campus resources and academic support services and implement intervention processes if a student is identified as being at risk of failing a class or dropping out.

At the **University of Oregon** (UO), the Home Flight Scholars Program was developed with the UO Native American Advisory Council to serve American Indian/Alaska Native (AIAN) residents. Through federal, state, and institutional grants, the program covers full tuition and fees for AIAN students. In addition to recruitment, retention is also prioritized through academic advising, mentorship, and professional development opportunities.

Another critical factor for student retention is providing an inclusive and equitable campus environment. Striving for these values, institutions may offer a range of identity-based campus organizations, prioritize hiring of diverse faculty and staff, and implement policies to address any discriminatory incidents.

At **Miami University**, the DEI Student Advisory Council works alongside the Academic Diversity Officers Leadership Council and the Divisional Diversity Officers Leadership Council to engage in intentional DEI work. This allows staff, faculty, and students to collaborate, coordinate, and streamline related projects.

BEST DEI PRACTICE

PLACE STAMP HERE

In spring 2023, Employee Services and the Office of Equity and Inclusion collaborated to develop a new employee pipeline program to encourage talented, recent graduates from State University of New York Oneonta to join the university as employees in various entry-level positions. The goal is to enhance the recruitment and retention of underrepresented staff and support student retention and persistence efforts. Six 2023 graduates now work in positions such as student activities assistant and academic success consultant and will receive mentor support as they transition from students to professionals.

Participants in the University of Alabama's BRIDGE program cultivate a strong community for undergraduate men of color, who learn to leverage campus resources for their success and form connections to support each other as students and friends.

WHY WE APPLY:
Lasell University

"External recognitions, such as the HEED Award ... have provided vital moral support to staff and faculty champions of DEI. ... The HEED Award and designation will help cement service to minoritized students and communities as central to our educational mission and next strategic plan. The award will certainly mobilize resources to that end."

The Transformative Generation Initiative at **Indiana University Bloomington** serves as an ecosystem that fosters the holistic development — academic, personal, and professional — of low-income African American students from Indianapolis and throughout Indiana. The initiative analyzes student academic and personal development needs as part of the effort and uses the data to produce individualized pathways that provide students with comprehensive resources, programs, and services during critical stages of their college journey. The program is administered through the Office of the Vice President for Diversity, Equity & Inclusion.

At the University at Albany, “diversity” isn’t a buzzword.

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

In fact, it’s a core institutional priority – and intrinsic to our goal of becoming the leading diverse public research university in the nation.

We’re proud to be a Higher Education Excellence in Diversity Award recipient **six** years in a row.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023

Creating Academic Opportunities Through Pathway Programs

BEST DEI PRACTICE

PLACE STAMP HERE

The Advancing Future Faculty Diversity Postdoctoral Scholars program at Lehigh University creates a professional opportunity for scholars with diverse backgrounds, experiences, and perspectives, including those historically underrepresented in the academy, to prepare for future tenure-track appointments. Following a successful postdoctoral experience, scholars can be considered for assistant professor positions at Lehigh and become an integral part of a campus community committed to inclusive excellence.

Pathway programs have emerged as a powerful tool for breaking down barriers and expanding opportunities for underrepresented students in higher education and are a tool used by many HEED Award-winning institutions to create a more accessible and inclusive educational landscape, particularly for students who may face systemic challenges on their journey to college. These programs often involve partnerships and working relationships with other community entities that may offer additional entry points.

"The success of these pathways relies on the interdependence of diverse stakeholders: students and families, PK-12 education, higher education, business and industry, workforce and economic development, community-based and faith-based organizations, government, and other community leaders," Amy Loyd, EdLD, assistant secretary for the Office of Career, Technical, and Adult Education at the U.S. Department of Education, wrote in a 2022 blog post.

Despite being similar in their overall goals, pathway programs can differ greatly depending on their objective. For example, some may offer a clear transition from a community college to a four-year university, or a predominantly White medical school may partner with a historically Black institution to increase the diversity of its student body.

Many programs emphasize a singular field of study or career goal while helping students identify, prepare for, and excel in that given subject, typically through peer and faculty mentorship, skills development, and financial aid opportunities. These efforts have become especially prominent in health professions and STEM fields to address historical racial disparities.

A $56.6 million gift to Stony Brook University from the Simons Foundation helped bolster and improve the pathway to STEM careers for underrepresented students. The Simons STEM Scholars program is a merit-based award offer that covers the full cost of tuition, housing, meal plan, books, research, and study abroad. Upon completion of the undergraduate degree, the program will assist students seeking placement into a fully funded PhD or MD/PhD program.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

WHY WE APPLY:

Indiana University-Purdue University Indianapolis

"Each year as we apply for this prestigious award, we are humbled. While we believe we have accomplished quite a bit in this arena, the HEED application process also reveals how much more we have to do to ensure our campus lives up to its mission and vision, as well as serves our students, staff, faculty and the larger community."

Through the BRIDGES Undergraduate Research Program at Mississippi State University, the Division of Access, Diversity and Inclusion and the Division of Research creates educational access for scholars from underrepresented backgrounds to engage in the transformative, high-impact practice of undergraduate research. BRIDGES makes it possible for students to explore career directions, participate in real-world experiences, and assist with developing a strong personal connection with a faculty mentor.

In the past two years, **Oklahoma State University's** (OSU) Division of Institutional Diversity and OSU Global hosted two French study abroad experiences for approximately a dozen underrepresented, underserved, and marginalized students. Approximately 75 percent of the students in each annual cohort were first-generation students. The program, hosted by the University of Limoges, included a three-hour OSU-accredited course. Multiple funding sources were available to enable low-income students to pursue this transformative experience.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Diversity Champion

12th CONSECUTIVE HEED AWARD WINNER

Millersville University is firmly committed to supporting and advancing the diversity and inclusion of its campus community.

Millersville University

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At Oklahoma State University Center for Health Sciences, we enrich our campus community by maintaining a welcoming environment that fosters a sense of belonging for all. Our top-ranked institution educates students to become servant leaders to care for rural and underserved populations.

We are honored to have been selected as a 2023 INSIGHT Into Diversity HEED Award winner.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Health Professions School

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Pathway programs are also valuable for first-generation students who may be unfamiliar with many of the processes needed to enter a degree program. Having clear guidelines that outline learning requirements are crucial in helping underrepresented students discover and excel in fields of study that align with their career and economic goals, according to the 2021 report, How to Achieve More Equitable Community College Student Outcomes, from the Community College Research Center at the **Columbia University** Teachers College.

"While colleges and other social institutions need to make many changes to address inequities in educational access and attainment, the central equity focus of guided pathways is ensuring that students who have been poorly served by our education system are supported to explore their interests, gain confidence as college learners, connect with academic and career communities, and plan and complete a high-opportunity program — one that enables them to secure a good job or transfer to a four-year college in a field of interest upon completion — as efficiently and affordably as possible," the report reads.

PLACE STAMP HERE

BEST DEI PRACTICE

The Building a Community of Equity (BaCE) program is a strategic initiative at Washington State University Vancouver (WSU Vancouver) that provides learning enrichment workshops on practical and theoretical framings for equity, intercultural development, belonging, change agency, and love. The initiative has recently expanded to include the BaCE 12-hour certificate program, the BaCE Pedagogy Academy for faculty and staff, and the BaCE Enrichment Series for external groups and company representatives that seek to impact the workplace. BaCE facilitators represent an interdisciplinary core team of WSU Vancouver staff and faculty. Celebrating its five-year milestone in 2023, BaCE is administered by the Office of Equity and Diversity. Approximately 75 percent of WSU Vancouver employees have participated in the program.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

WHY WE APPLY:
Carnegie Mellon University

"INSIGHT Into Diversity's HEED Award is one reliable way to share our continuous development in Diversity, Equity, Inclusion, and Belonging (DEIB). The HEED Award serves as a litmus test and reflective exercise to understand where we are as a community and measure our growth year over year. As an inaugural central DEI office on campus, the assessment and reflection required by this award gave us a deeper understanding of our campus community and reinvigorated our commitment to growing DEIB at CMU. The voice and platform offered by INSIGHT Into Diversity is profound."

INSIGHT INTO DIVERSITY®

2023-2024 HEED AWARD DATA REPORTS

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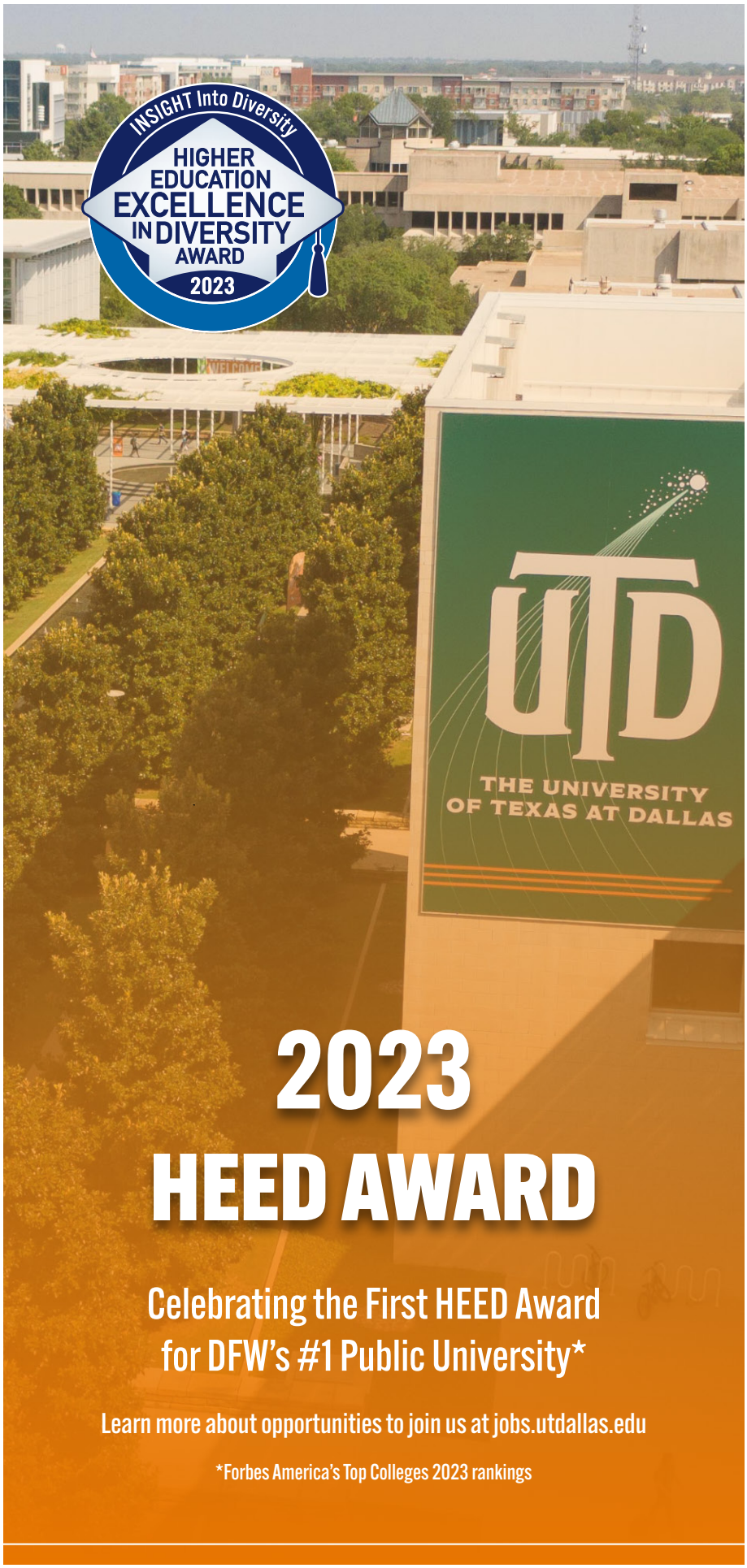

WHY WE APPLY:
Northwestern State University of Louisiana

"This has been a wonderful self-audit of our institution and work. We want to move our work in DEI to be transformative and impactful. There are areas listed in the document in which we thrive and there are areas we can honestly evaluate need more support. We appreciate the work and structure the HEED Award has given institutions as a measuring mechanism to highlight our successes and areas which need improvement."

Florida International University (FIU) developed a mentorship program with Big Brothers Big Sisters of Miami to expand college pathways for at-risk high schoolers. Students in grades 10–12 from two local underresourced schools were paired with an FIU employee. Of the program's 21 graduates, 13 chose to attend FIU and were given a full scholarship plus funding for housing. Additionally, five students will transition to FIU after their first two years of community college.

HEED Award-Winning Strategies

As part of their commitment to DEI principles, 2023 HEED winners like **Colorado College** (CC), **University of Louisville** (UofL), **Hudson County Community College** (HCCC), and **Temple University** operate robust pathway programs.

The Stroud Scholars Program at CC offers a developmental program beginning the summer after a student's first year of high school and ending with a successful transition into CC or another intentionally chosen college or university. For three summers, at no cost to participants, the school hosts students for three weeks. During this time, they focus on cultivating quantitative reasoning and writing skills. They also engage in programming designed to help them prepare for college admissions and financial aid processes.

In support of its pathway initiatives, HCCC recently joined the Racial Equity Leadership Academy (RELA), a collaboration between Achieving the Dream and the University of Southern California. Within this initiative, HCCC has chosen a Racial Equity Change Effort focused on eliminating retention and completion gaps for Black male students. RELA helps institutions develop and implement strategic racial equity plans. Supported by philanthropist MacKenzie Scott and a variety of foundations, the institute involves active participation in racial equity modules, coaching support, and the creation of a long-range vision to guide racial equity efforts, all with the goal of increasing student persistence and completion by removing structural barriers to equity.

BEST DEI PRACTICE

PLACE STAMP HERE

Drexel University and Peirce College are partnering to expand access for adult learners interested in advancing their education and to help prepare a more diverse talent pipeline for employers in the region. The first of these pilot programs is a Peirce-Drexel pathway program. Adult learners interested in online bachelor's degree programs at Drexel, but who have fewer than 24 college credits, can enroll first at Peirce to earn an online associate degree, with the option of embedding select industry-relevant certifications in the program. Credits earned for the associate degree will transfer to Drexel and can be applied toward select online bachelor's degrees.

72% of HEED winners have pathway programs to support and recruit future diverse faculty.

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With a resounding impact of over $1 billion on the local economy, Georgia Southern's robust range of degree programs and research centers, from engineering to logistics, entrepreneurship to education, equips our students for success on day one in every field.

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In 2022, UofL launched its annual Black Business Summit, which allows the university to build relationships with the local business community and create talent pathways for Black students. The mutually beneficial arrangement expands opportunities through internships, apprenticeships, research projects, and community service initiatives. The inaugural summit, which brought in more than 300 guests representing 120 local businesses in numerous industries, is indicative of the university's larger commitment to having pathway programs, including the creation of 16 career clusters, each of which have several initiatives to help students develop an effective educational plan and achieve their career goals.

The Cecil B. Moore Scholars Program at Temple University empowers public school students from North Philadelphia neighborhoods. Named after the renowned civil rights activist Cecil B. Moore, this program partners with Steppingstone Scholars to provide academic support, advising, mentoring, and full-tuition scholarships. By creating coordinated pre-college preparation, admitting students in cohorts, and offering dual enrollment opportunities, the program provides equitable opportunities for underserved and underrepresented students.

Southern Illinois University Edwardsville actively addresses equity disparities through initiatives like the Black Scholar Experience. This comprehensive program, specially designed for first-year African American students, fosters academic success and community belonging through focused advising and culturally relevant programming. In its debut year, the program played a significant role in boosting the retention of first-year African American students by 10 percentage points.

A campus for all: **Leading the way to inclusivity, belonging and excellence.**

Kansas State University has long been a leader in providing access for all. In keeping with its land-grant heritage, K-State strives to foster a culture and environment that is welcoming, safe and equitable.

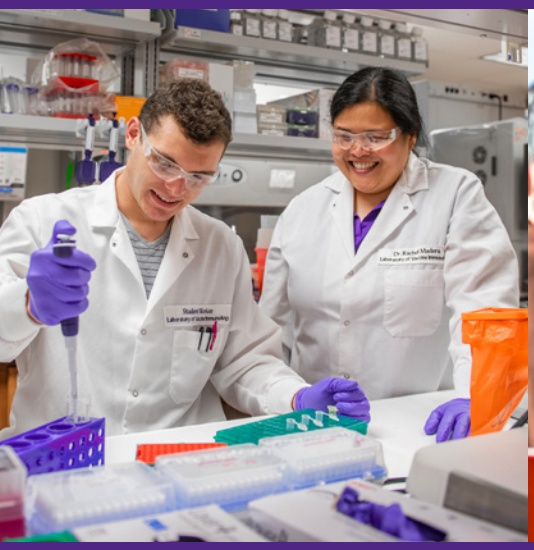
Inclusivity isn't just a buzzword for us — it's at the heart of everything we do:

- Our Office of Diversity, Equity, Inclusion and Belonging leverages data-informed best practices to promote a culture of belonging and inclusion across all of our campuses and local communities.
- The Office of Institutional Equity empowers growth and change through training, outreach and fair hiring practices.
- Our Office for the Advancement of Women in Science and Engineering aims to increase the participation, retention and advancement of girls and women in Science, Technology, Engineering and Math.

Learn more about K-State's efforts to enhance diversity and inclusion. ***k-state.edu/diversity-inclusion/initiatives***

Join a community where everyone can thrive. ***k-state.edu/careers***

KANSAS STATE UNIVERSITY



The Office of Gender and Sexuality Resources at **Johns Hopkins University** won a 2023 internal grant to develop a Gender Affirming Closet (GAC) that offers free clothing for all genders and specialty items such as binders to Hopkins students, staff, and faculty members. The GAC held a community clothing drive to supplement its offerings and collected more than 700 items. The GAC was developed to provide support to students who come to Hopkins from unaffirming states and environments and to provide material support for students, staff, and faculty who need free clothing to match their gender identity. In July 2022, JHU expanded its trans-inclusive benefits, and JHU insurance covers a variety of gender-affirming care including voice therapy and gender-affirming facial procedures.

The University of Pittsburgh's "Race & Social Determinants of Equity, Health, and Well-being Initiative," often called the "Race & ... Initiative," is a multidisciplinary project committed to addressing racial disparities in equity, health, and well-being at all levels. Its core missions are to attract and retain diverse teaching and research faculty, form interdisciplinary research groups to support faculty, and educate students who are keen on studying race and its effects on equity, health, and well-being.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
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Cal State LA is the premier comprehensive public university in the heart of Los Angeles. As a Hispanic-Serving Institution, Minority-Serving Institution, and Asian American and Native American Pacific Islander-Serving Institution, Cal State LA is committed to promoting diversity, equity, inclusion, and belonging within our university community.

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Suffolk University offers a $3,500 Summer Career Development Stipend to full-time, first year undergraduate students and select transfer students. The funding covers opportunities like an unpaid internship, research with faculty, and volunteer service. The program ensures students won't miss out on professional development opportunities due to a lack of finances or ability to participate.

The Diversity Leadership Ambassador Program at Ohio University empowers students to use personal stories to spark discussions, promoting an inclusive campus. Student ambassadors partner with various university departments to raise awareness, nurture dialogue, and strengthen community ties. In addition to fostering inclusivity, the program strengthens leadership skills, enhances employability, and opens career avenues for participating students.

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West Chester University of Pennsylvania is proud to be an
INSIGHT Into Diversity HEED Award Recipient
for the 4th year in a row.

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2023
Four-time Recipient

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Northern Illinois University

At NIU, we're tackling real-world challenges through forward-thinking research. Our commitment to diversity, equity and inclusion is unwavering. We embrace the unique perspectives of our Huskie family, fostering a vibrant academic environment.

We celebrate the rich diversity of our welcoming and inclusive community and we invite you to join.

For the third consecutive year, Northern Illinois University is honored to accept the 2023 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

The University of Central Florida unveiled the Ginsburg Center for Inclusion and Community Engagement on July 1, 2022. The center aims to promote change, develop empathetic leaders, and boost individual potential. It houses the Office of Diversity Education and Training, the Office of Civil Discourse and Engagement, and the Department for Access and Academic Excellence. It serves UCF members, the Orlando community, and corporate partners.

At **Virginia Tech**, the First-Generation Student Support Office offers the Hokies First Peer Mentoring Program, in which student leaders serve as mentors for first-generation freshmen and sophomores. In addition, the First-Generation Student Boot Camp is a three-day residential program designed to help increase student diversity, promote empowerment, and help students develop a college and career path. A living-learning community for these students is also available, known as GenerationOne, which features a course celebrating the first-generation identity.

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Elevating Disability Support Services on College Campuses

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In collaboration with the departments of counseling psychology, social psychology, and counseling, the Ball State University Graduate School established Wellness Communities as part of the Graduate Student Wellness Initiative. These affinity groups help students connect, support, and learn with peers who share their identities. The program launched last spring with groups for LGBTQ+ students and students with disabilities.

99% of HEED schools ensure that necessary accommodations are made for any job applicant with a disability.

In recent years, the landscape of higher education has witnessed a profound transformation in its approach to supporting students and employees with disabilities, extending far beyond compliance with legal requirements. As institutions strive to cultivate more DEI-focused environments, the inclusion of students, faculty, and staff with disabilities has emerged as a critical component of this broader effort. People with disabilities are the largest underrepresented group in the U.S. — comprising 50 million individuals — and colleges and universities are actively reviewing their services, facilities, and policies to ensure everyone has access to education and opportunities to thrive within the community.

Disability support services include providing students with accommodations for testing, assistive technology to help with notetaking, priority registration, and accessible building design. These efforts, while vital to supporting individuals with disabilities, only address the legal requirements that schools must meet. As institutions invest more in DEI, they are examining ways in which they can foster a greater sense of belonging for constituents.

HEED winners, including **Adelphi University, Cornell University,** and **The University of Texas at Arlington** (UTA), have implemented innovative programs and initiatives to create a more inclusive and equitable space for individuals with disabilities.

Within its larger commitment to DEI, Adelphi University has invested heavily in support systems for students with disabilities through its Student Access Office (SAO). Due to a rise in accommodation requests, the SAO recently opened a new state-of-the-art testing center that features soundproof walls, accessible seating options, assistive technology, and private rooms. Since its launch, nearly 2,000 exams have been administered in the center.

In addition, Adelphi has bolstered accessibility throughout physical spaces on campus. These efforts include the installation of talking kiosks in dining areas for those with sensory disabilities and lift systems in restrooms for individuals with limited mobility. The university also launched an events accessibility web page as a resource for university partners when planning events on campus to ensure they adhere to universal design and accessibility standards. Additionally, Bridges to Adelphi is a multifaceted campus resource that supports neurodiverse students in overcoming academic, social, and vocational challenges through mentorship, community support, and training opportunities.

Cornell University supports neurodiverse students through a number of vital initiatives and programs. The institution recently appointed a specialized advisor who has created workshops and programs to assist this group of students, including an intra-campus partnership to organize the inaugural Neurodiversity Celebration Week in 2023, the goal of which was to raise awareness.

Accessibility and disability support for students, faculty, staff, and alumni at Virginia Commonwealth University (VCU) have undergone huge changes. Since 2015, VCU's Monroe Park Campus has had a nearly 300 percent increase in students disclosing disabilities and a 900 percent increase in the number of students requesting accommodations each semester. VCU's disability and accessibility initiatives include the Web Accessibility Team which addresses digital accessibility and the Accessibility and Inclusion Working Group which advocates for people with disabilities.

Mount Holyoke College (MHC) is working collectively to realize disability justice. Over the last year, the MHC community has grown in its understanding of and capacity to address systemic ableism through the 2023 Common Read, "Disability Visibility," a text written by people with disabilities and edited by disabled activist and writer Alice Wong, as well as MHC's annual Learning Symposium featuring a series of dynamic sessions on ableism planned by student Disability Service fellows. MHC also recruited Dr. Madeline L. Peters, a DEI practitioner with decades of experience and expertise, to serve as the new Director of Accessible Education and 504 Coordinator and trained its board of trustees in Ableism 101.

A new scholarship fund at the **University of Cincinnati** (UC) supports education and career development for marginalized, low-income, and first-generation students while also helping to build connections with local business leaders. The Level Up Scholarship Fund was initiated in March of this year through the efforts of UC alumnus JeRod Lindsey and his connection with brothers, Mike and Jim Rodarte, co-founders of Level Up Cincinnati, a nonprofit focused on guiding marginalized students from high school to college and their careers. The scholarship has already benefited 10 students — five first-year and five third-year students. Over eight semesters, the fund provides financial support alongside personal and professional development, one-on-one coaching, and access to a professional launch network, enhancing students' transition from high school to college and into the professional world.

STEPS BEYOND STATEMENTS AT ROCKLAND COMMUNITY COLLEGE

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

The College has gone beyond making a statement about why diversity matters; we are putting those goals into action. Steps Beyond Statements is an ongoing commitment to conduct research and provide recommendations for implementing meaningful changes at the College.

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Cornell also offers tailored programs to help neurodiverse students leverage their strengths while addressing potential obstacles to their well-being and academic success. These inclusive efforts are integrated across various campus units, providing resources, one-on-one support, and engagement opportunities through initiatives like the weekly Autism Social Group, the monthly Neurodiversity Dialogues, and discussions with neurodiversity ambassadors.

As part of its efforts to support students with disabilities, the UTA Student Access & Resource Center and Career Development Center have partnered with Texas Working Off-Campus: Reinforcing Knowledge and Skills Internship Program, a statewide initiative that matches college students with paid internships. Lasting a minimum of eight weeks, the internships help them gain career readiness skills, increase their confidence in career decisions, and establish professional networks. Through this collaboration, UTA is developing a Reverse Job Fair for the coming years in which students with disabilities will sit at tables displaying their professional information while employers visit and engage with them directly.

In addition to its support of students with disabilities, UTA hosts Mavericks with Disabilities, an employee resource group that works to advance disability-focused DEI on campus. The group advocates for accessibility and disability reform at the school, creates a sense of community among employees with disabilities, and organizes and supports campus events to raise awareness and understanding surrounding disability.

BEST DEI PRACTICE

PLACE STAMP HERE

The Bias Education and Support Team at Augustana College was recently restructured to include a broader representation of professionals from various campus departments and offices. With a focus on assistance, education, and guidance, the team strives to support members of the campus community who have been impacted by bias-related incidents utilizing a restorative practices approach.

52% of HEED schools have affinity or employee resource groups for faculty with disabilities.

Hope COLLEGE

HOPE CHANGES EVERYTHING

Talent is equally distributed but access to higher education is not. Hope College is taking on this equity issue through Hope Forward, a groundbreaking model where students fund their education by making gifts after graduation rather than paying upfront through tuition and debt.

Today, 83 Hope students (and more to come!) from across the globe are piloting the program, leading the way with generosity, gratitude, perseverance, compassion and the belief that hope changes everything.

HOPE FORWARD

hope.edu/forward

Discovering New DEI Strategies Through Data Analytics

As of fall 2023, nearly 17 percent of students enrolled at the University of Kentucky (UK) are from underrepresented populations, an increase over last year. This continues an upward trend in underrepresented student enrollment that has produced more than 1,400 credentials earned by students of color in 2022–2023, a 251 percent increase since 2010–2011. In addition, nearly 19 percent of UK's first-year students are from underrepresented populations.

76% of HEED winners used data from a campuswide climate survey as a basis for creating or updating their institutional diversity plan.

Utilizing data to conduct DEI assessments, colleges and universities can measure institutional performance and identify strategic goals to address equity gaps and disparities across campus divisions and systems. HEED Award-winning schools use data they have collected to determine the effectiveness of their innovative programs, inform decision-making, and support accountability in their institution's DEI efforts.

Agnes Scott College utilized information collected from its annual staff survey in 2022 to achieve greater pay equity. Feedback from the survey, which included a section on retention, led the college to conduct a salary analysis for all staff and faculty. Based on those findings, 30 percent of staff received a pay adjustment and 100 percent received a retention bonus. **Farmingdale State College** also recently analyzed salary data campuswide. As a result, below-market salaries were increased and wages for new positions were adjusted to be more competitive.

Like many HEED schools, **Georgia Southern University** strives for transparency with **demographic data regarding students** and employees, but this school has taken the sharing of that information a step further via an enhanced web presence. The Office of Institutional Research publishes a robust, interactive dashboard of trends on their website detailing retention rates, graduation rates, faculty and staff demographics, and student population information.

In 2022, **The University of Alabama at Birmingham** hired a metrics analyst specifically to study its DEI-related endeavors. The position is shared equally by the Office for Institutional Effectiveness and Analysis and the Office of the Vice President for Diversity, Equity and Inclusion, and allows the school to better tell the story of its DEI efforts through analysis and interpretation of relevant data that supports such efforts.

At **Kent State University**, each institutional unit developed strategic planning goals for the academic year and was provided with data and feedback on their plan using newly established diversity metrics. A dynamic scorecard will show their progress at multiple benchmarking points throughout the year as they execute their programming.

Demographics and Achievement (Interactive)

This dashboard represents the documented demographic information of our university community that is collected from personal submission. We believe the data represented here shows only a sample of the diversity of our community as there are many factors that are not documented and cannot be counted in this fashion. We recognize our success as an institution of higher learning depends on our ability to embrace, value, and appreciate the diversity of all students, staff, faculty, administrators, and alumni across our campuses. Therefore, we offer this data as one measure to consider as we actively pursue Inclusive Excellence as a strategic pillar and a core value at Georgia Southern University.

Enrollment by Term | Enrollment Trendline | Fall to Spring Retention Rates | Retention Rates | Graduation Rates | Faculty/Staff by Ti

Georgia Southern Demographics & Achievement
Enrollment by Term

Select Dimension One: Race/Ethnicity
Select Dimension Two: Sex

Term	College	Department	Degree/Major	Student Camp...	Classification	Course Load	Citizenship	Residency
Fall 2022	(All)	(All)	(All)	(All)	(All)	(All)	(All)	(All)

		Term Fall 2022 Enrolled (n)*	% of Tot Enrolled*
White	Female	8,616	33.8%
	Male	6,302	24.7%
Black or African American	Female	4,216	16.5%
	Male	2,302	9.0%
Hispanic (of any race)	Female	1,183	4.6%
	Male	823	3.2%
Two or More Races	Female	646	2.5%
	Male	469	1.8%
Asian	Female	366	1.4%
	Male	290	1.1%
Unknown	Female	97	0.4%
	Male	91	0.4%
American Indian/Alaska Native	Female	45	0.2%
	Male	31	0.1%
Native Hawaiian/Pacific Islndr	Female	18	0.1%
	Male	11	0.0%
Grand Total		25,506	100.0%

WHY WE APPLY:
Berklee College of Music

"The process for preparing the 2022 HEED application was extremely helpful in providing us with a framework to analyze our practices and to foster a culture of accountability and transparency. We now have some strong momentum. Following the awarding of a 2022 HEED Award, the organizational placement and role of DEIB was elevated to a cabinet-level position reporting directly to the president, along with the formation of a new division to support this work. DEIB is also now a foundational component of the institution's strategic planning process, which is underway."

In 2023, Northwestern University's Office of Institutional Diversity and Inclusion, in collaboration with the Registrar's Office and Information Technology, spearheaded a significant update through the Gender Inclusive Initiatives task force. This update enables all students, faculty, and staff to specify their pronouns and preferred names in the university's official systems.

WHY WE APPLY:
Arkansas State University

"The HEED application gives us an opportunity to examine what we are doing by using measures associated with other institutions across the country. It helps us to focus on areas that can stand improvement. This review is helpful in establishing goals and plotting a direction to pursue. It is a high honor to receive this award for the prestige it has and as a comparative measure to other institutions across the country."

At the heart of **The University of Tulsa's** mission and values is a commitment to educate people of diverse backgrounds and identities in an environment of equity, inclusion and respect.

THE UNIVERSITY of TULSA

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

utulsa.edu/diversity

In 2021, Moraine Valley Community College created the Equity Academy to accelerate DEI initiatives, focusing on innovative professional development and action research. The academy offers all employees extensive access to DEI professional development through engaging sessions led by DEI experts. It also features a six-module Canvas course filled with educational content and assessments related to the session topics. Participants in the academy have undertaken research projects focusing on equity issues, such as evaluating outcome discrepancies in academic integrity processes and modernizing language in the library's catalog system.

WHY WE APPLY: Stetson University

"Stetson is a small university community with a passion for promoting access to higher learning across all identities, including those that are historically underrepresented. This passion is the result of several years of diversity work by numerous faculty and administrators, and alumni, who love our university community and the work we do to guide the next generations. This award will serve as a recognition of their tireless work and empower them to keep going, particularly as DEI programs in higher education continue to be evaluated here in Florida and nationwide."

INSIGHT INTO DIVERSITY®

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.

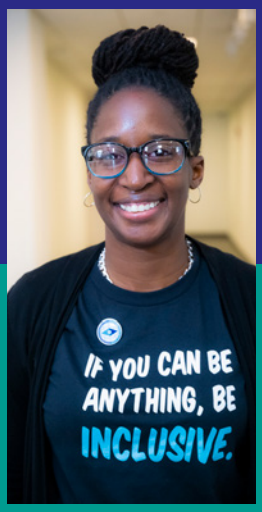
The 2024 INSIGHT Into Diversity Inspiring Programs in Business Award honors high-level commitment by schools and their partners to recruit and retain underrepresented students for business-related majors and provide support along their pathways to success. Institutions of higher education, companies, and organizations that develop and support student-forward diversity initiatives are encouraged to apply for the 2024 INSIGHT Into Diversity Inspiring Programs in Business Award.

2024 INSPIRING PROGRAMS IN BUSINESS AWARD FROM INSIGHT INTO DIVERSITY®

Nominations Open Soon

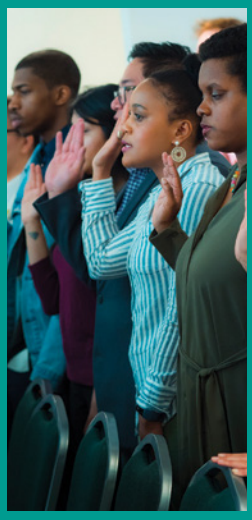
HUDSON COUNTY COMMUNITY COLLEGE

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



The HEED Award reflects HCCC's commitment and contributions to developing best practices that support diversity, equity, inclusion, and student success in all we do.

Our recognition for DEI and student success results from the dedication and engagement of the entire College family, including our Board of Trustees. We are proud of our institutional culture that celebrates and advances diversity, equity and inclusion in all forms, and offers our students, faculty, staff, and community members every opportunity to embrace and multiply our shared strengths.



2023 BELLWETHER COLLEGE CONSORTIUM Award Winner

GREAT COLLEGES TO WORK FOR Recognized

HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

LEADER COLLEGE

2021·2022

2023 INSPIRING PROGRAMS IN STEM AWARD

PLACES TO WORK Diverse MOST PROMISING 2023

2022 CAMPUS PREVENTION NETWORK SEAL OF PREVENTION

HUDSON COUNTY COMMUNITY COLLEGE

Hudson is Home!

PLAN AHEAD!

Strategies for Completing the 2024 HEED Award Application

BEST DEI PRACTICE

PLACE STAMP HERE

The Student Parent Task Force at West Chester University of Pennsylvania collaborates with the Pennsylvania Parent Pathways program to enhance the recruitment and retention of pregnant and parenting students. Initiatives include identifying support resources, creating a listserv for nearly 500 parenting students, and hosting six community events. Students also have provided access to an 24/7 online resource.

79% of HEED winners strongly agree that their institution's diversity efforts are data driven and evidence based.

Over the past 12 years, institutional diversity leaders have shared with us their experiences in applying for the annual INSIGHT Into Diversity HEED Award. Institutions make a concerted effort to be thorough and tell their stories completely — and have good reasons for being so diligent.

As a prestigious, HEED Award-winning university or college, your school is distinguished nationally for your hard work and dedication in building an equitable and inclusive campus, which includes recognition in INSIGHT'S annual HEED Award issue.

More importantly, you are celebrated by your constituents and the surrounding community for your school's success. These accolades might come in the form of additional funding and resources from university leadership; donations from a corporate partner that values workforce diversity; grant funding; new relationships with community organizations that have a vested interest in the success of your students, faculty, and staff — who typically live and work alongside their constituents; or through greater participation from members of the campus community who view the success of your programming with pride and see the value in becoming part of your nationally recognized DEI efforts.

Opposite are strategies suggested by past HEED Award winners to help improve your school's 2024 HEED Award application and planning. Here's hoping we see your finalized application next summer!

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

WHY WE APPLY:

California State University, Fresno

"Although Fresno State has proudly received the HEED Award for the past nine years, at times it is difficult for individuals to see the good work being done because of the challenges that lie before us. Applying for the HEED Award gives us an opportunity to examine the depth and breadth of our diversity and inclusion efforts, while also reminding us that diversity and inclusion, equity, and cultural competency are journeys, not destinations."

The Task Force on Campus Climate at Trinity College created an Action Plan for Racial Justice, which captured more than 250 actions identified by departments, programs, and groups to move the campus along the path to becoming a more racially and socially just community.

100% of HEED winners offer free tutoring support services to improve retention and graduation rates for historically underrepresented and first-generation students.

Towson University's Basic Needs Hub offers free food, clothing, and personal care items to students. Evolving from a simple food cabinet, the hub now includes Tiger Threads, offering new undergarments, chest binders, and donated clothing. Additional food lockers are placed throughout campus. Moreover, staff and students from the family studies and community development department assist with queries and help students apply for the Supplemental Nutrition Assistance Program (SNAP).

1. Note the deadline

The 2024 HEED Award application will open in early March. Note this deadline on your calendar and create additional, phased deadlines to ensure progress in your application journey.

2. Alert the team

Starting now, get to know individuals across campus divisions who will ultimately serve as your core committee: those colleagues who can provide data, program insights, fresh perspectives, and helpful feedback on all activities, initiatives, and policies related to DEI — and rely on them during the application completion process.

3. Share the link

As soon as it's available, share the link to the HEED Award application with your core committee. Once they've had a chance to review it, schedule a daylong meeting to allow departments to report on their DEI-related activities. Involving others builds a sense of campuswide ownership and takes some responsibility off the senior diversity leader who typically directs the overall effort.

4. Tell your DEI story

Tell your story in the HEED Award application, don't just check boxes. Comment sections are provided for this purpose, and it's important you to use them to your advantage!

5. Gauge your progress

The HEED Award asks about specific DEI practices that are evidence based and known to be successful. Be assured that if there is a question about it on the application, other colleges and universities have implemented that strategy and we have deemed it a best practice that all schools can emulate. To that point, use the HEED Award as a guide over the next year to develop new initiatives and address gaps in your current campus programming and policies.

6. Read closely

Pay attention to the content of each question on the HEED Award application: Highlight those achievements that pertain specifically to the aspect of DEI reflected in the question.

7. Take notes

Keep an open file of notes and ideas so you have a comprehensive accounting of your institution's DEI activities by the time you begin the 2024 HEED Award application.

8. Start now!

Get started! Download a sample of the 2023 HEED Award application to get a preview of topics covered and questions asked, at insightintodiversity.com/heedaward.

WHY WE APPLY:
Texas Christian University

"As in part years, TCU has applied for the HEED Award as a way to gather and memorialize our DEI achievements to celebrate what we, as an institution, have accomplished. By memorializing our achievements, we can also become aware of the areas where improvement is needed. This award allows our institution to celebrate our accomplishments as well as reflect on our next steps to be an even better advocate for DEI as it relates to our own university community and the community beyond our doorsteps."

BEST DEI PRACTICE

PLACE STAMP HERE

In 2021, the University of California, Berkeley enhanced its enrollment management process to provide holistic student support from initial outreach to graduation, leading to significant gains in diverse undergraduate applicants. In 2022, 38 percent of applicants were underrepresented California residents, a 2 percent increase from 2021. In contrast, the entire University of California system saw only a 1 percent rise in diverse applicants during this time. The increased representation continued among 2023 first-year applicants.

Nearly 52% of administrative leaders at HEED Award institutions are women.

SWARTHMORE

Celebrating diversity. Developing leaders.

At Swarthmore College, we are committed to cultivating a campus where differences in identity and experiences are celebrated as an integral part of developing future global leaders. We commemorate our continuous efforts to build a diverse, inclusive, and equitable working and learning environment that encourages dialogue, education, and support.

View Your Campus
THROUGH THE LENS OF DEI

Viewfinder® Campus Climate Surveys helps colleges and universities gain perspective on campus experiences, create a data-driven baseline, and plan for the future.

Everyone deserves to live, work, and learn in an equitable campus community where they feel a strong sense of belonging and have ample opportunity to thrive.

To learn more about Viewfinder® visit viewfindersurveys.com or contact Lenore Pearlstein at lenore@viewfindersurveys.com.

INSIGHT Viewfinder®
Campus Climate Surveys

NADOHE: State of the Chief Diversity Officer

The National Association of Diversity Officers in Higher Education (**NADOHE**) published its inaugural **State of the CDO** (chief diversity officer) **Survey** in August 2023. **The following are key takeaways from the report.**

CDO Demographics

1. Just over half of respondents are Black or African American.
2. Approximately two-thirds are women.
3. Over 65% are between 35 and 54 years old.
4. Nearly half were first-generation college students themselves.

Job Comparison

When comparing their CDO role to previous non-CDO positions, respondents say their job is **less manageable** and **predictable**, as well as more:

- Fulfilling
- Satisfying
- Rewarding

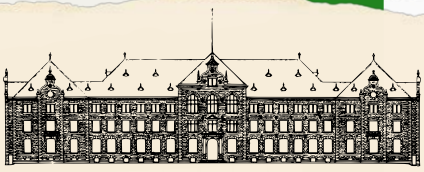
- Stressful
- Overwhelming
- Upsetting

New Role

- **60%** of respondents are the **inaugural CDO** at their institution.
- **85%** have been in their current role for **five years or less.**

Lack of Support

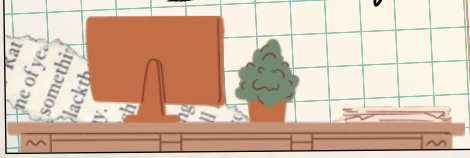
- Nearly **one third** of CDOs reported annual operating budgets of **$39,000 or less.**
- **One in 10** strongly feel they **lack adequate institutional resources.**



Intersecting Identities

- White CDOs find the job significantly less **upsetting** and **overwhelming** than those who identify as other races and ethnicities.
- Women CDOs typically consider their job **"upsetting," "overwhelming,"** and **"fulfilling."**
- Male CDOs are more likely to consider their work **"predictable."**

To learn more, visit nadohe.org.



Inclusive, Diverse & Welcoming

YOU belong Here

Calvin White
Provost and Executive Vice Chancellor

Abhijit Bhattacharyya
Dean
College of Engineering and Computer Science

Cherisse Jones-Branch
Dean
Graduate School

Carlitta Moore
Assistant Dean for Diversity
College of Nursing and Health Professions

Nikesha Nesbitt
Dean
University College

Carmen Lanos Williams
Director
Honors College

Lonnie Williams
Vice Chancellor
Diversity, Inclusion and Community Engagement

Welcome to Arkansas State University

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Six-time Recipient

Only School in Arkansas to hold this designation.

AState.edu

Enrichment Programs Help Build a More Diverse Health Care Workforce

Advancing equity and diversity in the health professions is highly dependent on expanding access and opportunity to related careers among underrepresented student populations. Institutions of higher education understand that such efforts must prepare students with basic scientific knowledge as well as the real-world experience and confidence required to undertake the rigor of a health care curriculum.

The diversity gap in the health care workforce is well documented. In the 2022 Urban Institute study "Racial, Ethnic, and Language Concordance between Patients and Their Usual Health Care Providers," nearly 75 percent of White adults reported being the same race as their health care providers; the same was true of just 22 percent of Black adults. About 23 percent of Hispanic/Latino adults shared a racial, ethnic, or language background with their provider.

The study acknowledges that more research is needed, but preliminary results strongly show that having a health care provider of the same race or who speaks the same language can result in more patients seeking and receiving preventive care, better patient experiences, and higher patient-reported quality of care.

Health Professions HEED Award winners consistently prioritize recruiting and retaining historically underrepresented and first-generation students in their programs. As the Urban Institute study suggests, a best practice to accomplish this is to create enrichment programs that foster a strong educational foundation and support systems for prospective and current students.

The State University of New York at Buffalo, School of Dental Medicine offers Destination Dental School, a fully virtual program for underrepresented undergraduate or postbaccalaureate students interested in a career in dental medicine. Participants gain an understanding of the day-to-day life of a dentist and dental student. The program also helps them strengthen their dental school applications and develop their skills as researchers. This summer, 30 students from around the U.S. traveled to the School of Dental Medicine to participate in hands-on activities, mock interviews, lectures, networking, and more.

Touro College of Osteopathic Medicine is focused on increasing historically underrepresented students and first-generation students in medicine. In addition to other outreach efforts, the school offers a two-year program for high school students called MedAchieve. It features afterschool medical science enrichment for students in New York's Harlem and Middletown communities who are interested in learning about osteopathic medicine and becoming physicians and other health care providers.

PLACE STAMP HERE

A.T. Still University of Health Sciences (ATSU) has expanded efforts to advance the recruitment and retention of diverse students and employees. The offices of diversity and inclusion and development have partnered to ensure cultural proficiency-themed research grants are available for faculty, students, and staff. In addition, the Graduate Health Professions scholarship (GPS) endowment, the school's largest scholarship endowment, targets students from historically underrepresented groups. ATSU has also partnered with elevatemed.org and diversityindentistry.org to further its outreach, recruitment, and collaborative efforts.

92% of Health Professions HEED Award winners offer summer exposure and enrichment programs focused on supporting underrepresented groups.

WHY WE APPLY:

University of Michigan Medical School – Michigan Medicine

"We feel the HEED Award is valuable recruitment and retention recognition for our academic medical center. Our employees, faculty, and staff see it announced each year and are proud to work for Michigan Medicine. The new students see it on our medical school admissions home page and appreciate the values of diversity and inclusion at our institution. We also value advertising open positions in the INSIGHT Into Diversity online [career center]."

Alabama College of Osteopathic Medicine

At most medical schools it's about surviving. Here, it's about thriving.

At ACOM, we prepare students for success. In fact, our students have a 100 percent match rate when it comes to residencies as we prepare you to pass your boards after residency. In addition, we have a high pass rate on the COMLEX exams. ACOM is not a game of survival. It's a diverse environment where future physicians thrive.

ACOM.edu

Southeast HEALTH
ALABAMA COLLEGE OF OSTEOPATHIC MEDICINE

The Virginia Commonwealth University College of Health Professions Department of Nurse Anesthesia hosts the Diversity CRNA Workshop, offering informational sessions and simulations to introduce underrepresented students to careers in nurse anesthesia.

The **University of Arkansas for Medical Sciences** (UAMS) College of Health Profession's Medical Laboratory Science (MLS) program has focused on recruiting certified medical laboratory technicians (MLTs) from the ranks of the U.S. military. In this 100 percent online program, students come from approximately 35 states and reflect the diverse makeup of the U.S. Armed Forces, and they represent about 3 percent of the UAMS student body. Specifically, 11 percent of online military students self-reported as Hispanic and 14 percent self-reported as Black. The MLS program has also made a concerted effort to connect with rural MLTs in Arkansas and other states. In the past five years, approximately 850 rural students have been trained in the online program, and many of them now serve their communities at small or critical access hospitals.

85% of Health Professions HEED Award winners apply for federal diversity grants.

PLACE STAMP HERE

The Visiting Student Health Equity Program at the Medical College of Wisconsin in the Office of Diversity & Inclusion is an award open to current fourth-year medical school students who are from or have lived experiences engaging with people in underserved communities. The program provides access and opportunity-related experiences for students who want to work in communities with health care challenges. With application numbers increasing, a student was hired to provide student-to-student peer outreach. In 2022, more than half of the students who participated matched in their visiting specialty.

The Ohio State University (OSU) College of Nursing is engaged in the Health Equity Scholars Program, which prepares undergraduate and graduate students with advanced education and skills to help improve health outcomes in diverse populations. Conducted in collaboration with the university's Office of the Chief Wellness Officer and the Office of Interprofessional Practice and Education, five interprofessional teams of students from the College of Nursing and across campus, along with faculty mentors, take on impactful projects such as boosting immunization awareness and resources, enhancing LGBTQ+ health care awareness and competency, and establishing an online learning community for refugees with diabetes.

In another program, the OSU College of Nursing offers summer exposure programs to encourage young people interested in nursing careers. The 2023 Summer Institute for Future Nurses, the 13th annual offering, was organized by the Office of Diversity, Equity and Inclusion and provided 31 high schoolers with an interactive introduction to various aspects of health care. Sixty-four percent of participants in each cohort were from underrepresented ethnic and racial groups, and 19 percent identified as male — a population underrepresented in nursing. Participants attended lectures, engaged in hands-on activities in nursing skills labs, and attended panel discussions.

The Preparatory Optometry Program (POP) at **Nova Southeastern University College of Optometry** helps students evaluate their readiness and demonstrate their potential academic ability to successfully complete the professional optometry program. Along with fellow optometry students and those in other health profession disciplines, they preview the demands of the curriculum while studying basic medical sciences. POP provides a unique platform to assist underrepresented students in the pursuit of an optometric education and strives to ensure their success in the program.

University of California, Riverside School of Medicine (UCR SOM) is one of four California Medicine Scholars Program Regional Hubs of Healthcare Opportunity (RHHO) by the Foundation for California Community Colleges. The purpose of each RHHO is to increase the number of community college students pursuing medicine to help address the shortage of physicians throughout California. With existing workforce infrastructure for pathway programs and support from the foundation, UCR SOM established the Inland Empire regional hub, which initially included three community colleges, two four-year institutions, and several community partners. UCR SOM has already expanded its community partnership to include an additional three community colleges and continues to grow this network. The program is designed to expose students from these partner institutions to a career in medicine early in their academic journey so they might ultimately work with underserved regions. Through intentional support structures at each school, the students receive the assistance needed for them to persist.

WHY WE APPLY:

University of Cincinnati College of Allied Health Sciences

"The HEED Award designation allows us to demonstrate to our state legislature the significance and value of the DEI work we are doing in the CAHS and the larger university setting."

BEST DEI PRACTICE

PLACE STAMP HERE

The **Edward Via College of Osteopathic Medicine** Summer Enrichment Experience is a free program designed to promote science and medicine to area high school students and encourage them to pursue related careers. Activities include interactive lectures, educational games, anatomy lab work, performance of basic medical techniques, and guidance for establishing a career in science or medicine.

MGH INSTITUTE OF HEALTH PROFESSIONS

Educating Healthcare Leaders to Care for a Diverse Society

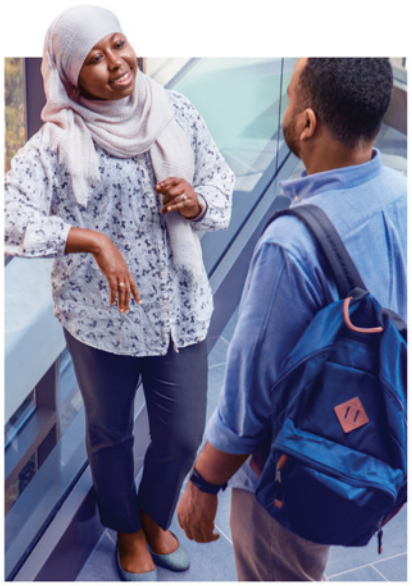
The mission of MGH Institute of Health Professions in Boston is to prepare health professionals and scientists to advance care for a diverse society through leadership in education, clinical practice, research, and community engagement. From implementing the country's first Invisible Labor initiative to developing the JEDI Fellows program where students work with our academic programs and tackle social justice and equity issues on campus, we strive each day to prepare tomorrow's healthcare leaders.

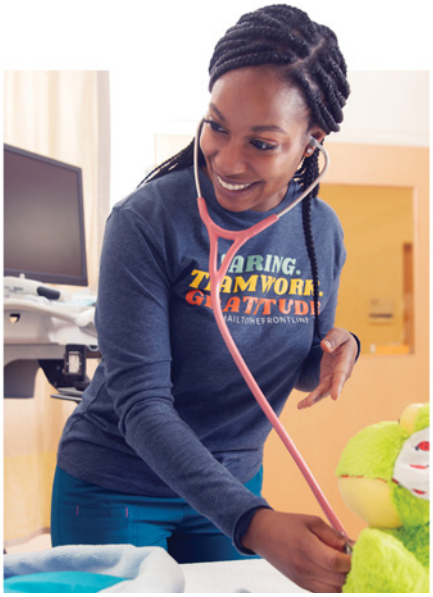
mghihp.edu/JEDI

The university of Virginia School of medicine encouraged departments and centers to strengthen community ties and foster unity and pride among faculty, staff, and the community by participating in local events. About 28 departments and six centers engaged in roughly 150 service activities throughout the academic year.

WHY WE APPLY:
University of Maryland, Baltimore School of Nursing

"Our prior applications for and our receipt of the INSIGHT Into Diversity Health Professions HEED Award on five successive occasions has been deeply meaningful and had a tremendous impact on the trajectory of our growth and development as an institution committed to diversity, equity, inclusion, and justice. Each year, the application process has provided an opportunity for data collection and analysis, reflection on those things that have gone well and made a difference, as well as reflection on those things that still needed to be addressed. The process has supported identification of future goals and spurred us on to redouble our efforts."





THERE'S VALUE IN

EVERY PERSPECTIVE

Diversity isn't an initiative at **MICHIGAN MEDICINE**. It's the foundation of who we are and all we do. Michigan Answers are found at only one place in the world and are rooted in the diversity of talent and perspectives we welcome and champion every day. The mission of our faculty, students and staff is to continually honor the well-being, individuality and dignity of all who work, learn and heal at Michigan Medicine.

To learn more about our commitment to diversity visit: **ohei.med.umich.edu**

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Five-time Recipient

Michigan Answers™

MICHIGAN MEDICINE
UNIVERSITY OF MICHIGAN

PCOM IS PROUD TO BE A

2023 Health Professions HEED award recipient!

PCOM's commitment to diversity, equity and inclusion has always been at the forefront of our mission. We are committed to training the next generation of healthcare professionals in whole person health. Giving them the skills and experience needed to improve the lives of their patients and serve the medical needs of diverse communities. Join us as we embrace change for a brighter and more inclusive future in healthcare!

PCOM®

ONE COLLEGE, THREE LOCATIONS

PHILADELPHIA:

- Osteopathic Medicine (DO)
- Biomedical Sciences (MS, Cert.)
- Physician Assistant Studies (MS)
- Forensic Medicine (MS)
- Clinical Psychology (PsyD)
- Mental Health Counseling (MS)
- Educational Psychology (PhD)
- School Psychology (PsyD, EdS)
- Applied Positive Psychology (MS)
- Applied Behavior Analysis (MS, Cert.)
- Cognitive Behavioral Therapy (Cert.)
- Professional Counseling (Cert.)
- Public Health Management and Administration (MS, Cert.)
- Non Profit Leadership and Population Health Management (MS, Cert.)

GEORGIA:

- Osteopathic Medicine (DO)
- Pharmacy (PharmD)
- Physical Therapy (DPT)
- Physician Assistant Studies (MS)
- Biomedical Sciences (MS, Cert.)
- Medical Laboratory Sciences (MS)
- Medical Simulation (Cert.)

SOUTH GEORGIA:

- Osteopathic Medicine (DO)
- Biomedical Sciences (MS, Cert.)

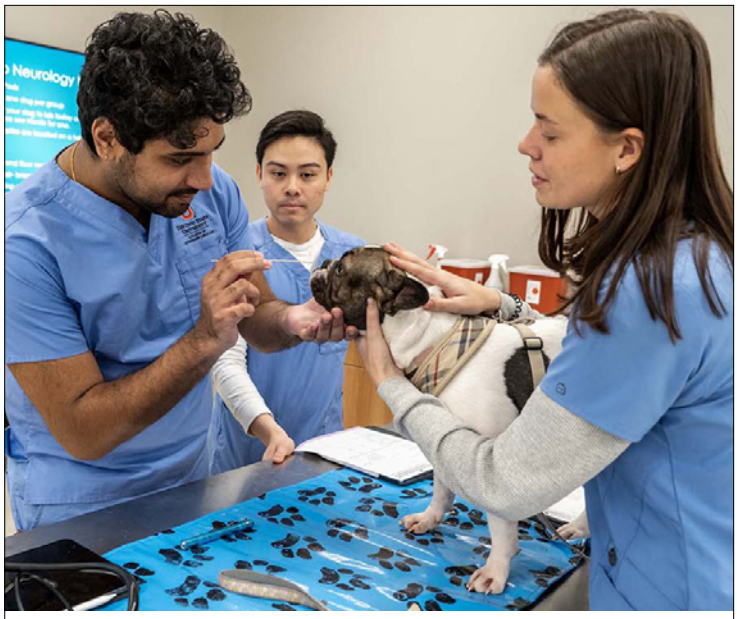
Learn more about PCOM's efforts in diversity, equity and inclusion at pcom.edu/DIA

PLACE STAMP HERE

In 2022, the University of Cincinnati (UC) James L. Winkle College of Pharmacy launched the Ruby Hill Mentorship program for underrepresented students. Participants engage in networking opportunities, one-on-one mentorship, group sessions, professional development, and more. Ruby Hill, the namesake for the program, was UC College of Pharmacy's second minority recruiter and counselor.

97% of Health Professions HEED Award winners offer unconscious bias training to full-time faculty.

In summer 2022, the Betty Irene Moore School of Nursing at UC Davis introduced the SHINES program to increase the number of underrepresented students in nursing and health care. This two-week summer initiative introduces high school and early community college students to health care careers, highlighting the significance of nurses and aiming to reduce the wealth gap through education and job preparation. SHINES is founded on the belief that all students deserve quality education and the necessary resources for success.



Sustaining a culture of inclusion and belonging

Honored to be a Health Professions Higher Education Excellence in Diversity (HEED) Award winner for the seventh year in a row.

THE OHIO STATE UNIVERSITY

COLLEGE OF VETERINARY MEDICINE

BE THE MODEL®

WHY WE APPLY:
Geisel School of Medicine at Dartmouth College

"I feel that the HEED Award is the gold standard in higher education. As a CDO for approximately 14 years, I know that receiving the HEED Award validates your efforts. The most important reason that I apply for the HEED Award on behalf of my institution is so the community can celebrate their accomplishments. Each department can have a sense of pride and bring that joy to our HEED party. Organizations have to celebrate receiving the HEED Award like they do when their institution wins a football game."

In fall 2023, the University of Cincinnati College of Allied Health Sciences welcomed Ronay Lyons as its first Student Success Coach, whose focus is on increasing retention and academic results for underrepresented students in allied health during their early years. The college is also actively reaching out to specific undergraduate groups, including first-generation, underrepresented minorities, males, Cincinnati Public School graduates, and Pell-eligible students. This enhanced focus on retention and performance aims to elevate graduation rates, diversify graduate programs, and fortify the regional allied health workforce.

Healthcare's Diverse Future Begins Here

Diversity and inclusion are key elements in learning patient-centered healthcare. As the population of the United States becomes increasingly diverse, the Edward Via College of Osteopathic Medicine (VCOM) seeks to create a student body that reflects this trend by recruiting medical students from medically underserved and rural populations, underrepresented minority communities, and those with a strong commitment to underserved care.

VCOM medical students care about access in their communities and the College helps them to bring healthcare home.

VCOM
Edward Via College of Osteopathic Medicine
VIRGINIA • CAROLINAS
AUBURN • LOUISIANA

Visit us online to find out more.
www.vcom.edu

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UMKC SCHOOL OF MEDICINE:
2023 Health Professions HEED Award winner

CHAMPIONING EQUITY
CULTIVATING SUCCESS

Diversity, equity and inclusion are foundations of educating outstanding health-care professionals at the University of Missouri-Kansas City School of Medicine.

- The Anti-Racism and Cultural Bias Program provides education and training to medical students about diversity, equity and inclusion and the intersection of DEI with the practice of medicine.
- Students Training in Academia, Health and Research (STAHR) is a mentoring program to increase the success of students and residents who belong to groups that are underrepresented in medicine.
- Uniting Numerous medIcal Trainees in Equity and Diversity (UNITED) is a program for residents and fellows who are historically underrepresented in medicine, providing them a safe space and sense of community as they go through their specialty training.
- The Faculty Scholars Program was developed to support and encourage the successful academic promotion of faculty with an emphasis on faculty who are historically underrepresented in medicine.

SOM 23107312

To learn more, please visit www.med.umkc.edu.

UMKC School of Medicine

HEED Schools Prioritize **Recruitment and Retention** of Diverse Employees

In 2021, approximately 1.5 million individuals in the U.S. worked as higher education faculty — positions predominantly held by White educators, according to the National Center for Education Statistics. Black and Latino faculty were severely underrepresented at a majority of public, four-year institutions, despite research that overwhelmingly shows students who identify as Black and Latino are more likely to graduate when they have faculty members who look like them and serve as mentors and role models.

These findings are confirmed in a report by The Education Trust, "Faculty Diversity and Student Success Go Hand in Hand, So Why Are University Faculties So White?" published in 2022.

Gabriel Montague, a higher education research analyst at The Education Trust and a co-author of the report, was quoted in a press release about the imperative for faculty diversity.

"University leadership must prioritize faculty diversity because they owe it to all students to provide a college experience that is enriching academically and culturally, and they owe it to faculty to provide equitable opportunities for growth and stability in their careers so they can increase their capacity to support the students," Montague said.

In addition to focusing on attracting diverse faculty, HEED schools understand that retention is also critically important. Reasons often cited by underrepresented employees who leave their positions include overwhelming workloads, inequitable pay, lack of leadership and advancement opportunities, and lack of recognition.

All HEED Award-winning schools prioritize the hiring and retention of diverse faculty and staff as a best practice in alignment with their DEI strategic goals. These initiatives take many forms but often include support systems, recognition for those who embrace and exemplify an institution's DEI values, and leadership programs designed to create pathways for career growth. Supporting diverse faculty and staff also means ensuring they have the resources, tools, and pathways needed to move into advanced leadership roles.

PLACE STAMP HERE

The University of Texas at Austin College of Pharmacy (UT COP) annually awards one faculty member, staff member, and student with a DEAI Champion Award. A DEAI Champion is an outstanding individual who makes significant contributions in helping to create a more diverse, equitable, accessible, and inclusive culture through their excellent service, teaching, research, and academic endeavors. To highlight the significance of the award and the importance of the work, each recipient receives a cash award of $2,000. To date, 12 individuals have been honored with a DEAI Award.

The Advancing Faculty Diversity program at the University of California, Davis, School of medicine has recruited three new faculty members in the last three years who are committed to excellence in teaching, research, and service, as well as to promoting the success of underrepresented students and addressing the diverse needs of the state.

WHY WE APPLY:
Virginia Tech Carilion School of Medicine

"We use this review to determine what we can improve on but also see that our efforts are valued. By applying for this award we wish to gain acknowledgement for the work and effort being done to improve diversity, equity, and inclusion in medicine. Given the Supreme Court decision, this work is more important now than ever, and at the Virginia Tech Carilion School of Medicine we want to see a diverse population of medical professionals in the future."

A.T. Still University believes excellence requires understanding, affirming, and valuing human differences.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
7 Consecutive Honors

Founded in 1892, A.T. Still University (ATSU) has a history of inclusion as the founding school of osteopathic medicine. We are proud to continue that history as a recipient of the HEED award for the seventh consecutive year.

ATSU offers an array of health professions degrees in medical, dental, and health science programs, on campus and online.

- Athletic training
- Audiology
- Biomedical sciences
- Dental medicine
- Health administration
- Health education
- Health sciences
- Kinesiology
- Nursing
- Occupational therapy
- Osteopathic medicine
- Physical therapy
- Physician assistant studies
- Public health
- Speech-language pathology

ATSUdiversity ATSUdiversity ATSUdiversity ATSUDiversity ATSUdiversity

ATSU campuses: Kirksville, Missouri; Mesa, Arizona; and Santa Maria, California
ATSU educational location: St. Louis Dental Center, St. Louis, Missouri

Learn more at **atsu.edu/HEED**

ATSU | A.T. Still University
FIRST IN WHOLE PERSON HEALTHCARE

LSU

School of
Veterinary Medicine

WHERE DIVERSITY
INSPIRES

At LSU School of Veterinary Medicine, our diverse community inspires us to improve the professions of veterinary medicine and biomedical research.

Progress doesn't happen by accident. We are committed to moving the profession of veterinary medicine forward by providing our students, faculty, and staff with a vibrant community filled with enrichment, opportunity, and acceptance.

We invite you to learn more about our diversity efforts at
lsu.edu/vetmed/diversity

No one program meets the needs of all faculty and staff who seek career advancement, however, so HEED schools often create multipronged approaches. The **Tulane University School of Public Health and Tropical Medicine** hired an associate dean for faculty affairs to work with junior faculty to ensure they meet important milestones toward promotion. Junior faculty are also paired with senior faculty to help them navigate the early career process. In addition, as part of the school's five-year Strategy for Tomorrow plan, initiatives planned to recruit and retain diverse faculty and staff include training search committees to address bias in the process.

For departmental cluster hiring of diverse faculty, the new RAISE (Race, Inclusion and Social Equity) initiative at The Ohio State University (OSU) seeks to recruit 50 tenure-track faculty who can engage in research interdepartmentally. The program's impact extends to faculty diversity at the **OSU College of Optometry, College of Public Health, College of Medicine**, and **College of Nursing**. The goal of the initiative is to increase the number of scholars committed to research that can help narrow social disparities in educational attainment, health outcomes, rates of incarceration, political representation, environmental impacts, and economic well-being.

Instituting an award or other public accolade that recognizes employees who go above and beyond to ensure an inclusive, equitable, and diverse campus is a meaningful way to honor such individuals and their work as well as foster a greater sense of belonging.

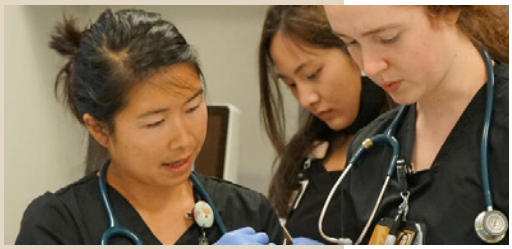
To that end, the Office of Diversity and Community Relations at the **Philadelphia College of Osteopathic Medicine** sponsors the Employee Diversity, Equity and Inclusion Award to honor faculty and staff who make outstanding efforts to advance the college's DEI efforts.

With the hiring of an associate dean for inclusive excellence at Loyola University of Chicago, the faculty hiring process was revised to ensure inclusion and equity across the process. All members of the faculty search committee at the institution's **Marcella Niehoff School of Nursing** (MNSON) were the first to complete the required training. As part of the new process, candidates who progress to an on-campus interview must meet with the associate dean for inclusive excellence to discuss the culture of inclusion being fostered at MNSON. The school also created Diversifying Faculty in Nursing Education, a postdoctoral fellowship program designed to increase the number of scholars from historically marginalized and underrepresented groups in nursing. The program provides participants with a mentored postdoctoral experience to support the transition to a tenure-track assistant professor position.

WHY WE APPLY:
The University of Arizona College of Medicine–Phoenix

"The University of Arizona College of Medicine - Phoenix seeks to be a leader in the equity, diversity, and inclusion space for medical schools and health professions schools. Applying to and receiving recognition of the 2023 INSIGHT Into Diversity Health Professions HEED Award places us amongst the top programs in the nation. The HEED Award is an important indicator for us as we seek to recruit and retain an ever-diverse campus of faculty, students, and staff."

Our commitment to equity, diversity and inclusion



Promoting core values We actively seek and cultivate diverse populations and perspectives, and promote equity and inclusion for our students, faculty and staff.

Nurturing a sense of belonging We are dedicated to fostering an environment for people to thrive by valuing perspectives, respecting differences, celebrating interconnectedness and encouraging authenticity.

Advancing diversity in nursing leadership Our national academies for diverse aspiring and emerging nurse leaders provide skill development, support and mentorship for early-career leaders to excel in academia and health care.

VANDERBILT
School *of* Nursing

To learn more about our commitment to equity, diversity and inclusion visit **nursing.vanderbilt.edu/about/diversity.**

Vanderbilt University School of Nursing is proud to be a four-time recipient of the HEED award.
We congratulate and celebrate our fellow recipients for their shared commitment to diversity, equity and inclusion.

INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity Award 2020 Top Colleges for Diversity

INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity Award 2021 Top Colleges for Diversity

INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity Award 2022 Top Colleges for Diversity

INSIGHT Into Diversity Higher Education Excellence in Diversity Award 2023 Health Professions School

TOGETHER

Celebrating diversity, inclusion, and belonging in veterinary education.

One community.

One Boilermaker.

PURDUE UNIVERSITY®

College of Veterinary Medicine

PURDUE.VET/DIVERSITY

EA/EOU

In the past five years, The Ohio State University College of Veterinary Medicine has actively engaged over 10,000 students from K–12 and colleges through programs like Buckeye Vet Prep Academy, Vet for the Day, and Buckeye Exploration Day. Additionally, the college recently introduced the Melanin in Medicine event targeting historically marginalized students from urban high schools. This initiative provides insights into veterinary medicine, hands-on activities, and opportunities to interact with seasoned veterinarians from diverse specialties.

94% of Health Professions HEED Award schools take service work into consideration in the faculty tenure process, and 89% consider service during the staff promotion process.

WHY WE APPLY:

Vanderbilt University School of Nursing

"As VUSN continues to embrace advancing DEI it is crucial that as a school we remain forward thinking in this area. The INSIGHT Into Diversity objective view of our programs is another indicator of how well we are meeting strategic goals and outcomes. It will also allow VUSN to share with other nursing programs strategies for increasing diversity and inclusion within the profession."

Celebrating Inclusive Excellence at The Ohio State University

The Ohio State University is proud to receive the prestigious 2023 Health Professions Higher Education Excellence in Diversity (HEED) Award for six of its distinguished health science colleges. This remarkable achievement reflects the ongoing collaboration of leaders across the health science colleges to cultivate an inclusive environment that's welcoming to all individuals and embraces best practices. We are honored to be the only institution in the nation with six graduate programs recognized for this award.

Our dedication to diversity and inclusion is evident through our commitment to drive innovation and broaden initiatives, programs and outreach in ways that create inclusive and impactful education. We do this by fostering a sense of belonging for all, which allows everyone to deliver on our ambition of transforming human and animal health.

At Ohio State, fostering a welcoming and inclusive environment for all is our core mission. We celebrate this remarkable achievement with a deep sense of pride, and we invite you to join us in our ongoing commitment to shaping a diverse and inclusive future for everyone.

College of Medicine

College of Nursing

College of Optometry

College of Pharmacy

College of Public Health

College of Veterinary Medicine

THE OHIO STATE UNIVERSITY

Schools Advance Health Equity Through Community Outreach

As part of their efforts to promote DEI both internally and externally, many health professions schools focus on community outreach programs as a way to address long-standing mistrust of medical professionals within marginalized communities, break down barriers to health, and ensure that graduates are prepared to serve diverse populations.

Through such programs, students, faculty, and staff often engage with local nonprofit organizations to provide free or low-cost health care, offer mentorship and guidance to prospective students from underrepresented backgrounds, and participate in solution-focused research that addresses inequities in health. Outreach projects strive to meet the needs of underserved populations, particularly those from low-income, geographically underrepresented, or racially marginalized backgrounds.

Numerous winners of the Health Professions HEED Award, including **Albert Einstein College of Medicine** (Einstein), **Kansas State University** (KSU) **College of Veterinary Medicine**, and the **Nova Southeastern University** (NSU) **College of Optometry**, have robust community outreach programs designed to bolster health equity in their surrounding neighborhoods while also helping students, faculty, and staff develop a better understanding of the social determinants of health care.

Through the Community Based Service Learning (CBSL) Program, medical students at Einstein engage with and impact social and health equity in the Bronx community. Projects include providing health education and outreach services to local residents, collaborating with community organizations to address environmental conditions impacting wellness, conducting research on disparities and inequity, and advocating for relevant policies and programs.

CBSL is a required program for all first-year Einstein students and also available to graduate students in the biomedical sciences and public health fields. However, all can choose to participate in CBSL projects for more than one year and are encouraged to develop their own equity-focused projects that align with their interests and career goals.

PLACE STAMP HERE

When the University of Minnesota School of Nursing school enrolled 14 doctor of nursing practice (DNP) students in fall 2023, it set a record for the largest number of American Indian/Alaska Native (AI/AN) students enrolled in a program ever. Just 49 AI/AN students graduated with a DNP degree nationwide in the previous year.

School of Nursing, Rutgers, The State University of New Jersey has made significant progress in diversifying its student body, with the percentage of students of color increasing from 61 to 63 percent in the past year. The growth marks an important step towards ensuring that the nursing workforce reflects the diversity of the patients it serves.

84% of Health Professions HEED Award winners offer first-year experience programs for historically underrepresented and first-generation students.

EXCELLENCE IN DIVERSITY IS OUR MISSION

Touro College of Osteopathic Medicine is honored to receive the INSIGHT Into Diversity magazine's 2023 Health Professions Higher Education Excellence in Diversity Award!

Touro University is committed to serving the underserved, increasing access to healthcare and creating opportunities to increase minorities in medicine across the country.

Touro University's Colleges of Osteopathic Medicine are realizing this mission in Harlem and Middletown, New York.

TOURO COLLEGE OF OSTEOPATHIC MEDICINE
TOURO UNIVERSITY

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023

tourocom.touro.edu

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

Berklee

The KSU College of Veterinary Medicine operates the This is How We ROLE program, which teaches grade school children from underrepresented and economically disadvantaged backgrounds about veterinary professions. The program connects diverse KSU veterinary faculty and students to children from the local Boys & Girls Club of Manhattan so they can serve as role models and mentors while encouraging the children to consider a career in veterinary medicine.

The NSU College of Optometry offers a comprehensive public health curriculum consisting of four courses that address issues related to health equity in diverse populations. As part of this curriculum, students participate in community outreach projects, such as providing back-to-school physicals at public schools in underrepresented communities and offering vision screenings in low-income and marginalized neighborhoods in the North Miami area. In addition, students, faculty, and staff engage in research and clinical programs in the community to gain a better understanding of health equity needs within the region.

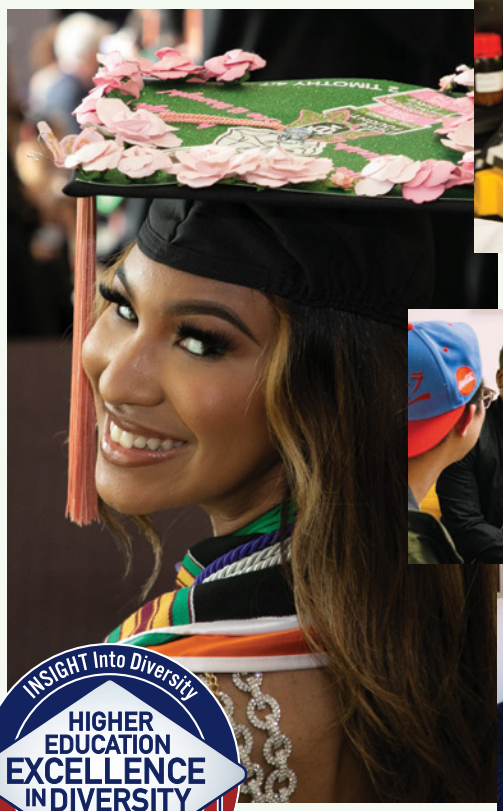
Over two dozen high school students joined the University of Rochester School of Nursing and East High School's Career Exploration Internship program. This grant-funded initiative, part of multiple partnership programs since 2015, aims to address major challenges in nursing and health care, such as the national nurse shortage, distrust in health systems among marginalized communities, and the necessity for a more diverse nursing workforce. Program leaders aspire to make the Pathways to Nursing a long-term solution to these significant issues.

WHY WE APPLY:

Texas A&M University Irma Lerma Rangel School of Pharmacy

"The mission of the Texas A&M University Irma Lerma Rangel School of Pharmacy is to develop and inspire a diverse group of future leaders in pharmacy practice and pharmaceutical sciences through transformational education, innovative research, holistic care, and effective outreach and service [which] align with the standards [and] criteria of the INSIGHT Into Diversity Health Professions HEED Award."

TULANE®
School *of*
Public
Health &
Tropical
Medicine



INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Health Professions School

47%
of students identify as non-white

99%
find jobs or advance education within one year of graduation

42%
of faculty are BIPOC, including two who have been elected to National Academy of Medicine

12th
US News Public Health Ranking

Arrive with *passion.* Leave with *purpose.*

Established in 1912, we were the first school of public health in the country. Today our students hail from 46 states and 22 countries. Always a leader, the school continues to make waves, offering:

- A dedicated—and diverse—team of administrators
- Six active affinity student groups
- Focused Academic Advising Team and Alumni Mentoring Program
- A curriculum that embeds Health Equity as central to public health
- Pathway Programs with seven undergraduate colleges (including three HBCUs)
- Advanced Representation in Minority Health Research (ARMHR) program partners selected students with faculty around the globe
- Doctor of Public Health Program in Equity, Leadership, and Advocacy

Visit SPH.Tulane.edu to start your journey.

WHY WE APPLY:
Medical University of South Carolina

"The [HP HEED] application process continues to be an excellent way for us to internally reflect on the past year, and take stock of the incredible work that has occurred across our organization. We have committed to using previous INSIGHT Into Diversity Award data reports to inform our benchmarking and evaluative efforts."

97% of Health Professions HEED Award winners identify DEI as a core value in their official mission statement.

In 2022, Frontier Nursing University responded to students' wishes for structured peer connections by introducing five Student Interest Groups, with an additional group added in 2023. These groups include International Students in Nursing, LGBTQIA+ Students in Nursing, men in Nursing, military/Veterans in Nursing, the Neurodivergent Student Interest Group, and Students of Color in Nursing. Facilitated by faculty but driven by students, the groups' monthly meetings prioritize open dialogue, with no recordings or minutes taken to ensure candid discussions.

UNIVERSITY of MARYLAND
SCHOOL OF NURSING

YOU BELONG HERE.
AND WE'VE BEEN HERE A LONG TIME.

For 134 years of educating exceptional nursing students.

For six consecutive years of receiving the Higher Education Excellence in Diversity Awards.

And continuing to work hard in our commitment to action in enhancing our equity, diversity, and inclusion.

Together, we have made important strides:

- 58% of our student body identifies as a member of a historically underrepresented population
- 28% of our faculty identifies as Black, nearly doubling in percent from 2013 - 23
- 11% of our faculty identifies as Asian, nearly doubling in percent from 2013 - 23

Higher Education Excellence in Diversity Award winner for *SIX* consecutive years, 2018 - 23

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Six-Time Recipient

Find your community here:

We invite you to join us to contribute your background and perspectives to the critical work we do to cultivate healthier communities locally, nationally, and globally.

LEARN ABOUT US AND OUR WORK AT ***nursing.umaryland.edu***.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Health Professions School

All on the Same Team

With the values of equity, respect, dedication to learning and belonging, the Kansas State University College of Veterinary Medicine seeks to build culturally proficient extraordinary graduates to serve the ever-changing veterinary and societal needs locally, nationally and globally.

Centennial Celebration in 2023

Coinciding with the 100th anniversary of the first Chinese graduate, Dr. Luo Qingsheng (DVM class of 1923), KSU CVM students led the effort to form a student chapter of the Association of Asian Veterinary Medical Professionals.

KANSAS STATE UNIVERSITY | College of Veterinary Medicine

www.vet.k-state.edu | admit@vet.k-state.edu

INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity Award 2021 Top Colleges for Diversity

INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity Award 2022 Top Colleges for Diversity

Cultural Competency & Anti-Bias Programs Address Health Disparities

To address the health inequities impacting underrepresented populations, higher education educators, industry professionals, and students are informed with teaching and programming focused on anti-bias and cultural competency.

Anti-bias education focuses on preventing discrimination and unfair treatment toward people of other races, ethnicities, religions, sexualities, and gender identities. Cultural competency is described as the awareness of one's own beliefs, values, and experiences, and the ability to understand how those differ from people of other cultures.

With enhanced communication skills and cultural understanding when they work with patients, health care industry service providers are better able to address disparities affecting marginalized communities.

State and federal laws and health care schools' accreditation standards often mandate anti-bias and cultural competency education and training. Such programs might be embedded within curricula, learned in a workshop or campus seminar, be part of an internship or professional training, or shared within community outreach opportunities.

As a best practice, Health Professions HEED Award recipient schools incorporate pedagogy, projects, and training focused on anti-bias and cultural competency in both employee and student education.

At the **University of Kentucky College of Medicine,** content that is fundamental to the practice is integrated throughout the undergraduate medical school experience with components known as curricular threads. The objective of the Health Equity and Advocacy thread is to examine the practices of individual health care providers, institutions, and organizations to achieve health equity. Students identify approaches that best identify and mitigate individual and system-level biases. Given how imperative this knowledge is, topics around the social determinants of health are woven throughout the curriculum.

At the **University of Virginia** (UVA) **School of Medicine**, a new program led by UVA Health and collaborative institutions engages institutional leadership and health care support teams of faculty, staff, trainees, and students. The program, Stepping In: Creating A Culture of Respect and Inclusion, includes interactive workshops with video scenarios, improvisation experiences, and interactive discussions to teach individuals how to address discriminatory behavior in the health care environment. Also offered is a virtual conference, access to resources, data collection, and networking opportunities.

BEST DEI PRACTICE

PLACE STAMP HERE

In fall 2023, the Betty Irene Moore School of Nursing launched the Gender Recognition & Lived Name Initiative, a program advanced by the University of California (UC), Davis to address systemic inequities faced by the trans and nonbinary community on campus. It was instituted in conjunction with the UC Gender Recognition and Lived Name policy, a systemwide policy ensures that all students, faculty, staff, and alumni have university-issued identification documents and displays of personal identification information that recognize their accurate gender identity and lived name.

90% of Health Professions HEED Award winners offer unconscious bias training to full-time students.

At the University of Wisconsin–Madison School of Pharmacy, a PharmD student hones their communication skills to assist muslim patients with Type 2 diabetes in creating a safe fasting plan for Ramadan.

EXCELLENCE · EQUITY · EMPATHY

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Health Professions School

We're changing health care *for good.*

At KCU, we believe in working together as *One University* to foster inclusive, healthy and vibrant communities – both on our campuses and off.

We're honored to be recognized for our dedicated efforts to strengthen and support diversity at KCU, and we're proud to continue addressing barriers to equity and access in higher education and health care for all.

1U
KCU FOR ALL

View career opportunities to see how you can make a difference at KCU:
KANSASCITY.EDU/JOBS

Kansas City University

To advance cultural competency, the **University of Rochester (UR) School of Nursing** participates in the Equity and Anti-Racism Action Plan executed by the UR Medical Center. The project pillars include building an antiracist infrastructure, recruiting diverse learners and faculty, nurturing a respectful learning and work environment, exemplifying inclusion in physical and digital places, and engaging in equitable health care. To build upon the goal of inclusion, the UR School of Nursing conducts business with supply companies owned and operated by people from underrepresented communities.

With the same intent, **Weill Cornell Medicine** (WCM) has developed the Anti-Racism Task Force (ARTF), which advocates for the adoption of antiracist practices in medical education. The task force was developed in collaboration with a school chapter of White Coats for Black Lives, a national organization dedicated to dismantling racism and accompanying systems of oppression in health care, and the WCM chapter of the Student National Medical Association. ARTF highlights the voices and experiences of students from underrepresented and marginalized backgrounds in the pursuit of educational equity within the medical center.

The Burrell College of Osteopathic Medicine introduced a pioneering program named JEDI (Justice, Equity, Diversity, and Inclusion), influencing osteopathic schools nationwide. Initiated by student Alberto Velasco in 2022, the program earned him the 2023 Individual DEI Unification Award from the American Osteopathic Association. JEDI encourages students to actively and measurably engage in DEI activities. Velasco and peers are collaborating with students from other colleges to expand JEDI, fostering unity in medical education.

A Future For All of Us: Empowering Tomorrow's Health Care Leaders

Our pride shines through as we celebrate being honored with the Health Professions HEED Award seven times — a testament of our dedication to diversity, equity, and inclusion.

Our mission is clear: to empower the next generation of health care professionals to face complex challenges head-on. We make this a reality by creating accessible pathways through a new tuition-free program, bridging gaps within our community, and forging strong partnerships across the University of Rochester Medical Center system.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Seven-time Recipient

Our pledge extends to creating a safe and welcoming learning environment to ensure that every student and colleague feels genuinely seen, heard, and valued. Beyond the classroom, we conduct groundbreaking research and expand clinical programs to address health care disparities, both in Rochester and on a global scale.

LEARN MORE

Through continued collaboration, we'll find new, accessible ways to promote diversity, equity, and inclusion, ensuring our commitment benefits all. Together, we strive for progress, embodying the values that drive us to be a force for positive change.

son.rochester.edu

1850 MELIORA

SCHOOL OF NURSING
UNIVERSITY of ROCHESTER

2934_10/24/23

With a $300,000 grant, the **University of Cincinnati College of Nursing** is developing a project titled Eliminating Structural Racism in Nursing Academia: A Systems Change Approach to Anti-Racist Nursing Education. It builds upon the American Association of Colleges of Nurses Leading Across Multidimensional Perspectives Culture and Climate Survey, deployed to 50 nursing schools, by selecting eight to 10 of those schools to create a new collaborative. The institutions will work together on projects that address structural racism and promote antiracist nursing education in their respective schools as well as find ways to make them replicable on a national scale.

PLACE STAMP HERE

University of Arizona College of Medicine–Phoenix was selected to participate in the Anti-Racism Transformation in Medical Education (ART in MedEd) initiative as one of 11 medical schools in North America tapped to help build a community of practice and model for antiracism medicine practices. The school adopted an antiracism curriculum that continues to integrate DEI topics through the fourth year of training.

100% of Health Professions HEED Award winners embed the following topics in their curriculum:

- Community health
- Cultural diversity
- Health disparities
- Interprofessional studies

Improving health care outcomes and reducing inequities starts with preparing students to be culturally sensitive providers.

INSIGHT Into Diversity
HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD
2023
Health Professions School

The University of Cincinnati College of Nursing, James L. Winkle College of Pharmacy and College of Allied Health Sciences are honored to receive the HEED Award, and congratulate our fellow recipients who, like us, provide strong support for campus diversity and inclusion.

University of CINCINNATI

cahs.uc.edu | nursing.uc.edu | pharmacy.uc.edu

UCI School of Medicine – Honored to be a 2023 Health Professions HEED Award winner.

Congratulations to the UC Irvine **Program in Medical Education, Latino Community (PRIME-LC)**, now celebrating its 20th year of education to train future physicians to meet the needs of underresourced Latino communities. Each year, PRIME-LC admits about 12 Spanish-speaking students who go on to practice in a wide array of medical specialties.

Jose Mayorga, MD, holds a lapel pin reading: 6% is not enough, in honor of National Latinx Physician Day at UCI School of Medicine. In California, the Latinx population makes up approximately 39%, but only 6% of physicians identify as Latino or Latina in the United States.

First-year medical student Darrys Reese receives his first physicians' white coat and a welcome from Dr. Michael J. Stamos, Dean of the UCI School of Medicine. Darrys is a scholar in the **PRIME LEAD-ABC** program. The Programs in Medical Education Leadership Education to Advance Diversity - African, Black and Caribbean trains and supports medical students who will work to reduce health disparities in ABC and other underserved communities.

UCI School of Medicine

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With this award we celebrate the arrival of Dean Robert Harrington and our long-standing commitment to social responsibility and creating a culture where everybody feels they belong.

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A diverse range of ideas, backgrounds and experiences lead to richer scientific exploration and discovery, better health care and superior medical education.

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INSIGHT INTO DIVERSITY®

In November 2022, Vanderbilt University School of Nursing and the Vanderbilt University Medical Center introduced an annual week-long institute for diverse emerging nurse leaders. Aimed at enriching leadership skills and promoting diversity, the academy has gained such positive feedback that a second program for aspiring nurse leaders will begin in July 2023.

As part of its OneMUSC strategic plan, the **Medical University of South Carolina** (MUSC) created a dedicated position focused on equity culture and engagement to address faculty-specific diversity and inclusion needs. This role works directly with the faculty senate, administrative leaders, and other stakeholders to develop and execute action plans that retain diverse faculty and improve the internal work culture. MUSC's membership in the National Center for Faculty Development & Diversity further expands resources and programs available to all faculty and staff.

INSIGHT Into Diversity HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD 2023 Diversity Champion

100% of Health Professions HEED Award winners earmark funds for internal diversity and inclusion awards for faculty recognition.

MOUNT HOLYOKE

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

President Danielle R. Holley
Twentieth president of Mount Holyoke College

Mount Holyoke, a gender-diverse women's college, enrolls women, trans and non-binary students. We are proud to welcome Danielle R. Holley as the twentieth president of Mount Holyoke College and, with her leadership, we are committed to continuing to cultivate an anti-racist future. A noted legal scholar and educator, President Holley is widely recognized for her broad intellectual interests and curiosity, as well as for her rigorous advancement of racial and social justice. She is the first Black woman to serve as permanent president in Mount Holyoke's 186-year history.

MHC is actively searching for leaders to help shape our community's work toward creating a diverse, equitable and inclusive environment.

WE'RE NOW RECRUITING:

- **An associate vice president for human resources** in the Division of Business and Finance.
- **An assistant vice president for civil rights and Title IX coordinator** in the Office of Diversity, Equity and Inclusion.
- **A director of compliance** in the Department of Human Resources.
- **A director of web communications and development** in the Division of College Relations.
- **Multiple faculty positions** across departments.

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**.

To inquire about faculty positions contact Liz Markovits, associate provost and associate dean of faculty, via e-mail at **emarkovi@mtholyoke.edu**, or Ally Senecal, faculty recruitment manager, via email at **asenecal@mtholyoke.edu**.

PLACE STAMP HERE

California State University, Los Angeles, (Cal State LA) Patricia A. Chin School of Nursing partners in an undergraduate degree program with 13 community colleges that predominately educate underrepresented, lower-income, and often first-generation students. The community college students join Cal State LA during the summer between the first and second years of their associate degree program. Upon graduation, they return to Cal State LA for one year to obtain their BSN — and often return in two to five years for their MSN. Admission presentations and program materials are presented in Spanish and English and include virtual options.

Fairleigh Dickinson University (FDU) launched a Latino Promise Program that has assisted numerous students in pursuing graduate degrees in fields like business, education, law, medicine, science, and communications. The university's Hispanic Center offers personalized services to students across FDU, helping them achieve their personal, academic, and professional aspirations. This year, Excelencia in Education, a leading authority on promoting Latino student success in higher education, recognized FDU as a top 20 finalist for the Examples of Excelencia Award among evidence-based programs nationwide.

DIVERSITY IS EXCELLENCE

To be a champion of public health, you must first find your voice. The College of Public Health at The Ohio State University not only provides that opportunity, but the space for all voices to be heard.

We believe in equity for all people. We believe that inclusivity promotes innovation and enriches our college and our society. We believe, above all, that diversity is excellence.

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

RUTGERS UNIVERSITY

SCHOOL OF NURSING

Advancing Diversity in Nursing

"Advancing diversity, equity, and inclusion in nursing education, research, and practice can translate to better health care for all. We're proud to help lead the way."

- Kyle D. Warren, Ph.D.
  Senior Vice Dean for Administration and Student Affairs - School of Nursing
  Associate Vice Chancellor for Student Affairs – Rutgers Health

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NLN CENTER of EXCELLENCE in NURSING EDUCATION 2020 - 2024

#1 BSN Program in New Jersey
#6 DNP program in U.S.
#14 Master's program in U.S.
#31 BSN Program in U.S.
U.S. News

AAMN Best Schools For Men in Nursing

BEST GRAD SCHOOLS U.S.News & WORLD REPORT NURSING

nursing.rutgers.edu

Creating Opportunities for People of All Backgrounds

The University of Arkansas for Medical Sciences' (UAMS) Division for Diversity, Equity and Inclusion strives to create a campus environment that welcomes people of all backgrounds. In partnership with student- and employee-led organizations, we've invested our time and effort to create programs that benefit veterans, underrepresented populations, individuals with disabilities, and members of the LGBTQ community.

We're committed to making STEM-H education and health care careers attainable for everyone, opening new opportunities for students from underrepresented or underserved groups. Our K-12 and undergraduate programs reach hundreds of individuals each year and form a route for those who dream of pursuing a degree in the health professions field.

It's an honor to receive the Health Professions HEED Award in recognition of UAMS' continuing efforts to serve as a national leader in the areas of diversity, equity and inclusion in higher education.

UAMS®
University of Arkansas for Medical Sciences

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Together, we advance health care for everyone.

At UT Southwestern Medical Center, a diverse and inclusive environment is an organizational imperative. By working together, we leverage our collective power to catalyze advances in research, education, and patient care. We are proud to be recognized with the HEED Award for the fifth consecutive year and to be named a Diversity Champion for 2022.

Join our journey at utsouthwestern.edu/diversity.

"UT Southwestern stands on the side of those working to improve the world through affirmation of human dignity, kindness in our interactions with others, and respect for every individual in every encounter, every day."

Daniel K. Podolsky, M.D.
President
UT Southwestern Medical Center

"The success of our missions for research, patient care, and educating the physicians, scientists, and health care professionals of tomorrow is ultimately fueled by expanding and appreciating diversity, equity, and inclusion."

Shawna Nesbitt, M.D.
Vice President and Chief Diversity, Equity, and Inclusion Officer
UT Southwestern Medical Center

INSIGHT Into Diversity DIVERSITY CHAMPION 2022

UT Southwestern Medical Center

"This is a moment of courage and fortitude, not just on the part of the administration but the part of faculty, the part of students, the alumni community. If you believe that this is a mission for your institution, then you have to be ready to support it. I'll say this as the dean of a law school that operated in a post-affirmative action landscape: if you aren't getting sued, you are not doing the work."

Melissa Murray, JD (right), the Frederick I. and Grace Stokes Professor of Law at New York University. Murray recently participated in a panel discussion at Barnard College, Columbia University entitled Studying the Now: Affirmative Action. The event also featured Barnard President Laura Rosenbury, JD (left), and Jennifer Rosales, PhD, Barnard's vice president for inclusion and engaged learning and chief diversity officer.

>> Photo by Genevieve Depke/Columbia Daily Spectator

EXPLORING THE WILDLY POSSIBLE

When was the last time you did something that scared you? When you embraced fear and let it empower you?

For many first-generation students, this is every step of their college experience.

They are the first in their family to attend college and graduate with a four-year degree — successfully navigating all the complexity of the college process and the unchartered territory of leaving home for the first time.

They are no strangers to uncertainty. And for 60 first-generation University of Kentucky students, this summer was another opportunity to expand their horizons on a program that many called "life-changing."

Explore First: Careers, Cultures and Connections, an education abroad opportunity developed by UK's International Center and the Office for Student Success, is an integrated global learning experience with curricular and co-curricular elements. It focuses on career readiness, with meaningful connections between academic attainment and post-graduation success. The experience is designed to equip and empower first-generation students who have made the bold decision to study abroad.

The students embarked on a three-week education abroad program to either London, England, or Dublin, Ireland, with little cost to the student. Students developed transferable skills, such as critical thinking, problem solving, adaptability, independence and self-efficacy. Students completed and earned credit hours through a course that enhanced their career readiness skills. They were also exposed to work culture and career settings in large companies and firms.

For most of them, it was their first time abroad; some had never been on a plane before or traveled outside of Kentucky. But much like their college decision, these students understood the profound opportunities that global travel offers and the necessary growth that accompanies daring decisions.

As Autumn King, a junior, sat on a bench at Trinity College Dublin, she considered the impact of her decisions on her family.

"I'm able to say I'm the first in my family to do this," King said. "I'm the first, not the last, because my sister is getting ready to go to school."

In their final survey, one student summed up the power of this experience.

"The program has quite literally changed the trajectory of my life in so many ways. I feel capable of doing things now that I could not have dreamed of doing just a couple weeks ago."

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University of Kentucky

INSIGHT Into Diversity DIVERSITY CHAMPION 2022

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Joseph B. Anderson, MD

Executive Director
Student Health Services
Medical University of South Carolina

Roxan A. Holmes-Mikell

Preclerkship FLEX Pathways
Curriculum Coordinator
Senior Mentor Program
Administrative Coordinator
College of Medicine Dean's Office
MUSC Veteran ERG Co-Leader

Terrance T. Suitt

Manager, Environment of Care
Care Team Safety
MUSC Health-Charleston Division
Quality Management

At MUSC we are proud of our military veterans.

We celebrate all who have served or continue to serve in our armed forces. Our veteran employees demonstrate leadership everyday through honor, commitment and teamwork in changing what's possible at MUSC. We honor their dedication to service, and we invite all to consider MUSC to further their careers or education.

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