



Dartmouth is pleased to announce the launch of the

Institute for Black Intellectual and Cultural Life

Advancing the creative, cultural, and scholarly expression of the Black community at Dartmouth and beyond, inspiring the exploration of Black research and culture.

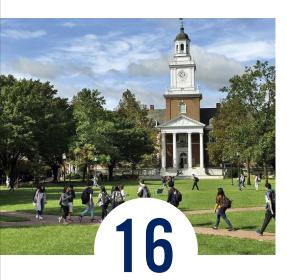
Contact:

ibicl@dartmouth.edu

The Division of Institutional Diversity and Equity proudly supports the Institute for Black Intellectual and Cultural Life, as outlined in our DEI strategic plan, *Toward Equity*.

To learn more, visit **towardequity.dartmouth.edu**.

CONTENTS October 2023



Diversity Champion Spotlight: JHU's New Roadmap

In Johns Hopkins University's new five-year roadmap, DEI accountability and transparency are key strategies.



NCAA DEI Reviews

As of November, the NCAA will require that Division 1 schools conduct a DEI review every four years.



End of Legacy Admissions?

The legacy admissions debate has been reignited since the ban on affirmative action.



Queer Leadership Project

Bard College at Simon's Rock launches innovative new program to empower future LGBTQ+ leaders.

22

OP-ED: Retaining Black Employees

The revolving door of Black faculty and staff in higher education is a warning sign. 28

OP-ED: In Defense of Diversity Officers

The investment in senior diversity officers has paid off for the University of California system.

12

NAACP Rallies Higher Ed

The NAACP asks higher education leaders to sign the Diversity No Matter What Pledge.

14

Hispanic Student Support

College enrollment among Hispanic populations is growing, but continued support is essential.

20

Pathway Partnerships

Transfer programs from community college to four-year institutions are imperative to create access.

26

Key Connections

Ivy League schools build valuable partnerships with HBCUs through key appointments.

In Each Issue

In Brief 7

New Directions 8

Research Roundup

Closing INSIGHT 66



University of Kentucky alumnus Eugene Poole Jr.'s interest in architecture started at an early age and led him to the UK College of Architecture (now UK College of Design). While at UK, he joined the ROTC program and graduated straight into the Air Force.

After many years of military and private industry work, Poole was alerted to a job opening in Washington, D.C., — a job that would make him the architect of the capitol.

"My indoctrination to working in D.C. and the very first project I received was the restoration of the United States Capitol Dome Restoration Project," Poole said. "This was a full-on rehabilitation of the rotunda, the outer dome, the inner dome and the interstitial space between the inner and outer dome. I was given a stack of books and I came to work every day to read and understand the documents and what the project was all about."

Since then, Poole has done three presidential inaugurals, has worked on the Supreme Court Building, senate and office buildings, Library of Congress Botanic Gardens and serves as the jurisdiction executive for the U.S. Capitol.

"In 1985 when I was in college at UK, if anyone were to have told me that I would become the project manager for the iconic Dome Restoration project and be the jurisdiction executive for the U.S. Capitol building, I would have laughed and said, 'No way,'" Poole said. "But here I am, and it's simply awesome!"

Along with the Air Force, Poole credits his college education for his success and encourages current students to "stick to it."

"If you have a dream and it's something that you want to do, in spite of what the naysayers are saying, in spite of what the haters are saying, just stick to it. Just stick to your dream."









36

INSIGHT Into Diversity Celebrates 50 Years of Dedication to DEI

38

Letter from the Publishers

42

Reflections from Our Board

INSIGHT Into Diversity Editorial Board members share their thoughts on 50 years.

39

DEI Through the Decades

A look at landmark legislation, court rulings, social movements, and events of the past five decades that advanced DEI in higher education. 48

Workforce Diversity

Although the higher education workforce is more diverse than ever, representation continues to be a challenge.

SPECIAL REPORT

Schools of Architecture and Hospitality Management



Equitability in Architecture

Architecture equity guides show pathways for industry reform.

55

Hotel Industry Diversity

The Marriott-Sorenson Center for Hospitality Leadership brings diverse leaders into the hotel industry.

60

Rethinking Refugee Shelters

University of Miami architecture students design sustainable, community-focused refugee housing concepts.

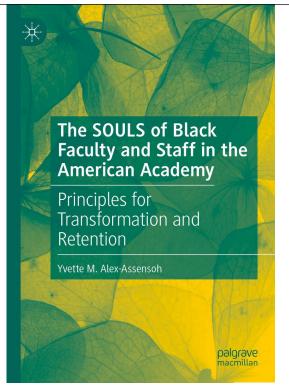
56

Progress in Hospitality

Penn State reports shed light on Black leadership, gender parity, and board diversity in the hotel industry. 62

Racial Wealth Gaps in Design

Researchers at Syracuse investigate the racial wealth gap in building and environmental design.



COMING FALL 2023 Pre-order/learn more:



IN OUR NEXT ISSUE GHT Into Divers **HIGHER EDUCATION** INDIVERSIT **AWARD** 2023 Our next issue will recognize the recipients of the **INSIGHT Into Diversity Higher Education Excellence** in Diversity (HEED) Award for their outstanding commitment to diversity and inclusion. The advertising deadline is October 23. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.

INSIGHT BDIVERSITY

50 Crestwood Executive Center, Suite 526 St. Louis, Missouri 63126 314.200.9955 © 2023 Potomac Publishing, Inc.

October 2023 | Volume 102 | No. 1 | ISSN 2154-0349 All logos, marks, and editorial content in INSIGHT Into Diversity magazine and on insightintodiversity.com are licensed to Potomac Publishing, Inc. and fully protected by U.S. copyright and trademark laws.

Any reproduction in whole or in part, or use by others, is strictly prohibited without the express written consent of Potomac Publishing, Inc.

Contacts:
Lenore Pearlstein | Publisher
Holly Mendelson | Publisher
Debra Boyd | Director of Research
and Senior Project Manager
Janet Edwards | Executive Editor
Daniel Hecke | Creative Director
Lisa O'Malley | Digital Content Editor
Erik Cliburn | Senior Staff Writer
Nikki Brahm | Senior Staff Writer
Porsche Stewart | Production Coordinator

INSIGHT Into Diversity Editorial Board:

Linda Akutagawa Leadership Education for Asian Pacifics, Inc.

> Kenneth J. Barrett **General Motors**

Richard Baker, JD, PhD **Rice University**

LeManuel Bitsóí, EdD **Brandeis University**

Venessa A. Brown, PhD Southern Illinois University Edwardsville

> Elissa H. Buxbaum ADL

Lynette Chappell-Williams, JD Penn State Health

Karen A. Clinton Jones, PhD Binghamton University

Deborah Dagit Deb Dagit Diversity, LLC

Lee A. Gill, JD University of Louisville

Gretchel Hathaway, PhD Franklin & Marshall College

Erika Henderson, EdD **University of Houston**

Robin R. Means Coleman, PhD **Northwestern University**

Lisa McBride, PhD **Geisel School of Medicine at Dartmouth**

Paulette Patterson Dilworth, PhD The University of Alabama at Birmingham

> Nereida Perez McCormick & Company, Inc.

Menah Pratt-Clarke, JD, PhD Virginia Polytechnic Institute and State University

> Gigi Secuban, EdD **Texas State University**

Shirley J. Wilcher, JD American Association for Access, Equity and Diversity



California Medicine Scholars Program

The University of California San Diego welcomed 17 recent community college graduates to its ranks as part of the first cohort of the California Medicine Scholars Program (CMSP). The goal of the program is to provide pathways for community college students to graduate from California medical schools and serve as physicians in high-need regions of the state. CMSP students receive skills development,

mentorship, and community-building opportunities that help them explore pre-medical educational options. The program promotes equity on both the individual and community level by offering a clear path to a medical career for diverse populations while also building a workforce of physicians who are more representative of historically marginalized communities.



Rockefeller University

"My vision begins with the idea that everyone in our community deserves to feel welcome, included, and valued. We know it takes a concerted effort to build an authentic culture that provides a sense of belonging. We must work continuously — and proactively — to learn more about one another, to seek out different points of view, and to push ourselves out of old ways of thinking."

Ashton Murray, PhD Chief Diversity Officer The Rockefeller University

Source: Rockefeller.edu/news

THE WAR ON DEI

USC Dissolves DEI Office, Campus Pride Removes Colleges From 'Best' List By Nikki Brahm

Anti-DEI (diversity, equity, and inclusion) efforts continue to impact higher education and other establishments across the country since the political trend began in late 2022.

Recently, the University of South Carolina (USC) announced the closing of its Office of Diversity, Equity and Inclusion. The move comes as legislators review proposed anti-DEI laws in the state and threaten budget cuts targeting DEI programming at public institutions.

USC officials are reorganizing operations in a new office titled the Division of Access, Civil Rights and Community Engagement, with the vice president of DEI transitioning to vice president of the new division. No staff members have lost their jobs

due to the change, reports The State, a local newspaper.

The USC decision mirrors actions announced in August by the University of North Texas, where officials are dissolving the school's DEI office and reorganizing and transferring programming to other departments.

As Texas and Florida continue to adjust to the requirements of their anti-DEI laws, the nonprofit organization Campus Pride has taken action and removed four public institutions from its list of the most friendly campuses for LGBTQ+ people. The University of North Florida, the University of Central Florida, Texas Tech University, and the University of Texas at Dallas have been deleted due to

new restrictions or bans on LGBTQ+ programs and services. These schools will remain on the Campus Pride Index with ratings that will likely drop, the organization announced.

The Florida State Board of Education recently voted to enact stricter penalties against transgender college students and employees who violate a law under House Bill 1521, barring the use of bathrooms that align with their gender identity. Staff who use campus bathrooms that don't match their sex assigned at birth more than once, even after being told to leave, may face "verbal warnings, written reprimands, suspension without pay, and termination," the rule states. The restrictions also extend to student housing facilities.

ARKANSAS



Nikesha Nesbitt, EdD, has been appointed dean of University College at Arkansas State University in Jonesboro. Nesbitt

previously served as interim dean of the college.

CALIFORNIA



Lisa Cardoza, EdD, has been named president of American River College in North Highlands. Cardoza was vice president for university

advancement at California State University, Sacramento.

CONNECTICUT

Lakia M. Scott, PhD, has been appointed assistant provost for faculty development and diversity at Yale University. Scott previously served as associate professor and graduate program director at Baylor University in Waco, Texas.

ILLINOIS



Nadya Mason, PhD, has been appointed dean of the Pritzker School of Molecular Engineering at the University of Chicago. Mason

previously served as the Rosalyn S. Yalow Professor of Physics at the University of Illinois Urbana-Champaign.

INDIANA



Andréa Halpin, MS, has been named dean of students at Indiana University Kokomo. Halpin was director of the Grace Scholars program at Mount

Mary University in Milwaukee, Wis.

MASSACHUSETTS



Marla Frederick, PhD, has been appointed dean of Harvard Divinity School in Cambridge. Frederick previously served as the Asa

Griggs Candler Professor of Religion and Culture at Emory University in Atlanta, Ga.

NEW YORK



T. Simeon Ananou, DEd, has been named vice president for the Division of Information Technology and chief information officer

at Stony Brook University. Ananou was chief information officer at the University of Vermont in Burlington.



John Blackshear, PhD, has been appointed vice president for student life at the University of Rochester. Blackshear previously

served as dean of students, associate vice president for student affairs, and associate vice provost for undergraduate education at Duke University in Durham, N.C.



Aimee Payne, PhD, has been named chair of the Department of Dermatology at Columbia University's

Vagelos College of Physicians and Surgeons in New York City. Payne was professor and director of the Clinical Autoimmunity Center of Excellence at the University of Pennsylvania Perelman School of Medicine in Philadelphia.

ОНЮ



Kaya Şahin, PhD, has been named vice provost for global strategies and international affairs at The Ohio State University in

Columbus. Şahin was executive associate dean of the Hamilton Lugar School of Global and International Studies at Indiana University Bloomington.

Jennifer Schuller, MEd, has been appointed president of Lake Erie College in Painesville. Schuller previously served as vice president for advancement at the college.

PENNSYLVANIA



Radha Pyati, PhD, has been named chancellor and dean of Penn State Berks in Reading. Pyati was dean of the College of the

Sciences and Mathematics at West Chester University.

Has your campus recently hired a new administrator? INSIGHT Into Diversity wants to publish your news!

Send your announcements to editor@insightintodiversity.com

STRONGER TOGETHER





BINGHAMTON UNIVERSITY

STATE UNIVERSITY OF NEW YORK

Learn more about our commitment to diversity at binghamton.edu/dei

One University. Many voices.

At Binghamton University, diversity, equity and inclusion are not just words, they form our core values. We understand that our community is our strength — and when everyone feels welcomed, respected and heard, anything is possible, and opportunity and achievement have no limit.

DEI Research News

Electric Vehicle Mining Could Harm Native Communities

A new study from researchers at Lewis & Clark College suggests that unregulated production of electric vehicles (EVs) could harm Indigenous communities. EVs can significantly reduce carbon emissions, benefiting vulnerable populations affected by air pollution due to discriminatory policies. However, potential negative impacts arise from increased domestic mining for the minerals required for EV batteries, many of which are situated near or on tribal lands. A surge in mineral extraction from these lands could harm Native communities and their sacred sites.

Researchers call for stricter mining regulations and greater inclusion of Native communities in decisionmaking to ensure that the transition to EVs does not exacerbate this issue.

More Menopause Education Needed in OB-GYN Residency Training

Menopause education remains inadequate in many OB-GYN residency programs, according to a survey conducted by Menopause Society researchers, who also represent Augusta University, Drexel University, and New York University. Although the demand for menopause care is growing due to increased life expectancy, gaps in knowledge persist among OB-GYN trainees regarding symptom management and related conditions. In 2013, 20.8 percent of residents reported having a formal menopause curriculum; more recent survey results show an increase to 31.3 percent of responding program directors having menopause curriculum to any extent.

Researchers say the lack of standardized education indicates a need for improved training to ensure competent care of patients experiencing menopause.

Finding Bias in Generative AI Models

Researchers from University of California, Santa Cruz developed Text to Image Association Test, a tool that can be used to quantify biases in text-to-image generative AI (artificial intelligence) models. These models often replicate human biases, which can reinforce existing stereotypes and cause harm, say researchers. The tool evaluates biases across dimensions like gender, race, career, and religion, measuring bias in Stable Diffusion, a generative AI model that creates images based on user text prompts. Unlike previous methods that required manual annotation, this tool automatically assesses biases by comparing neutral prompts with biased prompts, providing a quantitative measurement.

It's been found that Stable Diffusion amplified biases, associating concepts like science with men and concepts such as art with women. The new research tool allows software engineers to gauge and mitigate such biases during model development.

Recognizing Inequities of Climate Change

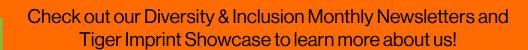
In 2022, Cornell University and Pomona College researchers investigated the public's perception of climate change's disproportionate effects on disadvantaged communities in two national studies. The work revealed that approximately one-third of adults in the U.S. understood climate change impacts to be unequal across groups. When asked what role race played in climate change outcomes, 22 percent of respondents correctly acknowledged racial inequities. Misperceptions persisted across racial and social demographics, though Democrats and Hispanic, Latino, and younger individuals were more likely to recognize inequality. The findings suggest that a perception of climate change as a "common threat" may hinder acknowledgment of its disparities.

Researchers hope their findings will drive awareness and policy changes.



At Rochester Institute of Technology, our commitment to diversity and inclusion is strengthened by the students, staff and faculty we serve.

It's who we are. A Diversity Champion.















NAACP Diversity Pledge Pushes Back on Affirmative Action Ban

By Nikki Brahm

In response to the U.S. Supreme Court's decision to ban race-conscious admissions practices in higher education, the NAACP urges college and university leaders to sign its Diversity No Matter What pledge as a pathway forward.

Within their call to action, the organization asks institutions to consider implementing a variety of practices, including eliminating racially biased entrance examinations; supporting programs, scholarships, mentoring, and academic services for low-income and first-generation students; recruiting diverse faculty and staff; ending legacy admissions practices; and partnering with Minority-Serving Institutions.

Since the pledge was introduced in July, it has received over 1,200 signatures from students, faculty, staff, administrators, and alumni. However, Claremont Graduate University (CGU) is the only institution to publicly announce signing the pledge as of early September, according to the NAACP. A variety of factors may contribute to universities not following CGU's lead, the organization says, including being unaware of the opportunity or choosing to craft their own statements to affirm DEI values.

The decision to sign the NAACP pledge was an easy one for CGU because the values match those of the university, says President Len Jessup, PhD. In the past five years, under Jessup's leadership, the population of students of color has reached 54 percent, an increase of 10 percent. In addition, 63 percent of tenured or



Len Jessup,



tenure-track faculty hired since 2018 are people of color.

"[The Supreme Court decision] is not going to change what we're doing," Jessup says. "We continue to hold strongly [to] values around diversity, equity, and inclusion. This won't get in the way of our holistic admissions process; we're proud of the track record that we've got and what we're doing. We don't think it's a race and we've crossed the finish line and we won -

it's an ongoing process."

Despite the added anti-DEI (diversity, equity, and inclusion) rhetoric being endorsed by politicians and enacted through legislation in numerous states, the language of the ruling leaves the door open to be creative and explore other strategies to achieve diversity, says Ivory Toldson, PhD, NAACP director of education innovation and research.

Diversity initiatives in higher education remain essential; without them, there could be even worse consequences, he says.



Ivory Toldson,

"The [institutions] that are attracting a diverse student body, that have an environment that is conducive to the holistic growth including the cultural growth and the appreciation for diverse cultures [and those that are] developing world-class and worldwide learners — these are institutions of the future, not the backwards vision that the leadership of Florida and Texas are aiming to create,"Toldson says.

We All Belong.

At Northern Illinois University, we are living our values to lead the charge for diversity, equity and inclusion.

NIU provides a quality education with equity-minded policies, programs and outstanding resources designed to make a higher education accessible, affordable and transformative.





We invite you to join our team.

Learn more about our open tenured and tenure-track faculty positions at **go.niu.edu/inclusive-workplace**.





Hispanic College Enrollment is Growing, but More Needs to be Done

By Nikki Brahm

The number of Hispanic people

ages 18 to 24 enrolled in college has doubled since 2005. While this is good news, the leadership at the American Association of Hispanics in Higher Education (AAHHE) says continued and increased support for the community remains critical.

One factor behind the enrollment rise is the growth of the nation's Hispanic population — from 14.6 million in 1980 to 62.1 million in 2021— according to the U.S. Census Bureau article "Significant Educational Strides by Young Hispanic Population," published in May.

In fact, educational attainment across the board has increased among Hispanic populations, including high school graduation rates.

Azara Santiago-Rivera, PhD, AAHHE chair elect, attributes many of the higher education successes to recruitment and retention efforts by public higher education institutions, where the majority of Hispanic students attend college.



Santiago-Rivera, PhD

"What [these schools] have done over the years is ... intentionally [open] up access," she says.

The targeted recruitment of Hispanic students, heightened awareness of and enhanced programming for DEI (diversity, equity, and inclusion) on campus, and the decision by many schools to no longer require standardized test scores are all actions that result in the success of Hispanic students, she says.

With the recent repeal of affirmative action in college admissions processes, Santiago-Rivera expects a negative impact in recruitment efforts at most public institutions. However, she notes that Hispanic-Serving Institutions may see more diverse applicants flocking to their schools.

"We know that affirmative action is what paved the way for many of us going to college, and if it [weren't] for affirmative action and the use of race [in admissions], we would not have had access," Santiago-Rivera says. "So it's just remarkable how [this] is playing out."

Schools will need to develop

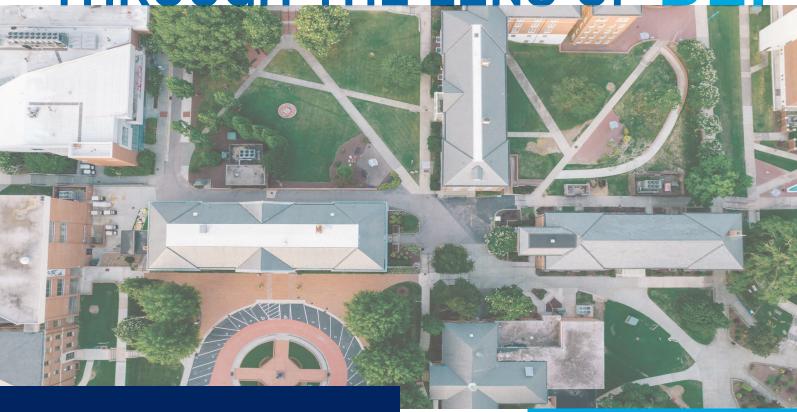
creative strategies to continue inclusive recruitment efforts and build an inclusive campus environment, she says.

Retaining and graduating Hispanic students is imperative, Santiago-Rivera says. In 2021, 28 percent of Latino adults 25 and older had earned an associate degree or higher, compared to 48 percent of White adults the same age, finds the nonprofit think tank Excelencia in Education. Solutions include expanding financial aid opportunities and streamlining transfers from twoyear colleges to four-year institutions, Santiago-Rivera says.

It's important to remember that Hispanic groups are not monolithic, and each subgroup of students experiences different challenges, she says. For example, Central American and Mexican populations have the lowest higher education enrollment in the nation, but Mexican students have recently seen the largest enrollment increase.

Santiago-Rivera encourages institutions to study these trends to better determine how to improve rates of success.

View Your Campus THROUGH THE LENS OF DE



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.

Schedule your campus climate survey administration for the Spring 2024 semester!



Campus Climate Surveys

Johns Hopkins University

Diversity Road Map Focuses on Accountability

Caldwell, PhD

By Janet Edwards



Johns Hopkins University is a 2022 INSIGHT Into Diversity Diversity Champion, one of a select group of higher education institutions that rank in the top tier of our Higher Education Excellence in Diversity (HEED) Award recipients. We invite Diversity Champions to share their success strategies and best practices as a way to inspire other colleges and universities to set a new standard for diversity, equity, inclusion, and belonging within their own campus environments.

Johns Hopkins University (JHU) has doubled

down on its commitment to DEI (diversity, equity, and inclusion) by building on the foundation of its 2015 strategic diversity initiative. Beginning in spring 2022, JHU began rolling out "Realizing Our Promise: The Second JHU Roadmap on Diversity, Equity, and Inclusion." The institution has intentionally dug deep into areas where progress has been slow and created new partnerships to ensure success.

Katrina Caldwell, PhD, vice provost for diversity and inclusion and chief diversity officer, directs the five-year plan's implementation. The road map is centered on a theme of accountability, she says, including metrics for data transparency, infrastructure, leadership deans and other academic and campus leaders are developing DEI strategic plans for their own divisions — and key performance indicators for diversity programs.

"This second road map is called 'Realizing Our Promise,' for a reason," she says. "[Ronald J. Daniels, JHU president,] came up with that title because we felt it was important to communicate that Johns Hopkins' academic and research missions are not going to be successful without DEI."

For emphasis, and as evidence of the institution's commitment to the value of diversity, Caldwell points to a key sentence in the foreword of the plan: "Our search for truth and knowledge for the good of humanity depends on bringing the greatest variety of viewpoints and voices to bear on the challenges before us as students, scholars, staff, neighbors, and citizens."

The first JHU diversity road map focused on increasing faculty diversity, instituting model search practices university wide, shifting the university to need-blind and no-loan admissions, increasing campus supports for firstgeneration and low-income students, and expanding benefits, mentorship, and professional development offerings for staff.

The second road map reflects on the institution's progress and acknowledges where gaps still exist. It adopts a research-based, data-driven approach to addressing the challenges, Caldwell says.

"We want to be transparent around both the things we do well and the things we struggle with," she says. "We also want to work with others to tackle problems in [the DEI] space. I've been in this business for 30 years and we're still having the same conversations ... but we haven't reached parity and we haven't reached equity. To that end, JHU aspires to be a convening space in order for real change to occur ... [to] bring people to campus to problem-solve."

Faculty Diversity Initiative

The earlier iteration of JHU's faculty initiative was funded with a \$25 million commitment to expand



Through the Vivien Thomas Scholars Initiative (VTSI), JHU is developing a \$150 million pathway program for underrepresented graduate students across more than 30 STEM disciplines. Above: The current cohort of VTSI scholars. (Photo courtesy JHU)

diversity. The results showed a meaningful but modest increase, with faculty from underrepresented racial and ethnic groups increasing from 8 percent in 2015 to 10

percent in 2019. This time around, the university has rebranded the program as the Fannie Gaston-Johansson Faculty of Excellence Program — named for the first African American woman to become a tenured full professor at JHU — and infused \$50 million in funding, twice the original amount. The new program also focuses on cluster hiring elite faculty from across the world who demonstrate a commitment to inclusive excellence.



Fannie Gaston-Johansson

Cluster hiring addresses isolation among new hires and allows JHU to hire a group of faculty members concentrated on solving one significant problem in a given societal sector, she says. It is also a strategy to encourage and support interdisciplinary cohorts with targeted community-building, leadership development, and other infrastructure supports.

"One example is a cluster hire in biological sciences so we'll be able to educate more diverse graduate students," she says. "The idea is that they will work on intractable problems that require diverse minds."

The Vivien Thomas Scholars Initiative

The road map also features a new effort to advance pathways for students from historically Black colleges and universities (HBCUs) and other Minority-Serving Institutions (MSIs) to pursue and receive PhDs in STEM (science, technology, engineering, and math) disciplines. Known as the Vivien Thomas Scholars Initiative (VTSI) and backed by Bloomberg Philanthropies, the \$150 million effort will ensure students receive academic and financial support, as well as mentorship and professional development, along their paths to anticipated future leadership across the full STEM enterprise in academia, government, industry, and beyond.

Partnerships with HBCUs and MSIs are an integral part of VTSI and include robust collaborations with Howard University; Morehouse College; Morgan State University; Prairie View A&M University; Spelman College; and the University of Maryland, Baltimore County. The schools will share expertise about programming and other components of VTSI.

"Our work is to learn from them," says Caldwell. "How have they been successful in climate, culture, and



Recognizing JHU Diversity Leadership

The JHU Diversity Leadership Council annually celebrates the efforts of faculty and staff who create partnerships with the community, seek to make their research areas more diverse in topic and in representation, and foster a welcoming and inclusive workplace. JHU's 2023 Diversity Recognition Awards ceremony honored the contributions of 15 individuals and two groups. Pictured recipients: Tilak Ratnanather, PhD, associate research professor of biomedical engineering; Fadil Santosa, PhD, professor and the Yu Wu and Chaomei Chen Department Head of **Applied Mathematics and Statistics; Stacey** Marks, diversity program manager at the Whiting School of Engineering; Jeremy Brown, PhD, the John C. Malone Assistant Professor in the Department of Mechanical Engineering; and Jerrell Bratcher, administrative coordinator if the Office of Principal Gifts, **Development and Alumni Relations and** president of the Johns Hopkins Black Faculty and Staff Association. (Photo courtesy JHU)

graduation rates? How can we best support them?"

VTSI is named in honor of African American scientist Vivien Thomas, best known for his work to develop a cardiac surgery technique (the Blalock-Thomas-Taussig shunt) to address "blue baby syndrome" at the Johns Hopkins hospital in the 1940s. Never having received a medical degree, Thomas was awarded an honorary doctorate by JHU in 1976.

Expanding DEI Staff

Elevating the profile for DEI-related activities is a key component of the new road map because stakeholder survey groups consistently reported they were unaware of various major JHU efforts. When Caldwell joined JHU in 2020, there were two staff members in the Office of Diversity and Inclusion. In a significant expansion, 10 more have been hired since, in roles focused on data strategies and transparency as well as marketing and communications, among others. The staff will continue to grow over the next few years as part of the road map.

"In terms of public opinion or response, [as practitioners across the country] we didn't talk enough about what we did, the impact our work has had on certain groups," she says. "At JHU we want to educate the public because we

may have had more people on the side of this work if they knew more about how we help everybody, not just certain groups. People with disabilities form the largest diversity group in the country, and there are veterans [who receive support services]. Understanding of that could have helped sway public opinion."

As part of the expansion, Caldwell also hired a deputy chief diversity officer who manages operations and addresses the infrastructure aspects of campus.

"The newest roles have helped to raise our brand, market new programs, and better tell the Johns Hopkins University story in terms of our progress along some key metrics," Caldwell says. "They've made a huge difference in our day-today work — they're visionary."

One institutional goal for the second JHU road map is to adopt a new university wide DEI statement of principles to broaden consensus and provide clearer aspirations for a more equitable campus environment.

The document's executive summary expresses the overall mission of JHU's new DEI plan: "Johns Hopkins assumes its responsibility as a leading research university to work to achieve diversity, equity, and inclusion, and we hold ourselves accountable for our progress through transparency, open communication, and an ongoing, unflinching assessment of met and unmet needs."



Through Pathway Transfer Programs, Community Colleges Play a Key Role in Diversifying Four-Year Institutions

By Mariah Stewart

Community colleges must play an integral role in diversifying four-year colleges and universities in the wake of the U.S. Supreme Court's ban on affirmative action, and both types of institutions should work harder to develop strong partnerships focused on creating greater access to higher education, say education experts.

"As open-access institutions, community colleges are not directly affected by the court's decision, but they are essential to the response,"Thomas Brock, PhD, director of the Community College Research Center (CCRC) wrote in a July "Letter from the Director" following the Supreme Court's decision to end race-conscious admissions.

CCRC is housed within Teachers College at Columbia University and is focused on issues related to community colleges and student success.

"We may be discouraged by the Supreme Court's ruling, but it will neither diminish our commitment to racial equity nor stand in our way to move forward," Brock said.

In direct response to the ruling, the U.S. Department of Education recently hosted the National Summit on Equal Opportunity in Higher Education in July. It served as a oneday event with Biden administration officials and college leaders discussing strategies and resources to expand access to postsecondary education. A key recommendation resulted: To advance people of color, firstgeneration, and low-income students in the admissions process, community colleges and universities must strengthen their partnerships through pathway programs.

"[Transfer pathways] are a tool for our educational leaders to continue to use and to improve in order to get the diversity that we want to see

on college and university campuses, because community colleges are the most diverse part of higher education in the country," says Eloy Ortiz Oakley, president and CEO of the College Futures Foundation, a private grant foundation focused on postsecondary opportunities for underserved California students. Oakley, who spoke at the summit, previously

served as president of the University of California Board of Regents, and as senior higher education adviser to U.S. Secretary of Education Miguel Cardona.

"The more clear and transparent the pathways are ... the better," says Oakley.

Pathway programs that help students transition from two-year colleges to four-year institutions have been around for decades. However, barriers exist, such as transfer policy issues, cost, and lack of resources. Most recently, an April report from the nonprofit Common App found that transfer students are primarily White and from high-income families. The summit's recommendation seeks to increase these numbers for underrepresented students.

"Community colleges are working with students with some of the greatest academic needs because of their openaccess mission, and they're doing so with proportionally fewer resources than their typical four-year college peers in terms of student advising, academic supports, direct aid to students, and financial supports

to students," says Susan Bickerstaff, PhD, a senior research associate at CCRC. Despite lacking the same

funding and support services

Bickerstaff, PhD

Eloy Ortiz

Oakley

that four-year colleges typically have, community colleges can remain vital in the wake of the affirmative action ban by making sure they provide the most seamless pathways possible from high school to higher education, says Bickerstaff.

Prior to the Supreme Court decision, several states had already banned

> race-conscious admissions. including California, Florida, Michigan, Nebraska, Arizona, New Hampshire, Oklahoma, and Idaho.

Oakley says institutions should look to California schools as a model for navigating postaffirmative action admissions since the state has operated without it for nearly 30 years.

"California has been living in an environment where we couldn't use race or ethnicity in admissions since 1996, when the state passed Proposition 209," Oakley says. "So we have lots of experience working in this kind of environment and finding different ways to achieve the outcomes that we want to see in terms of diversity and equity on our campuses."

Both California and Florida have guaranteed transfer pathways for community college students, meaning that if they follow the stated career trajectory for a particular major, students will be admitted into the state's university system.

"Having that kind of clarity really helps improve the success of first-

generation learners because they need as transparent a pathway as possible," Oakley says. "They don't have family members or community members who can help them navigate the myriad of obstacles that most pathways have."







WE CHAMPION DIVERSITY

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

UTA is a Carnegie R-1 university and the latest university to earn the prestigious Texas

Tier One designation. The University is also a Hispanic-Serving Institution, an Asian

American, Native American, Pacific Islander-Serving Institution, and the No. 1 producer

of bachelor's and master's degrees for African American students in Texas.





SOULS: The Academy's Recipe for Transformation, Retention, and Creating a Better World

By Yvette Alex-Assensoh, PhD, JD

I have always been fascinated by the prescience and timelessness of W.E.B. Du Bois' classic, "The Souls of Black Folk." In the 1903 publication, the legendary Du Bois explored the philosophical-cum-spiritual dimensions of the then emancipated Black people, coupled with the needed societal changes tying them together through a prescient view of society and in dual identity and double-consciousness.

Du Bois argued that Black people were a sort of seventh son, born with a veil but gifted with second sight disadvantages and inequities associated with Blackness.

In the Academy, one consequence is a revolving door of Black faculty and staff who have become homeless in an otherwise spacious Academy, as well as Black students whose academic careers are either undermined or cut short for lack of Black role models. This leaves us with, sadly, an Academy and society bereft of the knowledge and creative activity that Black faculty and staff offer.

As a tenured full professor of political science, a former

"In the Academy, one consequence is a revolving door of Black faculty and staff, who have become homeless in an otherwise spacious Academy, as well as Black students whose academic careers are either undermined or cut short for lack of Black role models. This leaves us with, sadly, an Academy and society bereft of the knowledge and creative activity that Black faculty and staff offer."

in this American world that yielded to him no true selfconsciousness, only allowing him to see himself through the revelation of the other world. In essence, it is a peculiar sensation, indeed the double-consciousness, that, according to Du Bois, was a "sense of looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amuse[ment], contempt, and pity."

Interestingly, the veil that Du Bois wrote about still exists today, especially in the American Academy — the network of colleges, universities, associations, and organizations that provide and support higher education — despite the fact that some of America's most illustrious educational institutions are headed by Black provosts and presidents. In 1903 and today, many Black people could see the unearned advantages and opportunities associated with Whiteness, although research and public opinion polls continue to document how White people and White-adjacent groups are reportedly unable to see the disadvantages or choose not to see the unearned

director of graduate studies and admissions, dean, and now vice president for diversity, I view the crisis of Black faculty and staff retention in the Academy as a quiet earthquake slowly moving beneath the ground, embodying the terrors that make academic life untenable. But quiet earthquakes don't remain quiet. They eventually give way to larger, more destructive movements that shatter foundations, communities, and the very lives that we hold dear.

Warning Signs

For almost 50 years, research on Black faculty and staff retention has offered impactful warning signs as it chronicled racialized and inequitable working conditions, inhospitable climates, lack of physical and psychological safety, poor accountability in helping to usher in the needed institutional change, lovelessness, and the lack of consistent focus on using the tremendous resources of the Academy to serve the public good. While rich in insight, the scholarship on Black

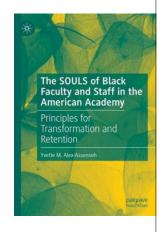
faculty and staff retention has often been segregated from public discussions that university presidents, futurists, and higher education researchers are having about institutional transformation in the Academy.

However, just as quiet earthquakes foreshadow major earthquakes, the revolving doors of Black faculty and staff on predominantly White college and university campuses indicate warning signs of danger to come. Many of these dangers are already here in the form of general strikes among faculty, graduate students, and staff, accentuated by declining high school graduation rates, campus shootings that threaten physical and psychological safety, the ongoing defunding of public higher education, burnout, and mass resignations of faculty and staff in the Academy that mirror those of activists, legislators, and courts.

The literature on Black faculty and staff retention is filled with these issues and concerns that Black faculty and staff have either been predicting or experiencing for decades. Consequently, there are new calls for transformation in the American Academy from within and without, but while the need for change is urgent, the recipe for change must get to the root of the issues at hand rather than taking an approach that is merely reactionary.

My forthcoming book, "The SOULS of Black Faculty and Staff in the American Academy: Principles for

Transformation and Retention," weaves together fiction and interdisciplinary research to demonstrate how SOULS or safety, organizational accountability, unvarnished truth telling, love, and spirituality — are all crucial ingredients in reimagining an American Academy that leverages the talents and brilliance of Black faculty and staff as essential elements in not only transforming the Academy into a more relevant and



humane institution but creating a better world.

>> Yvette Alex-Assensoh, PhD, JD, is professor of political science, adjunct professor of law, and vice president for equity and inclusion at the University of Oregon. She is the author/co-author of seven books, including the forthcoming "The SOULS of Black Faculty and Staff in the American Academy: Principles for Transformation and Retention" (Palgrave Macmillan, 2023).



NADOHE 2024

18th Annual Conference Seattle, Washington March 13-16, 2024

SAVE THE DATE!

nadohe.org

Legacy Admissions Debate Ignites After Affirmative Action Ruling

By Nikki Brahm

As a major step toward more equitable admissions policies following the U.S. Supreme Court ban on affirmative action, college and university leaders, politicians, education experts, and the general public are calling for an end to legacy admissions — the practice of giving preference to students who have familial connections to alumni.

Although a growing number of universities, including Johns Hopkins University, Amherst College, and, recently, Carleton College, have opted out of legacy admissions, the practice is still widely utilized in higher education, especially by elite schools.

Nearly 800 institutions reported providing a legacy preference in 2020. That number represents approximately half of the four-year institutions that completed the Common Data Set, standardized questions and statistics about colleges and universities utilized for comparative purposes, according to Education Reform Now (ERN), a nonprofit advocacy group. The organization's 2022 study, "The Future of Fair Admissions, Issue Brief 2: Legacy Preferences," is part of a series published in anticipation of the recent affirmative action ruling. ERN helped pass a state bill in Colorado banning the practice of legacy admissions and is pushing for similar laws across the country.

Legacy status had not played a significant role in decisions at Carleton, but at times it had given a slight advantage to a specific pool of students, university president Alison Byerly, PhD, said in a statement.

"Nevertheless, we recognize that in a highly competitive process, even a



slight advantage can have an impact on outcomes," Byerly said. "We believe that our goal of expanding access makes this the right time to discontinue legacy preference."

Officials at colleges like Harvard University and Duke University have defended the practice, arguing that it can create a sense of belonging and build lasting relationships with students and alumni.

"We are an institution that was made in a family, the Duke family," Vincent Price, PhD, Duke president, said in the annual address to faculty in 2022. "We bear the name of that family. We represent family. We talk about family. So how does that translate into the way we behave?

The idea that you would ban legacy admissions or ban any particular factor as a consideration is troublesome."

However, James Murphy, PhD, author of the ERN study and deputy director of higher education policy at the organization, strongly disagrees with that concept of family.

"To be clear, Duke University is not a family. It is a social and cultural institution that possesses a great deal of wealth and power. There's a word for the conflation of institutions with family: it's called aristocracy," he says.

At Harvard, legacy applicants with the highest academic standing were more than twice as likely to be admitted than those who have equally high rankings but come from households

below a \$60,000 income level, the ERN study found.

"It's important to get rid of legacy preferences because they're unfair. ... They're a barrier to social mobility because they favor wealthy people and to diversity because they favor White people," Murphy says.

Such opposition isn't a new battlefront. Americans from both political parties have shown opposition to legacy admissions since the 1960s. Seventy-five percent of Americans and 89 percent of college admissions directors currently oppose it, according to the study.

U.S. Department of Education to require colleges and universities to provide more detailed data reporting, including information on how their application processes work, the number of legacy applicants, and specific race and ethnicity figures.

Other solutions focus on disincentivizing legacy admissions, including eliminating state student financial aid, Title IV funding, and federal financial aid. Subjecting institutions to the endowment tax for providing legacy preference might also be considered as a deterrent.

In no way is ending legacy



"It's important to get rid of legacy preferences because they're unfair. ... They're a barrier to social mobility because they favor wealthy people and to diversity because they favor White people."

James Murphy, PhD

In July, legal advocacy groups banded together to file a civil rights complaint against Harvard, claiming the practice of legacy admissions at the university is discriminatory. The school's admissions practices are now under investigation by the federal government.

With new state laws, legal pressure, a lack of popularity, and negative media attention, Murphy is hopeful that colleges and universities will increasingly abandon the practice.

Meanwhile, he's calling on the

admissions the final stamp on admissions reform — it's the start of it, says Murphy. Many argue that even if legacy preferences end, wealthy students will still have a lot of advantages, and Murphy agrees, but he says that's not a reason to ignore it.

"You get rid of every barrier you can possibly get rid of," he says. "The thing with legacy is it's an on/off switch. Colleges can just look at it and say, 'We're going to stop it."

To review the Education Reform Now study, visit edreformnow.org.

Neurosurgery Research Scientist

The Department of Neurosurgery at the University of Utah is looking to hire a PhD Research Scientist for a tenure- or research-track appointment in peripheral nerve research.

Current research centers on non-healing nerve injuries. In collaboration with Mark Mahan, MD, the Research Scientist will lead laboratory staff, oversee and develop protocols for experiments, prepare manuscripts, etc. The goal of the position is to run an independent lab in close collaboration with a clinician-scientist. The lab currently has NIH, SBIR, and University funding.

Applicants must be exceptional individuals who want to work in an independent research environment and be involved in high-impact research projects with clinical translation. Much of the research focuses on clinical applicability, and it is likely that future grants will involve clinical trials and possible intellectual property.

A letter of interest, curriculum vitae, statement of educational and research goals, and contact information for 3 references should be directed to:

Mark A. Mahan, MD, FAANS and William T. Couldwell, MD, PhD C/O: Admin. Director, Dept. of Neurosurgery 175 North Medical Drive East, 5th Floor Salt Lake City, UT 84132

Qualifications: A doctorate degree in biology, neuroscience, immunology, bioengineering, or other discipline in a related field and 4 years of experience or the equivalency are required. Effective human relations and communication skills are also required. Strong preference will be given to applicants who hold a PhD in immunology or peripheral nerve disorders.

See https://utah.peopleadmin.com/ postings/152634 for more information.



Ivy League Universities Strengthen HBCU Relationships Through Key Appointments

By Erik Cliburn

Two Ivy League schools, Brown University and Harvard University, are actively working together to build and fortify partnerships with historically Black colleges and universities (HBCUs) by establishing new highlevel, collaborative positions. The roles are part of an effort to establish a consortium of schools to foster mutual growth, drive impactful research, and create a more equitable and inclusive educational environment between Ivy

League institutions and HBCUs.

In February, Harvard University announced the appointment of Ruth Simmons, PhD, former president of both Brown and the historically Black Texas Prairie View A&M University, as its senior adviser on engagement with HBCUs. In addition to her work leading an



Simmons, PhD

HBCU, Simmons oversaw investigations into Brown's historical connections to slavery. Her new role will focus on implementing recommendations from a 2022 report by the Presidential Committee on Harvard & the Legacy of Slavery, which recommends the development of enduring partnerships with research-focused HBCUs. This includes funding exchange programs for both Harvard and HBCU faculty and students, along with developing best-practice frameworks and hosting HBCU gatherings.

A major component of the partnership is Brown's recent appointment of Elfred Anthony Pinkard, EdD, as its first-ever HBCU presidential fellow. Pinkard retired from his role as president of Wilberforce University in Ohio, the state's oldest private HBCU, this spring.

In his new position, Pinkard's primary objective will be to strengthen and expand Brown's relationships, leveraging the university's existing 59-year-old partnership with the historically Black Tougaloo College in Mississippi. The Brown-Tougaloo

Partnership, established in 1964 during the Civil Rights Movement, has grown into a multifaceted program that includes student exchanges, research collaborations between faculty members, opportunities for Tougaloo graduates at the medical

school at Brown, and enrollment of HBCU students in Brown's School of Public Health.

"Brown is honoring and expanding

its relationship with HBCUs with the goal of partnering with these institutions as they reimagine their futures and build on their noteworthy legacy of achievement against formidable odds," says Pinkard.

Through these efforts, both Brown and Harvard aim to create a consortium of partner schools, fostering

collaborative research, faculty development, exchange programs, and increased opportunities for HBCU alums to attend graduate school at these Ivy League institutions. The partnerships will also focus on



Elfred Anthony

Pinkard, EdD

In this Civil Rights-era photo, faculty and administrators from Brown University and Tougaloo College, a Mississippi HBCU, discuss the Brown-Tougaloo partnership. (Photo courtesy Brown University)



Through the Brown-Tougaloo partnership, the HBCU's graduates were able to attend medical school at Brown. (Photo courtesy Brown University)

building infrastructure capacity at participating HBCUs and inspiring leadership in higher education and policy development.

"While universities like Harvard had the wind at their back flourishing from endowments, strong enrollments, constant curricular expansion, massive infrastructure improvements, and significant endowment growth — HBCUs often had gale force winds impeding their development," Simmons said during Harvard's 2021 graduation ceremony. "Our nation is finally coming to terms with the consequences of the underfunding of HBCUs, but we are far from where we need to be if we are to be assured continued progress in the fight for equal educational benefits."



A Defense of the Senior Diversity Officer in Politically Charged Times

By the University of California Council of Vice Chancellors for Equity and Inclusion

If the media is to be believed,

the future of the senior diversity officer in higher education is bleak. But is it really? Institutions wary of the battle to unwind the work of equity, inclusion, justice, and belonging would do well to invest in leaders whose work epitomizes its core values. At the same time, success in these roles increasingly depends on the ability to work creatively and collaboratively toward the pursuit of common goals. As vice chancellors for equity and inclusion for the 10 campuses of the University of California (UC) system, we share our perspective on how, even in politically charged times, senior diversity leaders can play central roles in the success of wider campus priorities.

Although UC has provided pathways to social mobility for countless Californians, those efforts took place over the past three decades in environments that were often hostile to equity and inclusion. In 1996, California voters passed a statewide ballot initiative, Proposition 209, that eliminated consideration of race in public education, contracting, and hiring. Prop 209 — and its counterparts in other states — impacted all areas of admissions, outreach, and recruitment, not only by limiting tools to create thriving and inclusive campuses but also by chilling climates for many students from marginalized communities.

Prop 209 has slowed our efforts to establish truly fair, equitable, and inclusive campus spaces. Yet by upholding core UC values ensuring equitable access, we have nearly returned to pre-1996 levels of demographic diversity, with Chicane/ Latine students as our largest population. Five of our campuses

have been designated as Hispanicand Minority-Serving Institutions, and eight of our nine undergraduate campuses hold Association of American Universities status. Our newer faculty ranks are at their most diverse in UC history. Indeed, UC serves a high percentage of first-generation and low-income students who have some

"As we have become more diverse and reflective of our state, we have also become better as an institution."

of the highest retention and graduation rates in the country. In short, as we have become more diverse and reflective of our state, we have also become better as an institution.

While credit must of course be shared with our incredible faculty, staff, and student leaders, it is important to acknowledge the impact of UC's investment in senior diversity officers. Our work is grounded in scholarship, the importance of building and expanding partnerships, and a deep understanding of institutional priorities.

Our professional backgrounds are distinct; we represent faculty and senior administrators trained in medicine, science and engineering, the arts, social sciences, humanities, and education. Our trajectories connect

through the continually evolving scholarship of inclusion. We, and our teams, daily disrupt popular perceptions that "diversity work" does not require any particular expertise. On the contrary, today's senior diversity officers must lead with a rigorous understanding not only of their own fields of practice, thus connecting them to the academic and professional missions of their institutions, but an ability to meet colleagues, students, and community members where they are with empathy, awareness, and an informed spirit of collaboration.

These partnerships, the result of deep engagement and active capacity building, are a senior diversity officer's anchor in times of turmoil. UC's vice chancellors and vice provosts for equity and inclusion support emerging leaders across the university through the UC-Coro Systemwide Leadership Collaborative cohort projects.

UC San Diego's vice chancellor led a campuswide initiative that resulted in the campus' first-ever Strategic Plan for Inclusive Excellence. This plan is a model for fostering greater inclusivity and belonging using best practices and accountability measures applicable to all campus units.

The vice chancellor at UC Davis champions their Diversity and Inclusion Strategic Vision, which includes an implementation plan that every campus unit can use to embed institutional values into their work.

At UC Merced, the vice chancellor develops peers to serve as equityminded leaders, thereby helping to cultivate, through stronger leadership practices, a campus community that is fair and inclusive for all.

UC Santa Cruz's vice chancellor

has been a key partner in strategic planning efforts to shape campus priorities over the next decade.

UC San Francisco launched a comprehensive antiracism initiative that includes the work of the campus and health system. The result has been more leaders across the university better prepared to strengthen equity and inclusion in challenging times.

Finally, senior diversity officers must also possess a sophisticated financial nimbleness to ensure that resources align with needs and strengthen the institution's investment in fairness and equity. For example, UC Berkeley's vice chancellor works with donors to fund student resource centers. UC Davis' vice chancellor garners federal grants for mentoring and disability programs, and the vice chancellors at UC Riverside, UC Santa Barbara, UC Merced, and UC Irvine have received prestigious grants to advance faculty diversity.

At UC San Francisco, the vice chancellor has secured federal funds "Today's senior diversity officers must lead with a rigorous understanding not only of their own fields of practice, thus connecting them to the academic and professional missions of their institutions, but an ability to meet colleagues, students, and community members where they are with empathy, awareness, and an informed spirit of collaboration."

for pathway programs and maintains a strong alumni base of donor support. Careful management of funds is a crucial skill, involving not only a readiness to advocate for funds but the willingness to understand budgets and the institution's budgeting process, as well as the capacity to cultivate relationships with donors or external funders and their value propositions. Successful diversity leaders develop partnerships across campus that can lead to collaborative funding proposals for mutual gain.

We realize how difficult the current moment is for many, if not most, of our peers nationwide, especially those

whose roles have already or may soon be eliminated. Yet, for institutions still on the fence about the value of maintaining diversity offices, we hope that our perspective offers tangible glimpses into the successes that can be achieved when all campus leaders are invested in the pursuit of more equitable outcomes. Despite efforts to divide us, this work requires ongoing campus and community support for long-term change to be possible. As senior diversity leaders, we stand stronger together and with those who, like us, support building a system of higher education where the benefits accrue to all.

























Contributors, from top left: Dania Matos, Vice Chancellor for Equity and Inclusion, UC Berkeley; Renetta Garrison Tull, Vice Chancellor for Diversity, Equity and Inclusion, UC Davis; Dyonne Bergeron, Vice Chancellor for Equity, Diversity and Inclusion, UC Irvine; Mitchell Chang, Interim Vice Provost for Equity, Diversity and Inclusion, UCLA; Delia Saenz, Vice Chancellor and Chief Diversity Officer, UC Merced; Mariam Lam, Vice Chancellor and Chief Diversity Officer, UC Riverside; Becky Petitt, Vice Chancellor for Equity, Diversity and Inclusion, UC San Diego; Renee Navarro, MD, Vice Chancellor for Diversity and Outreach, UC San Francisco; Jeffrey Stewart, Interim Vice Chancellor for Diversity, Equity and Inclusion, UC Santa Barbara; Anju Reejhsinghani, Vice Chancellor for Diversity, Equity and Inclusion, UC Santa Cruz; Yvette Gullatt, Vice President for Graduate and Undergraduate Affairs, Vice Provost for Equity, Diversity and Inclusion, and Chief Diversity Officer, University of California System; Cynthia Davalos, Executive Director for Student and Equity Affairs, University of California System.



Deadline Approaches for NCAA D1 Schools to Comply with New DEI Review Process

By Erik Cliburn







This November, NCAA Division 1 (D1) colleges and universities are required to submit documentation, signed by presidents, chancellors, and other high-ranking officials, attesting that they have completed a review of DEI (diversity, equity, and inclusion) policies and programming within their athletics departments. The association's individual conferences must also complete a review by November 2024.

This process is a key part of the NCAA's recent member-driven efforts to advance DEI principles in college sports and better support studentathletes following a nearly decade-long gap in such requirements.

In the early 1990s, the NCAA mandated that D1 member institutions undergo a certification process every five years that included requirements on gender equity and "minority opportunities." That process was phased out in 2010.

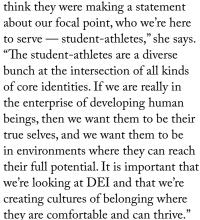
In the following years, internal NCAA committees led by representatives of member schools developed the policies that would lead to the current process. Approved in 2019 for individual schools and in 2020 for the conferences, it requires that D1 institutions and conferences complete a DEI review every four years.

"The goal is to build support for the diverse body of student-athletes and foster communities of belonging and inclusivity in college sports," says Amy Wilson, PhD, managing director of the NCAA Office of Inclusion.

"When the membership voted to move forward with this legislation, I

Amy Wilson,

PhD



The NCAA's Office of Inclusion regularly engages with member schools through various forums and conferences. Most notable is the annual Inclusion Forum held in April, which provides workshops and sessions to help member institutions best support their DEI athletic goals. During the most recent forum, the NCAA presented its "Diversity, Equity and Inclusion Review Framework," a comprehensive guide released in fall 2022 on what schools should consider in their review process, including the recruitment of diverse athletes, equitable and inclusive hiring practices, and mental health support services for marginalized students and staff.

In support of these efforts, the association has identified DEI and

> gender equity as key principles in its new constitution, which was ratified in January 2022.

Helen Grant, an independent Title IX and DEI expert and consultant, has conducted Title IX compliance reviews for college athletics departments for nearly 17 years and since 2020 has focused

on DEI in her process, utilizing the NCAA's framework.

In each of her comprehensive reviews, Grant takes several days to interview athletics directors, Title IX coordinators, DEI



Helen Grant

officers, coaches, and student-athletes. She specifically meets with individuals from a wide range of sports and racial and ethnic backgrounds to get an understanding of their experiences.

Though focused primarily on athletics, she often talks with university officials in other departments to glean information about the entire school's commitment to DEI practices. Particular areas of study for Grant are support services and the existing sense of belonging for student-athletes from all backgrounds.

"I'm so happy that we're doing things nationally, not just in athletics, to recognize the fact that diversity is good. We've always had diversity in athletics but having support and education there for all of these people of different cultures and ethnicities to understand each other and work together is tremendously important," says Grant. "Those kids and the staff spend 90 percent of their life for four or five years together, going through good and bad [experiences], so they need to understand each other. They'll certainly perform better and feel better about academics and athletics if they feel like they belong and they're being supported."

Although many colleges and universities had lackluster athletic DEI programming prior to 2020, most have



Employees from the NCAA's Office of Inclusion, which oversees the association's numerous DEI initiatives, at the annual Inclusion Forum. (Photo courtesy Tyler Schank/NCAA Photos)

increased their efforts significantly since then, leading to a better environment for their student-athletes, says Grant.

"In the schools that I've worked with, well over 100 here and there, they have been extremely responsive in their [DEI] programming," she says. "It may have started out being reactive, but I think it got the ball rolling."

Under current policies, the NCAA does not collect data from the reviews. Instead, the process is meant to ensure that institutions are reflecting on their own practices and exploring how they can improve them. Changes to that process, including data collection or higher levels of accountability, would need to come from member legislation.

Institutions can, however, be penalized for failing to complete a review. Those that do not submit

an attestation form within the first month after they are due are subject to a \$500 fine, but schools who exceed the deadline by two months would be placed on restricted membership status, meaning they would not be eligible for association revenue distribution and potentially lose out on millions of dollars. For example, in the 2021-2022 fiscal year, the Southeastern Conference received nearly \$722 million in revenue, averaging more than \$50 million among each of its 14 member universities.

Fortunately, the risk that schools would fail to complete these reviews is low given that the entire process was driven and approved by NCAA members, says Wilson. The main challenge comes from legislation in states like Florida and Texas, which

have recently passed anti-DEI laws targeted at colleges and universities. As of early September, there had been no significant pushback against the association's DEI review process, but a small number of member institutions had questioned how state laws may impact their review, says Wilson.

Despite this potential hurdle, the NCAA's new requirements have maintained overwhelmingly positive support from D1 schools, she says.

"Certainly, one of the questions that is there for schools to consider is 'What is possible for us to do in the current environment that we are living in?" says Wilson. "I think the schools are recognizing the value of this for student-athletes and then working to navigate their current environment state by state."



School of Medicine

Be a Part of What's Next

VIRGINIANS: 44%

OUT OF STATE: 56%

WOMEN: 45%

UNDER-REPRESENTED IN MEDICINE: 19% diverse student body.

TOTAL STUDENTS: 156

CLASS OF 2022

Be a Part of something

BIGGER THAN YOURSELF The University of Virginia School of Medicine's admissions process uses a holistic review in order to select a talented and diverse student body.

As physicians and other health care providers, our commitment to goes beyond the walls of clinics and hospitals. We are hoping to narrow the gap between UVA and minority communities locally. Our goal is to enhance cultural competency among UVA students and faculty.

Office of Admissions

P0 Box 800725 Charlottesville, VA 22908 (434) 924-5571 | Fax: (434) 982-2586 For questions, email: SOMADM@virginia.edu

Make a Difference

med.virginia.edu/diversity/

The School of Medicine is adopting a strategy of leveraging diversity and inclusion to drive the School's mission of excellence in the delivery of quality patient care, the conduct of biomedical research, and the training of health professionals. The School of Medicine aspires to be a national leader in the creation and sharing of health knowledge within a culture that promotes equity, diversity, and inclusion.

Bard's Innovative LGBTQ+ Studies **Program Prepares Future Leaders**

By Lisa O'Malley

As legislative attacks continue

to threaten the rights and protections of LGBTQ+ students, an innovative new program at Bard College at Simon's Rock aims to empower them with the professional and social capital to lead the charge for a more inclusive future.

The Bard Queer Leadership Project (BQLP) is a bachelor of arts degree program that enables LGBTQ+ individuals and allies to study queer leadership and culture in tandem with one of the more than 40 academic concentrations offered by the college. Students obtain essential networking

and community-building skills while developing a sense of leadership that is not informed by "heteronormative and cisnormative practices," says John Weinstein, PhD, the college's provost and vice president.



Weinstein, PhD

The private liberal arts institution in Great Barrington, Mass., is a unit of Bard College in New York and is designed as an early college program for 11th- and 12th-grade high school students. Because LGBTQ+ individuals often take nontraditional paths to education and have increased high school dropout rates, BQLP is the first program at the school to be open to students of all ages.

A key focus of BQLP is examining the historical connections between LGBTQ+ communities and colleges, including what it means

> to be a member of this type of collaboration and the kinds of policies and practices that contribute to its success.

Students attend a variety of events, including a Colloquium in Queer Culture and leadership seminars. Its inaugural event, the Queer Leaders Vision Forum,

took place in September and featured distinguished business veteran Jim Fielding and Schuyler Bailar, the first openly transgender NCAA Division 1 swimmer. Weinstein says he has plans to invite more speakers and intends to establish the college as a destination for queer scholars.

During their senior year, students partake in the Industry Expert Advisory Program, which pairs them with an alumni mentor in a professional field related to their career interests. Once students graduate, they continue to receive mentorship for an additional year while they're in the workplace. The program culminates in two capstone experiences: a senior thesis aligned with a student's academic field, with or without a queer studies focus, and a work or internship experience contributing to the growth of their leadership skills.

Originally slated to launch in 2024, BQLP accelerated its timeline in light of the recent negative political climate toward LGBTQ+ high school and college students.

"We decided that we would push ahead a little faster. If there were students ready to go this fall, we would be ready for them," says Weinstein. The program officially launched with a cohort of 15 students this year, ranging from early college to traditional-aged students, with plans to increase to 40 by next year. The college also provides a \$20,000 annual Queer Leadership scholarship to qualifying students.

"BQLP offered a unique opportunity to start my college career earlier than expected and a chance to learn how best to advocate for change," says Alice Billings, a BQLP student who is also undertaking a concentration in history. "I hope to be more educated in the



The Bard Queer Leadership Project is a dual concentration, Bachelor of Arts program that aims to impart essential leadership skills to LGBTQ+ students and allies. (Photo courtesy Sarah Kenyon)



BQLP students gain a network of queer colleagues and mentors while also learning how to advocate for themselves and their community. (Photo courtesy Sarah Kenyon)

identities and experiences of others, learn how to be a leader in fighting for rights for marginalized groups, and find a group of fellow queer leaders to work towards making the world a more equitable space for all." The skills learned in the program are meant to help students feel more comfortable advocating for themselves and their community, regardless of whether they are in an actual leadership position or not.

"If you're working in a field where you're likely to be the only out person in your workplace, you're not going to get so much community-based support," says Weinstein. "Having had your formative college experience be with a cohort of people who are really your chosen professional family to help you through that, I think that's the [key] piece we offer."

As the program gains new cohorts each year, Weinstein ultimately hopes to expand Bard into the first-ever identity-based college intentionally designed for LGBTQ+ students. He says that faculty across the college have already begun reimagining their courses to be more queer-inclusive.

"My goal over time is to look at everything from administrative structures to student handbooks to different policies around students to even policies around curriculum and curriculum development," Weinstein says. "How are each of those now designed with queer students at the center? Because [our college] already [has] existing programs, we don't have to start from zero."





INSIGHT Into Diversity Celebrates 50 Years of Dedication to Diversity, Equity, and Inclusion in Higher Education and Beyond In 1974, Skittles candy was introduced, President Richard Nixon resigned, Rubik's Cube landed on the scene, Title IX was just two years old — and INSIGHT Into Diversity magazine was born! Today, we are the largest and oldest publication dedicated to DEI (diversity, equity, and inclusion) in higher education.

We're proud that for the past 50 years, INSIGHT Into Diversity (formerly known as the Affirmative Action Register) has championed diversity and inclusion in higher education by sharing your best practices, successes and challenges, and relentless dedication to this work.

Pivotal Moments In Higher Ed DEI

As we share a bit of our publication's history in this special anniversary section, we also trace the trajectory of DEI in higher education over the past five decades — a period of profound transformation. From the passage of Title IX to the racial justice movements of the 2020s, each era has witnessed pivotal moments that left an indelible mark on college campuses across the country, progressively reshaping them into more inclusive and equitable environments.

Reflections from an INSIGHT Editorial Board Member

"The in-depth and timely articles produced by INSIGHT Into Diversity are important gems for higher education leaders. Providing the only national award (the HEED Award) on diversity and equity for higher education institutions, colleges are able to enhance our programs, acknowledge strengths and challenges, and reinvigorate our mission and vision toward producing an inclusive and quality education and campus environment for our faculty and staff, and our student population."

Gretchel L. Hathaway, PhD Vice President of Diversity, Equity, and Inclusion Franklin & Marshall College



FROM OUR PUBLISHERS

Dear INSIGHT Readers,

As we approach 2024, we are celebrating 50 years of INSIGHT Into Diversity magazine! We began this journey as the Affirmative Action Register and published under that name for nearly 35 years. Our transition in 2010 to INSIGHT Into Diversity came at a time when we realized that our mission was to go well beyond legalities; we wanted to help colleges and universities build more diverse, equitable, and inclusive campuses where everyone can feel welcome and thrive.

As the largest and oldest diversity and inclusion magazine in higher education, we've worked diligently to showcase best practices that have created diverse and inclusive campus environments. To that end, we created the annual INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award, now in its 12th year. We have recognized hundreds of colleges and universities for their outstanding DEI (diversity, equity, and inclusion) programming and policies through this prestigious honor. We've highlighted the difficult and ongoing work in DEI — your hard work, your passion, your excellence.

We also honor Diversity Champions, select HEED Award institutions that rise to the top and demonstrate unrelenting and extraordinary progress in DEI.

In that same pursuit of excellence, we continue to recognize higher education institutions, businesses, and other organizations with the annual Inspiring Programs in STEM Award and the Inspiring Programs in Business Award. We've proudly brought your success and innovation the national attention it deserves by highlighting award winners in INSIGHT Into Diversity magazine.

DEI has faced many challenges and obstacles along the way, but we are more determined and committed than ever as we all maneuver the political and legislative turmoil of this past year. INSIGHT will continue to showcase your missions, successes, and strategies regardless of the noise that surrounds us. We are so inspired by your unwavering courage, focus, and commitment to this work. It is truly our privilege to share your voice in the pages of our magazine month after month, decade after decade.

We offer our sincere appreciation for your trust in us over the past 50 years, and we look forward to continuing our partnership with you for many years to come!

With gratitude,

Lenore Pearlstein

Jepou Plantoto

Holly Mendelson

Holy are

THE 1970s



U.S. Senator Birch Bayh
(D-Indiana), the author of
Title IX legislation, jogs
alongside Purdue University
students. (Photo courtesy
the Birch Bayh Photo
Collection of the Indiana
University Libraries)

In 1972, the passage of Title IX legislation marked a pivotal moment in the pursuit of gender equity within academia. This groundbreaking federal law, part of the Education Amendments of 1972, was enacted to eliminate gender-based discrimination in educational institutions that received federal funding. While Title IX is often associated with its impact on women's sports, its influence transcended athletics, reshaping the entire academic landscape.

By prohibiting discrimination on the basis of sex, which includes requirements for institutions to prevent and address sexual assault and harassment on campus, Title IX also mandated fair treatment in admissions, course offerings, and financial aid. As a result, women gained increased access to fields of study traditionally dominated by men. This legislation paved the way for broader cultural shifts, helping to redefine societal perceptions of gender roles and capabilities.

Focus on DEI in Higher Education

We've Been Highlighting Your Work for 50 Years

During the past 50 years, INSIGHT Into Diversity magazine, formerly the Affirmative Action Register (AAR), has reported on the abundance of programs, policies, best practices, and other efforts implemented to advance DEI (diversity, equity, and inclusion) in higher education and beyond. From creating greater access for underrepresented student populations to building more inclusive campuses to the hiring and retention of diverse faculty and staff, we have witnessed remarkable changes, growth, and innovation, despite often challenging times.

AAR was launched in 1974 as a response to equal opportunity employment legislation that prohibited discrimination based on race, color, religion, and national origin — and later with added emphasis on gender — for organizations receiving federal contracts and subcontracts.

As a result, colleges, universities, health care organizations, and others became much more intentional about recruiting diverse candidates to comply with the new laws. AAR emerged as a leading recruitment tool that fulfilled federal job announcement requirements and served as a connection hub for higher education and other employers seeking qualified job candidates from underrepresented groups.

As state and federal laws evolved to allow online sources to fulfill the U.S. Equal Employment Opportunity Commission (EEOC) requirements, our Career Center was

established. Over the years, it has grown into one of the largest national DEI-focused higher education recruitment platforms with over 20,000 active postings.

When publishers Lenore Pearlstein and Holly Mendelson purchased AAR in 2007, they immediately redesigned the magazine to include editorial content to supplement the predominant pages of classified advertising that marked its early years.

"We thought if people were reading us to identify job leads, they would also want to know about the DEI work being done on campuses around the country," says Pearlstein. "We knew it was important to share not only hiring and recruiting news but also the accomplishments and challenges facing those who were doing the work of DEI."

An editorial board was quickly established, composed of DEI leaders in higher education, public and corporate sectors, and in the nonprofit space. They helped the magazine staff stay apace of trends, issues, and breaking news — and authored prescient columns grounded in their own areas of expertise. The board is still going strong, with many new voices who continue to inform the publication's mission.

In 2009, the team decided to change the magazine's name to INSIGHT Into Diversity, in recognition of the changing times and rapidly elevating importance of the work.

"We realized that affirmative action and equal

Expanding INSIGHT



1974

Affirmative Action Register is launched

2008

Online Career Center is created



2009

Affirmative Action Register is renamed INSIGHT Into Diversity Magazine

2007

Potomac Publishing, Inc. purchases the Affirmative Action Register

2008
Editorial Board is established

2012

Higher Education Excellence in Diversity (HEED) Award is created



employment hiring were metamorphosing into diversity and inclusion, with a greater focus on students as well as employees," says Mendelson. "We saw colleges and universities grow from just 'meeting legal requirements' to developing an understanding that campuses needed to be welcoming, warm, and safe places for all."

As diversity offices began to open on more campuses and the role of the chief diversity officer gained prominence, INSIGHT featured articles focused on institutional efforts that supported progress and growth. Eventually, the broad spectrum of DEI efforts allowed for wide-ranging stories, and patterns of best practices began to emerge.

In 2012, the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award was created to recognize those best practices by honoring institutions that demonstrated an outstanding commitment to diversity and inclusion throughout their campus and community. The first group of colleges and universities to receive the award numbered 48; in 2022, 104 schools were honored for their DEI achievements, along with Diversity Champions, those schools that consistently surpass their own standards.

Over the years, INSIGHT has expanded its engagement in the DEI space, adding additional recognitions — such as the Inspiring Programs in STEM and Inspiring Programs in Business Awards — to shine a light on important work happening at schools. INSIGHT has also offered study abroad scholarships for underrepresented students, leadership awards, and convened a HEED Summit, which brought together experts from award-winning schools to identify solutions to higher education's DEI challenges. The annual HEED Award Data Report, which allows readers to see the kinds of programs HEED Awardwinning schools develop in their efforts to create diverse, equitable, and inclusive campuses.

In 2018, INSIGHT launched Viewfinder, a customizable

Reflections from an INSIGHT Editorial Board Member

"INSIGHT Into Diversity has played an invaluable role in making diversity, equity, and inclusion cool in higher education. The coveted HEED Award application process provides institutions with opportunities to take stock as well as chart new initiatives. Happy 50th anniversary, INSIGHT Into Diversity! Your leadership is needed now more than ever.

Erika Henderson, EdD Associate Provost for Faculty Recruitment and Retention, University of Houston

campus climate survey instrument that allows colleges and universities to measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators.

"Viewfinder's comprehensive survey instruments dig deep to assess matters of access, equity, and inclusion," says Pearlstein. "The data gleaned from these surveys is especially useful for institutions planning to strengthen their diversity programs and design strategic plans for the future."

Recognizing the need, and to help expand leadership opportunities in advanced DEI roles, in 2019, INSIGHT partnered with University of Kentucky to establish the first-ever PhD program for Higher Education Leadership with a Specialty in Diversity, Equity, and Inclusion. INSIGHT has an ongoing commitment to fund scholarships for students in the program, and in 2023, the inaugural Diversity Champion award was presented to an outstanding student in the doctoral program.

As part of our 50th anniversary celebration, INSIGHT Into Diversity unveils a new logo in this issue, representative of our ongoing commitment to diversity, equity, and inclusion. In these challenging times, we know that giving a voice to all of those who do this critical work is more important than ever.



2015

Health Professions category is added to the HEED Award



Viewfinder Campus Climate Surveys is launched

INSIGHT partners with University of Kentucky to establish first-ever PhD program for Higher Education Leadership with a Specialty in Diversity, **Equity, and Inclusion**



Diversity Champions are first recognized



Inaugural HEED Award Summit is held at **University of Houston**



from the INSIGHT Editorial Board Reflections on 50 Years

"Never has INSIGHT Into Diversity been more needed in higher education. While diversity, equity, and inclusion are being treated as a hyperbolic football by those with political aspirations, the fact remains that faculty and administrators on campuses will continue to need to meet the contemporary expectations of students who want to be prepared academically and socially to live in a multicultural, complex world. INSIGHT reminds us of this inexorable fact while providing the tools, resources, and encouragement needed to meet the moment we all find ourselves in.'

Deb Dagit, President **Deb Dagit Diversity LLC**

"Having a publication whose sole purpose is dedicated to advancing and establishing best diversity, equity, and inclusion practices in higher education is immeasurable. INSIGHT Into Diversity keeps us informed, encourages us by showcasing what others are doing, and acknowledges those doing what they love doing! I love seeing my colleagues across the country doing what they do — shining so brightly!"

Karen A. Jones, PhD Vice President for Diversity, Equity, and Inclusion **Binghamton University**

"With the continued efforts to dismantle inclusion, equity, belonging, and diversity on college campuses and in workplaces, the need for stories and reporting on the people and practices ensuring inclusion in institutions of higher education, like the ones featured in INSIGHT Into Diversity, is even more urgent than ever to inspire and educate new generations of advocates. We look forward to 50 more years."

Linda Akutagawa President & CEO, LEAP (Leadership **Education for Asian Pacifics**)

"INSIGHT Into Diversity provides a platform for diversity leaders and strategists to help others understand that diversity, equity, and inclusion extend beyond the commonly accepted two-dimensional construct focused on race and biological sex. Moreover, diversity is not a person, program, or destination, and is never fully achieved because it is an evolving, interdependent ecosystem that requires everyone's participation. Accordingly, I believe that when you create a welcoming, supportive, and successful environment for the most underserved and underrepresented people, you create an environment that is successful for all. INSIGHT allows us to learn and teach about diversity, equity, and inclusion as we prepare for the seventh generation and beyond.

LeManuel "Lee" Bitsóí, EdD Vice President of Diversity, Equity and Inclusion **Brandeis University**

At a time when diversity, equity, and inclusion work is under attack across the nation, INSIGHT Into Diversity is truly invaluable in its unwavering commitment to centering the voices, work, and DEI successes of higher education institutions on a national stage. It is a beacon for institutions looking to embrace human differences."

Robin R. Means Coleman, PhD Vice President & Associate Provost of Diversity and Inclusion, Ida B. Wells and Ferdinand Barnett Professor of **Communication Studies Northwestern University**

"INSIGHT Into Diversity has been a tremendous support to me during my time as a vice president for diversity and inclusion. During the pandemic, Holly and Lenore were opened to hosting virtual sessions to highlight experiences of Asian/Asian Pacific Islander/Desi Americans as well as African Americans. These roundtables were invaluable during a time when no one was meeting in person and really helped to create solidarity among communities of color. It gave me an opportunity to hear from others what they were doing to create campuses that were more inclusive. I hope the next 50 years of the magazine continues to be as impactful as the first 50 and I'm proud to be a board member to help move these efforts forward."

Gigi Secuban, EdD Vice President for Inclusive Excellence **Texas State University**

"INSIGHT Into Diversity plays a pivotal role nationally in higher education, catalyzing awareness and discussion on pressing matters of diversity, equity, and inclusion. Serving as a beacon, it illuminates scholarly articles that spur pedagogical and instructional innovation, fostering a collaborative spirit essential in shaping robust equity frameworks in higher education. In an era when universities are prioritizing equity, the existence of a national publication that showcases groundbreaking equity work is vital. It elevates the discourse and highlights the transformative impact on students, faculty, and staff."

Lee Gill, JD Vice President for Diversity, Equity, and Inclusion University of Louisville

"INSIGHT Into Diversity is a bright light in an increasingly resistant political landscape, where we no longer have enough outlets to illuminate our society's contested aspirations for diversity, equity, and inclusion. We need INSIGHT Into Diversity to continue offering a lens to maintain as transparent a culture as possible. As the oldest and most "robust diversity, equity, and inclusion-focused magazine" in higher education, the stories and voices about and by people amplify the benefit of diversity of people and perspectives."

Paulette Patterson Dilworth, PhD Vice President for Diversity, Equity and Inclusion The University of Alabama at Birmingham

"Congratulations to INSIGHT Into Diversity for 50 years of leadership among publications in promoting diversity, equity, and inclusion (DEI) best practices and employment opportunities in higher education. With the current challenges to DEI, and with the predicted demographic shift toward a more multiethnic America, INSIGHT will continue to be a force for progress in today's academic workplace and beyond."

Shirley J. Wilcher, JD Executive Director, American Association for Access, Equity and Diversity (AAAED)

"Congratulations on 50 amazing years INISGHT Into Diversity! Your diversity, equity, and inclusion efforts and initiatives have been a game changer for many institutions in providing them the blueprint to develop, enhance, and strengthen their DEI strategies towards systemic changes. The HEED Award is one such initiative that has served as a growth guide and accountability for SIUE and many others. Thank you for leading the way in this space at a time such as this. Your national and international presence will continue to guide higher education as we remain on a journey to an equitable world.'

Vennessa A. Brown Associate Athletic Director for Diversity, Equity, and Inclusion and Athletics Chief Diversity Officer Southern Illinois University Edwardsville

"INSIGHT Into Diversity magazine is a world-class leader in advancing best practices in DEIB (diversity, equity, inclusion, and belonging) in higher education. By building a diverse leadership team, they have the intellectual and human capital to investigate diversity through multiple perspectives. For the last 10 years as vice president and chief diversity officer, INSIGHT has been a guiding light for me through the joy and tragedies—always providing practical tools for DEIB professionals. I feel that they offer senior leaders a proactive, multifaceted approach to cultivating DEIB implementation. It's with great sincerity that I celebrate this magazine for deepening my understanding of the why and how of DEIB. Every month, I am excited to learn what's next from a 30,000-foot perspective. The education you provide is the pillar to changing the world for future generations to come. "

Lisa McBride, PhD Associate Dean for Diversity, Equity, Inclusion, and Belonging and Professor of Medicine Geisel School of Medicine at Dartmouth College

6 Reasons Why

it's a BEST PRACTICE to advertise on **INSIGHT Into Diversity's Career Center**

- **Candidates using our Career Center are** focused only on higher education jobs.
- We won't send your job announcements to large national job boards (such as Indeed and ZipRecruiter) where the pool of applicants is less diverse.
- Candidates applying through INSIGHT are highly qualified with resumes targeted to meet your job requirements.
- Our job posting packages are affordable! We are the only company to include a free print ad in our magazine and a 10% discount on campus climate survey administration.
- We work with thousands of satisfied advertisers.
- INSIGHT has connected institutions of higher education to diverse talent since 1974 - 50 years!



THE STANSON OF THE ST



The San Francisco Pride Parade of 1988 coincided with the creation of the Department of Gay and Lesbian Studies at City College of San Francisco. In 1988, City College of San Francisco (CCSF), the largest two-year college in the U.S. at the time, created the first-of-its-kind Department of Gay and Lesbian Studies (now the LGBT Studies Department). The establishment of the department came at a critical point in the fight for LGBTQ+rights during the AIDs epidemic of the 1980s, which was largely ignored by President Ronald Reagan.

CCSF created the department to help increase understanding and support for LGBTQ+ communities. It demonstrated a commitment to academic exploration of LGBTQ+ history, culture, and experiences, provided a sanctuary for students and allies to engage in rigorous intellectual discourse, and shed light on the marginalized narratives often excluded from traditional curricula.



Exemplary Programs and Initiatives



Interdisciplinary
Pacific Northwest
Just Futures
Institute for Racial
and Climate Justice

GUIDED BY THE I.D.E.A.L. FRAMEWORK:

INCLUSION
DIVERSITY
EVALUATION
ACHIEVEMENT
LEADERSHIP



Sapsik'Wałá Teacher Education Program Many Nations Longhouse

Identity-based Academic Residential Communities

Lyllye Reynolds-Parker Black Cultural Center

10 Active Asian Desi Pacific Islander Student Unions



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



Majors & Minors: Latinx Studies Black Studies

Native and Indigenous
Studies
Disability Studies
Queer Studies





15 Active LGBTQIA+ Undergraduate and Graduate Student Organizations Prison Education
Program reaches
inside four
institutions,
including
graduate level
coursework

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



An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request. ©2022 University of Oregon.



The ADA's impact on higher education has been far reaching. It required colleges and universities to reevaluate infrastructure, curricula, and support systems to make them more inclusive and accessible. This not only allowed students with disabilities to pursue an education with fewer barriers but also fostered a more diverse learning environment that celebrates different perspectives and talents.

Among its most recognizable effects, the ADA ensured that college campus buildings must be physically accessible to individuals with disabilities. In the decades since the ADA's enactment, numerous colleges and universities have started to incorporate universal design principles in new campus construction, which prioritizes accessibility rather than just meeting federal requirements.

In March 1990, more than 60 demonstrators put aside their wheelchairs and mobility aids to crawl up the U.S. Capitol steps to highlight the necessity of accessibility legislation. (AP Photo/Jeff Markowitz)



EBRATING NNING

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

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

USF BEGINS WITH US! TO EXPLORE MORE VISIT: USF.EDU

in awarded U.S. patents

for ten years

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

more than

students served on all 3 campuses

more than

in annual economic impact each year

(Still) Chasing Change

50 Years of Striving for Workforce Diversity • By Nikki Brahm

In the 50 years since INSIGHT Into Diversity magazine first began publishing with a focus on hiring and recruiting in higher education, the efforts of colleges and universities to diversify their workforces have evolved from adherence to the letter of the law to a deep understanding of the importance of having faculty, staff, and administrators reflect the multiple identities of their students.

Although women and underrepresented groups hold a record number of leadership positions today, those numbers fail to reflect the current diversity of the American public. Experts are calling for higher education leaders to continue their pursuit of building greater employee representation.

Title VII of the Civil Rights Act of 1964 protected employees and job applicants from employment discrimination based on race, color, religion, sex, and national origin. Soon after, Presidents Lyndon B. Johnson and Richard Nixon issued executive orders that called on organizations receiving federal funding to "take affirmative action" to ensure equal employment opportunity. This was in recognition of numerous populations of people being underrepresented or wholly ignored.

Data from the Equal Employment Opportunity Commission shows that the number of Black faculty hovered at around 4 percent from the 1970s through the 1990s, according to the 2017 study "A Mixed Methods **Exploration of Black Presidents** Appointed to Predominantly White Institutions: Assessing their Exposure to the Glass Cliff and Experiences as Administrators of Color." During

the 1970s, 30 African Americans were appointed to lead predominately White institutions, followed by 61 in the 1980s, and 144 in the 1990s, the analysis finds.

The passage of Title IX of the Education Amendments Act of 1972 expanded upon gender equity in hiring by further protecting employees from discrimination on the basis of sex.

column for the magazine.

When she started at a small firm, diversity was just becoming a priority in the candidate search process, she says. New avenues for advertising higher education job openings to a diverse range of candidates were explored, including posting positions with HR offices at historically Black colleges and universities, Hispanic-Serving

"In places where people have enough courage and enough faith in themselves and enough faith in the ideals of our nation to really have the discussion, we see good progress. Where it has to remain under the carpet and we're going to pretend it isn't there - not so much."

Victoria Ayers

"Title IX really impacted higher education tremendously ... it certainly opened the door to having diversity and equity represented in an official capacity," says Victoria Ayers, business development manager at Academic Search, an executive search firm for higher education and related organizations.

Ayers, a recruiter for higher education for more than 25 years, recalls how different things were early in her career. In the mid-2000s, she was a member of the INSIGHT editorial board and wrote a human resources

Institutions, Tribal Colleges and Universities, and in print publications such as INSIGHT.

Institutions started to require that at least one underrepresented candidate be included during every stage of the hiring process, which allowed greater opportunities for diverse candidates to be hired.

The Civil Rights Movement and student activism led to an expansion of curriculum focused on underrepresented populations, and ultimately, greater campus diversity. In 1980, White students made up over

PIVOTAL MOMENTS IN HIGHER ED DEI _ 🗆 X ব 🚖

Grutter v. Bollinger, a landmark U.S. Supreme Court case in 2003, had a profound impact on DEI efforts in higher education. By reaffirming the principle that promoting diversity in college and

society at large. The decision upheld the constitutionality of race-conscious admissions policies in higher education, which encouraged the expansion of various initiatives to support underrepresented students. such as implementing outreach programs, scholarship opportunities, and holistic

admissions processes that considered a range of factors, including race,

university admissions is a compelling

state interest, the case acknowledged

that a diverse student body benefits not

only the educational experience but also

socioeconomic background, and life experiences. Colleges and universities across the country saw this decision as an endorsement of their efforts to create more diverse student bodies, as long as they could demonstrate that their policies were narrowly tailored and did not employ strict quotas.

While Grutter v. Bollinger represented a significant victory for proponents of diversity in higher education, it was overturned earlier this year in another landmark decision by the Supreme Court, which prohibited the use of race as a factor in admissions. Nevertheless, Grutter was critical in the implementation and expansion of numerous DEI efforts over the past 20 years.

80 percent of U.S. college students. That number dropped to 54 percent in 2020, according to the National Center for Education Statistics (NCES).

As diversity among students increased on campuses, the call for more diverse faculty and staff followed, along with a growth in DEI (diversity, equity, and inclusion) research and programs.

While representation of faculty and staff has broadened, it has evolved at a much slower pace than student diversity. The share of non-White, full-time faculty members grew by 10 percentage points from 1997 to 2017, reaching nearly 25 percent, according to the Pew Research Center. In fall 2020, NCES found that nearly three in four full-time faculty members were White across all degree-granting postsecondary institutions. Women accounted for nearly 50 percent of full-time faculty members in 2020 compared with just over 30 percent in fall 1991, according

to the American Association of University Professors.

Gaps are widest at the top of the hierarchy. Today, presidents of color account for a little over one in four and women of color account for just over one in every 10, finds "The American College President: 2023 Edition," a report by the American Council on Education and Teachers Insurance and Annuity Association of America Institute.

"We've come a long way, but it's patchy," Ayers says. "It's better in some places than it is in others. It's better in some eras than it is in others. ... In places where people have enough courage and enough faith in themselves and enough faith in the ideals of our nation to really have the discussion, we see good progress. Where it has to remain under the carpet and we're going to pretend it isn't there - not so much."



"I take the long view and believe that the pendulum will swing back again, with the combined efforts of members of the academy. the employer community and government, as well as the civil rights community."

Shirley Wilcher, JD



Hudson County Community College Champions Diversity, Equity and Inclusion

HCCC's Four Overarching DEI Priorities:

- Supporting an inclusive culture of care at HCCC, including DEI infrastructure and the development of training, programs and initiatives across the College;
- Weaving diversity, equity and inclusion guidelines and practices into recruitment and hiring, screening committee policies, promotion considerations, and succession planning;
- Creating clear and transparent processes for safety, security and incident reporting that are free of intimidation and respectful of confidentiality; and,
- Building community and a sense of belonging by advancing students' academic development, professional growth, and personal transformation.

Proud to host Rev. Al Sharpton and Columbia University Dean of Journalism Dr. Jelani Cobb at HCCC 2023 DEI Summer Retreat!























Enacted in 2012, the Deferred Action for Childhood Arrivals (DACA) executive order, signed by President Barack Obama, provides work authorization and temporary protection from deportation for undocumented individuals who arrived in the United States as children. As of March 2023, there were nearly 580,000 active DACA recipients, according to U.S. Citizenship and Immigration Services.

DACA's influence on higher education has been profound, enabling thousands of undocumented students, often referred to as "Dreamers," to attend colleges and universities without the constant fear of deportation. By providing a pathway to legal status and work authorization, DACA has expanded opportunities for these students to

pursue their academic and career aspirations, contributing to a more diverse and enriched learning environment and workforce. As of 2021, more than 140,000 DACA-eligible students were enrolled in postsecondary education institutions, comprising 34.5 percent of undocumented students, according to the U.S. Census Bureau.

Despite the program's role in promoting access for many, advocacy groups such as the American Immigration Council and the Presidents' Alliance on Higher Education and Immigration continue to urge Congress to pass legislation that offers permanent protections for young immigrants while also broadening opportunities for other undocumented individuals and providing a clear pathway to citizenship.



Although the work may be more behind the scenes in states under fire, by and large, institutional leaders remain committed to building diverse campuses. What remains to be seen, however, is if a diverse pool of faculty and staff applicants can be generated for these schools.

The change in faculty and administrative demographics over the years has been slow for myriad reasons, including pushback through legislation and public policy as well as systemic discrimination and bias.

A lack of deliberate and strategic outreach programs specifically targeting workforce diversity are also

to blame, says Christopher Metzler, JD, PhD, board chair of the Fund for Leadership, Equity, Access and Diversity. Metzler was instrumental in forming the **INSIGHT** Into Diversity Editorial Board and served as a member.

LEAD is part of the American Association for Access, Equity and Diversity (AAAED). Approximately one-half of AAAED's membership hails from academic institutions.

Overall, the academy, despite its unwillingness, must begin to consider who will constitute the future of the professoriate, says Shirley Wilcher, JD, executive director of the AAAED and a member of the INSIGHT Into Diversity Editorial Board.

"The growing demographic shift will demand that this nation undertake an effort to educate and prepare students and potential faculty who are among half of the population that will be more racially and ethnically diverse," she says. "This is, in my view, as Dr. King would say, the 'Fierce Urgency of Now."

Colleges and universities must develop specific targets for increasing diverse faculty on their campuses, invest more in underrepresented students seeking doctoral degrees and prioritize grant applicants for federal funding for undergraduate and graduate research, ensure institutional policies are helping efforts, and

improve the racial campus climate, finds the 2022 report "Faculty Diversity and Student Success Go Hand in Hand: So Why Are University Faculties So White?" by The Education Trust.

Amid challenges posed by the COVID-19 pandemic in 2020, the murder of George Floyd and racial protests across the nation brought a time of reckoning

in which colleges and universities found new support for DEI and recommitted to hiring diverse faculty and staff. This change was reflected in the number of Indeed.com diversity officer job postings, which increased by nearly 125 percent between May and September of 2020.

However, some of this movement was reactionary, Metzler says, and further pushback on this progress comes in the form of new political challenges in 2023. A handful of states, including Florida and Texas, face legislation targeting DEI office operations, hiring, and training. In addition, the banning of affirmative action admissions practices by the U.S. Supreme Court in June may impact hiring and retention practices.

"Right now, we're in such a state of flux because so many states are fiddling around with affirmative action and diversity, equity, and inclusion," says Ayers. "I think we're at a critical point. I'm watching with a great deal of trepidation and interest [to see] what happens."

Ayers observes that only a few public institutions no longer mention diversity in their requests for proposals for employee searches — most continue to mention DEI issues and expect diverse candidate pools.

Although the work may be more behind the scenes in states under fire, by and large, institutional leaders remain committed to building diverse campuses. What remains to be seen, however, is if a diverse pool of faculty and staff applicants can be generated for these schools, Ayers says, given current political constraints. The same applies to the retention of current employees.

Despite what appears to be a perfect political storm, this is a time for institutions to analyze efforts and develop deliberate research and programs that move their goals forward, Metzler says.

Wilcher echoes this sentiment.

"I take the long view and believe that the pendulum will swing back again with the combined efforts of members of the academy, the employer community and government, as well as the civil rights community," she says.



Christopher Metzler, JD, PhD

PIVOTAL MOMENTS IN HIGHER ED DEI

The 2020s



A mural in St. Paul, Minn., depicting George Floyd, created just days after he was murdered by police, represents the Black Lives Matter, police reform, and antiracism movements of 2020. (Mural by Xena Goldman, Greta McLain, and Cadex Herrera; photo by Chad Davis)

The murders of George Floyd, Breonna Taylor, and other Black Americans in 2020 ignited a wave of racial justice movements and protests that reverberated throughout society and spurred a serious reckoning across the U.S. as well as in higher education. These events compelled many colleges and universities to confront systemic racism and inequities within their own institutions, leading to new or heightened DEI programming and policies.

In the months and years following these tragedies, schools have reexamined admissions policies, curricula, and campus

cultures, prioritizing more welcoming, safe, and inclusive environments for Black students and other marginalized groups. This internal reflection and review also led to the establishment of new scholarships, programs, and initiatives focused on addressing racial disparities and increasing support and access for underrepresented students, staff, and faculty.

Despite recent backlash from conservative lawmakers who seek to dismantle DEI offices, policies, and programs, a majority of colleges and universities remain committed to upholding and expanding their DEI efforts.

SPECIAL REPORT: SCHOOLS OF ARCHITECTURE and HOSPITALITY MANAGEMENT





Maui Students **Receive Hospitality** Program Scholarships

The Maui Hotel & Lodging Association (MHLA) has awarded \$61,500 in scholarships to 24 outstanding Maui high school and college students through three MHLA scholarship programs: the **UH Maui College Hospitality and** Culinary Program, the Academy of Hospitality program and the MHLA Member Program. Students were recognized for academic excellence and potential for industry leadership.

Architecture Scholarships for Diverse Students



HOK, a global architecture, engineering, and urban planning firm, recently announced the recipients of its third annual Diversity x Design scholarship, which includes students from several historically Black colleges and universities and Minority-Serving Institutions. The firm granted \$100,000 in scholarships to the diverse group of upper-level and graduate students as part of its efforts to support more representation within the architecture profession and in the design industry.

"Investing in education and in the future of diverse design professionals is not just about enriching the profession," said Ami Shah, an Atlanta-based lab planner and member of HOK's Diversity Advisory Council. "It's also about ensuring that our built environment accurately reflects and serves the needs of all our communities."

Texas A&M Offers New Department of Hospitality, **Hotel Management and Tourism**

Texas A&M University is home to a new Department of Hospitality, Hotel Management and Tourism, offering three undergraduate degree tracks in the industry. Currently, the department offers certificates in professional event management, recreation and park management, hospitality management, and tourism management. Graduate degrees now include a Master of Science and a Doctor of Philosophy in Hospitality, Hotel Management, and Tourism. The department is led by Brian King, PhD, who joined Texas A&M's College of Agriculture and Life Sciences in January 2022.

Howard's Marriott-Sorenson Center Brings Diverse Leaders into Hospitality

By Nikki Brahm

Working in the interior design

sector of the hotel industry wasn't a career path that Jordan Ward knew was even possible as a freshman at Howard University. However, as a program scholar with the Marriott-Sorenson Center for Hospitality Leadership, doors opened and led to her successful career as a project associate at Valley Forge Fabrics Inc.

Ward plans to one day own her own hotel, an idea sparked by a business leader who visited the center during her time at Howard.

"One lady came to the center and shared that she and her husband owned a hotel, and they were both people of color," Ward says. "I remember looking at her as she was talking, and I was, like, 'Why have I never thought of that? I want to own a hotel.'That is literally the definition of 'representation matters."

The center, located within the School of Business, was created in honor of former Marriott president and CEO Arne M. Sorenson, who died in 2021. The J. Willard and Alice S. Marriott Foundation awarded Howard a gift of \$20 million for the project.

"Unfortunately, we tend to see the highest concentration of diversity at the lowest levels of this business," says Ashli Johnson, inaugural executive director. "In order to diversify the executive-level ranks and the owners within hospitality, we knew that we were going to have to be intentional about preparing and developing leaders to

Students are selected as program scholars through an application process. They represent a wide range of majors, including international business,

step into those roles."



Marriott-Sorenson Scholars pose with Sheila Johnson, founder and chief executive officer of Salamander Hotels and Resorts. Johnson is the first African American woman billionaire. (Photo courtesy Marriott-Sorenson Center for Hospitality Leadership)

marketing, accounting, engineering, health care management, interior design, and architecture.

A certificate in hospitality leadership is being developed, Johnson says, and in the meantime, students focus their discipline on the industry.

"The student will graduate with a degree of their choice, so if you are a finance major, you would graduate from Howard with a degree in finance," Johnson says. "But the four years that you spent on Howard's

> campus, you're really wrapped in all things hospitality."

The center offers programming focused on three key areas of the industry: real estate, technology and innovation, and investment. Activities include visits to corporate sites, centerled learning sessions, conference attendance, and networking

opportunities with business executives. One way that students connect with industry veterans is through

an initiative known as Work from Howard Hospitality, where leaders are invited to work at the center alongside students. In addition, students gain internship experience.

Applications for the program began in August 2022 and the first cohort of 20 students entered last fall. The number of students is expected to at least double in size with each new class.

The center has already shown signs of success. In that first year, 100 percent of summer internship students and program graduates earned job placements, says Johnson.

Looking back on her experience as a scholar, Ward hopes those involved are aware of just how much their work impacts students' future careers.

"As a college student, being exposed to industry leaders, to information and trends that are going on, to get ahead of the curve, especially as a person of color, I think that's super profound, and something I'll always be proud of and thankful for," Ward says.



Ashli Johnson



Penn State Reports Find Progress in Hotel Industry Diversity

By Nikki Brahm

Steady strides have been made

in furthering Black leadership, gender parity, and board diversity in the hotel industry. However, progress is slow among top leadership positions, finds a new series of reports published this year by Pennsylvania State University (Penn State) School of Hospitality Management researchers.

With financial support from the American Hotel & Lodging Association (AHLA) Foundation, a charitable division of the AHLA, faculty and doctoral students at Penn State took on research formerly conducted by the organization. They collected data by studying staff profiles on hotel websites, LinkedIn, and other social media.

Hotel companies have achieved gender parity at the director level, as women now occupy more than 50 percent of director positions, according to the study "Women in Hospitality: Sixth Annual Report Benchmarking Women in Hotel Industry Leadership." But such improvements do not apply to higher-ranking positions: women hold one in four top-level positions at hotel companies, and these positions are heavily skewed toward sales, human resources, and marketing.

"What's encouraging is that we're seeing more representation at the lower levels [of leadership positions]. ... these pipelines take time to develop because [when] you look at people's careers, they're going to play out over decades," says Phil Jolly, PhD, associate professor of hospitality management at Penn State. "So it's going to take time for folks in those roles at the lower level to rise into these upper-level positions."

Black employees in hotel leadership positions are also gaining ground in the industry, although representation overall is especially lacking within this group, according to Penn State's report "Black Representation in Hotel Industry Leadership 2023." Black executives held just over 2 percent of jobs from director to CEO levels in 2022. Researchers found one Black C-suite employee for every

Misconceptions about the industry being an unsuccessful career path, due to the challenges inherent in customerfacing service roles and the lingering impact of the COVID-19 pandemic, have slowed enrollment in hospitality education programs, says Jolly.

As part of recruitment and retention efforts, it's important to create opportunities for underrepresented students in hospitality programs. Jolly



"If you have a situation where a large percentage of the population doesn't feel like they are welcomed or understood or have access to the same kinds of opportunities, then the industry is really limiting itself on the talent that it's able to bring into the industry and benefit from."

Phil Jolly, PhD

64 positions and one Black CEO or president for every 92 positions.

In 2022, women occupied just over 31 percent of independent board seats on public hotel company boards, about 9 percent more than the year prior, and Black board members held approximately 6 percent more seats, according to the report "Hotel Industry Board Diversity." Sixty-seven percent of directors new to a board in 2022 were women, and 22 percent were Black. No boards in the hotel industry have yet achieved gender parity.

hopes the Penn State reports put pressure on companies, nonprofits, and other industry groups to implement practices that can accelerate progress.

"Organizations should be looking for the best people, period," Jolly says. "If you have a situation where a large percentage of the population doesn't feel like they are welcomed or understood or have access to the same kinds of opportunities, then the industry is really limiting itself on the talent that it's able to bring into the industry and benefit from."





We are honoring changemakers and heroes. We are fighting health disparities through research. We are influencing the future of health care while educating innovators and leaders. We are changing what's possible.



Spatial and Environmental Justice at Northeastern University's School of Architecture

Design. Communication. Technology. Creativity. Impact.

Architecture is about much more than buildings. At Northeastern, we are invested in working towards spatial and environmental justice in the built environment. Our professionally-accredited program operates across disciplines, using innovative and creative technological approaches to address real-world challenges.

Community Engagement Studio

Assistant professor **Killion Mokwete**'s class, "The Human
Dimension in Local Community
Development," produced
an installation commemorating
the Black Panther Party's history in
Boston's Roxbury neighborhood.

Urban Infrastructure Exhibition

The "Ruggles in Dialogue" exhibit organized by professors **Amanda Reeser Lawrence**, **Lucy Maulsby**, and **Mary Hale** and graduate student **Piers Ellis** features the community-influenced work of pioneering black architects M. David Lee and the late Donald L. Stull.

Anti-Displacement Research

Assistant professor **Lily Song**'s class activates the designer as creative accomplice to place-based activists and communities, asking: how do we reformulate planning and design to work alongside anti-displacement movements?

Participatory Mapping

Assistant professor **Cara Michell** produced work for the *Emergen-C Archive* at the New Museum which illuminates the policies and philosophies that affect both the built environment and the psychologies of those who inhabit it.

Learn more here: camd.northeastern.edu/architecture/

















Architecture Students Design Innovative Refugee Shelters

By Erik Cliburn



A rendering of Bennett Resnick's "Fambul" design for a refugee shelter in Sierra Leone.

Channeling their creativity and

skills for a common good, students at the University of Miami School of Architecture (U-SoA) designed shelters that could be used to house refugees and displaced peoples around the world. They were responding to a dire need illustrated by United Nations Refugee Agency data from 2021 that showed nearly 90 million refugees worldwide were fleeing persecution, war and violence, human rights abuses, natural disasters, and other destabilizing events and seeking refuge in other countries.

The U-SoA project, the Summer Design Studio challenge, tasked 13 architecture students with creating innovative designs for emergency deployable shelters that had to differ from typical refugee tents by utilizing sustainable local resources. Allowed to choose any location globally, students were also asked to design dwellings that resembled houses and could form a cohesive community.

The project was essentially a condensed version of urban design planning, says Veruska Vasconez, a U-SoA lecturer and studio instructor.

"The idea was to create a space that was similar to a house and that together would look like a community," says Vasconez. "It is remarkable how creative they [could] be in the short time they had."

In addition to honing their design skills, the challenge was intended to help students understand the cultural contexts of their chosen locations, learn to account for local climatic conditions, and incorporate regionally available materials into their designs,

says Vasconez.

Bennett Resnick, a fourth-year student, focused on creating a shelter village in Freetown, Sierra Leone. His design, "Fambul," aims to provide refuge for individuals at risk of disease and flooding in the high-poverty areas of Freetown, situating the conceptual settlement in a less populated, more secure area called Lion Mountains.

Resnick's project features structures built with bamboo, which can be locally sourced, with separate sleeping, dining, and bathroom areas. The units are intended to be clustered in a way that can accommodate individual families or multiple families sharing common spaces. The design also incorporates solar panels and a rainwater harvesting system.

"This area is located in a rainforest, and they get a lot of rain in the summer. So I raised the structures to protect them from flooding," says Resnick. "I included a rainwater harvesting system so that some of this rain could be used for crops or flushing the toilet or cooking or showers."

Isabella Adelsohn, a fifth-year student, drew from her Colombian heritage for her project. Her design, "Casa Embera," is intended to serve the Indigenous population near the geographically diverse, high-poverty area of Choco, Colombia. They have long faced violence by the National Liberation Army, a military guerilla group in the region. Adelsohn's concept involves the use of local wood for construction and incorporates features like native tree shutters with mosquito nets, sleeping areas for families, hammocks, kitchen spaces, and study rooms. The shelter community would be situated near a rainforest, which would ensure the refugees have access to clean and usable water sources.

Other countries highlighted in student submissions included Bangladesh, Lebanon, and Turkey. The designs were entered into a competition, with two winners set to be chosen this fall by Go Friday, a design firm based in Portugal. The selected winners receive monetary prizes and a weeklong trip to the Go Friday factory.



Welcome Here





COLORADO STATE UNIVERSITY

CSU is a university where we thrive on the energy every person brings, and all are welcome here. Building a Ram community where we embrace our human differences and uniqueness makes us stronger. We are committed to an inclusive climate where all students, faculty and staff feel valued and inspired to realize their full potential. The CSU experience is enriched and driven by the presence of people from a multitude of backgrounds, beliefs and identities who are here to seek opportunity through knowledge and to make the world a better place.

BRING ON YOUR ENERGY.

Learn more at inclusiveexcellence.colostate.edu

Researching Racial Wealth Disparities Through an Architectural Lens

By Erik Cliburn

Researchers plan to investigate

the racial wealth gap as it relates to building and environmental design through a new collaboration between Syracuse University School of Architecture and the State University of New York College of Environmental Science and Forestry.

The project, Closing the Racial Wealth Gap through Environmental Justice and Participatory Design, is funded by a \$100,000 grant from Syracuse's Lender Center for Social Justice, which fosters an interdisciplinary approach to advancing racial justice, equity, and inclusion.

By combining research, practice, and teaching, the goal of the project is to consider solutions that make public spaces healthier, more equitable, and accessible, and to use design to empower marginalized communities through improved infrastructure, says Iman Fayyad, assistant professor of architecture at Syracuse and coprincipal investigator for the project.

"There is a lot of opportunity to push our own disciplines in service of climate justice, sustainable building practices, and community involvement," says Fayyad.

Entrenched systems, such as redlining and other harmful zoning policies and regulations, contribute to and exacerbate racial wealth gaps. With this understanding, researchers intend to engage communities using design technologies such as Building Information Modeling (BIM), a holistic design and management process, to empower communities in shaping their local environments.

"The highlight of this project is its focus on participatory planning, a challenge that we will address through



CloudHouse Shade Structure, a temporary pavilion designed by Iman Fayyad, is an example of utilizing architecture and environmental design to address racial inequities in urban planning. The project provided a shady space in a park located in a low-income neighborhood of Cambridge, Mass. (Photo courtesy Iman Fayyad)

... technology and design, merging disciplines, and expertise," says Eliana Abu-Hamdi, PhD, associate dean for research at Syracuse's architecture school and principal investigator for the project.

Initially, researchers will focus on

Syracuse communities. The curriculum will incorporate design research outcomes from the previous phase.

In the project's third phase, the team will assess the applicability of their research and the BIM platform for

"The highlight of this project is its focus on participatory planning, a challenge that we will address through ... technology and design, merging disciplines, and expertise."

Eliana Abu-Hamdi, PhD

environmental justice concerns, such as urban heat islands, accessibility, and construction technologies.

Subsequent efforts will involve sitespecific implementation, including the development of a joint studio course in which students will research, design, and propose public infrastructure solutions for various locations and community needs and facilitate knowledge transferability for similar concerns in different communities. Findings, proposals, and future speculative variations will be presented at the annual Lender Center for Social Justice symposiums in 2024 and 2025.



Our voice echoes our humanity, centering everything we say and do on **inclusion, innovation, and impact.**

Architectural Education Students and Faculty Demand Industry Reform

By Nikki Brahm



The recent Association of Collegiate Schools of Architecture Conference included sessions on the "Equity in Architectural Education" guide. (Photo courtesy Andrea Milo/AIA)

A collaboration between researchers at the University of Washington, the American Institute of Architects (AIA), and the Association of Collegiate Schools of Architecture has led to the development of a guide that sheds light on the state of equity in architectural education, recommends ways to improve, and points to further resources for change.

The report, "Equity in Architectural Education," a recent supplement to the AIA "Guides for Equitable Practice," includes the voices of faculty, students, and departmental administration from focus group interviews. These narratives point to a shared desire to improve the systems

of architectural education. They also highlight the barriers and challenges underrepresented students and faculty often face in the field.

The AIA "Guides for Equitable Practice" provide advice for the industry as a whole. Topics cover intercultural competence, workplace culture, compensation, and recruitment and retention. The supplemental guide was created to make all areas that feed into the continuum of practice more equitable, with a focus on the academic space.



Renée Cheng

Renée Cheng, the John and Rosalind Jacobi Family Endowed Dean of the College of Built Environments at the

> University of Washington, served as the project lead.

One key takeaway from the report is that because the culture of the field is predominantly Western, male, and White, underrepresented students and faculty often feel isolated, says Cheng. Students reported a lack of representative role models and mentors, barriers in accessing resources and tools,

and insufficient depiction of lived experiences in the curriculum. They also feel largely unprepared to address contemporary issues within their

careers, such as climate change, despite expectations that they be the generation to solve them.

"One of the specific issues with architecture is that for so many centuries we've been focused on buildings as either objects or machines, and thinking of them in terms of community anchors and forces for equity and belonging is not what we've [broadly] been doing. ... The potential is huge, but you can't just do it piecemeal," says Cheng. "You have to really let it infiltrate everything you do."

Among solutions highlighted in the report, students, faculty, and administration are advised to identify personal equity values, work to implement practices that match those ethics, and review progress or lack thereof over time.

"One of the specific issues with architecture is that for so many centuries we've been focused on buildings as either objects or machines, and thinking of them in terms of community anchors and forces for equity and belonging is not what we've [broadly] been doing. ... The potential is huge, but you can't just do it piecemeal. You have to really let it infiltrate everything you do."

Renée Cheng

Faculty can do this by consistently exercising and applying these goals, such as having a shared understanding of DEI (diversity, equity, and inclusion) in the classroom, incorporating student input within course content, and scrutinizing admissions and evaluation processes.

Administration can find ways to manage biases in the system and advocate at the level of accreditation and regulation.

Cheng hopes these guides prompt discussions about equity at both businesses and academic institutions. The focus group feedback included in the report can offer new perspectives and the guides can be used to create new standards for DEI or to inform a strategic plan. Young professionals can also use it as a resource to encourage leadership to prioritize equitable goals.

Diversity, Equity and Inclusion in the Built Environment



At the University of Maryland School of Architecture, Planning and Preservation,

we promote social justice, cultural diversity, resource conservation and economic opportunity through our programs in architectural design, urban planning, historic preservation and real estate development.

We invite you to explore how we broaden our built environment practice and research across these many dimensions to reflect the diversity of our communities and citizens.

Located just outside of Washington, D.C., our geographic location allows us to provide a unique combination of world-class resources, interdisciplinary opportunities and community engaged research.



bit.ly/mapp-school



As we close out this 50th anniversary issue, we share with you some inspiration for your continued dedication to the work of DFL

"Inclusion is not a matter of political correctness. It is the key to growth."

Rev. Jesse Jackson

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

Maya Angelou

"Our diversity of faith and color and creeds — that is not a threat to who we are. It makes us who we are."

Michelle Obama

"Until we get equality in education, we won't have an equal society."

U.S. Supreme Court Justice Sonia Sotomayor

> "Our ability to reach unity in diversity will be the beauty and the test of our civilization."

Mahatma Gandhi

"All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions — and society so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom."

bell hooks



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.

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



UTSouthwesternMedical Center

Soar Higher at UNF

Ignite your passion for learning in an invigorating and welcoming environment at the University of North Florida.



An equal opportunity/equal access university