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April 2021
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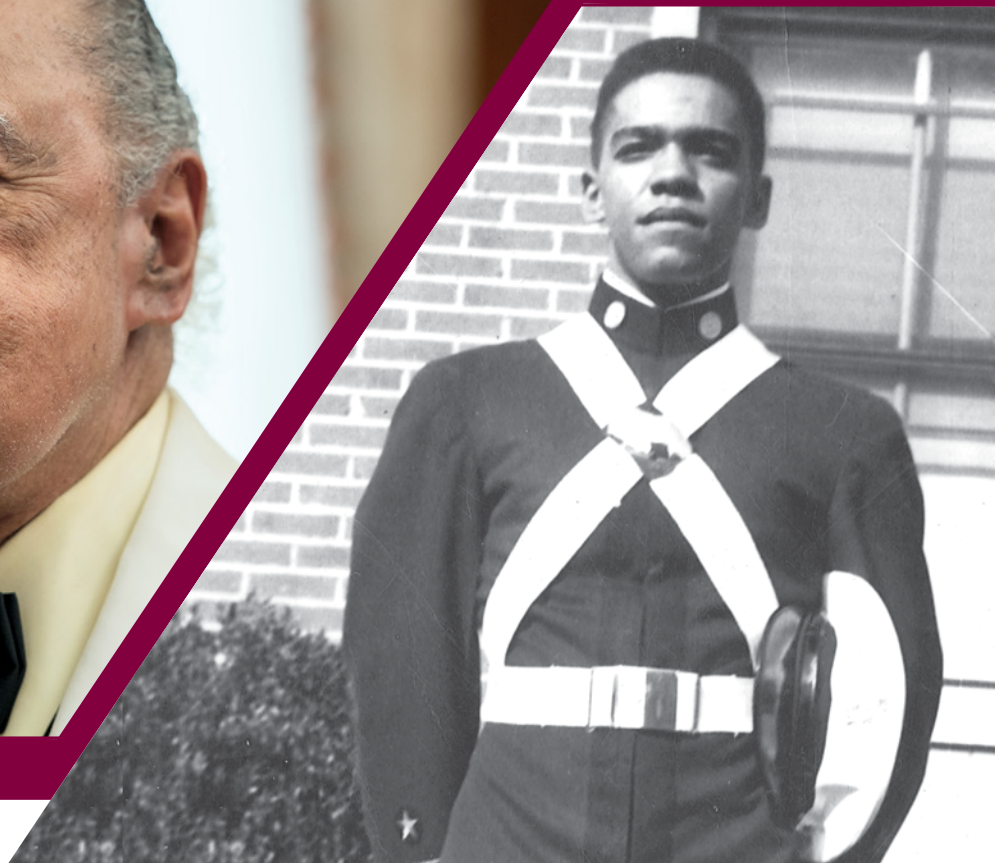
 College of
Education



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TO LEAD

DIVERSITY
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INCLUSION

education.uky.edu/diversePHD

 **IRVING PEDDREW** **CHANGE
MAKER.**

Irving Linwood Peddrew III, was the first Black student to attend Virginia Tech and the first to attend any historically all-white four-year public institution in the 11 former states of the Confederacy. An honor student at his all-black high school in Hampton, Virginia, Peddrew enrolled as an electrical engineering major and member of the Virginia Tech Corps of Cadets.

In 2016, he was awarded an honorary Bachelor of Science degree. Peddrew heroically led so that others could follow and for that we are forever grateful.

We all have a role. Claim yours... vt.edu

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On the cover: A billboard at the University of Kentucky highlights the diverse faculty of the College of Education.



Meet Jacob Martinez: Opportunity maker

Jacob Martinez, a University of California, Santa Cruz, alumnus and an entrepreneur, knows what it means to build bridges and create opportunities.

Founder of a lively technology learning center in Watsonville, California called Digital NEST, Jacob devotes his time and energy to creating a place for young people from rural areas to master their digital skills and connect to professional opportunities. He is a leading voice in technology access and education and a trusted

UC Santa Cruz partner advising campus leadership on economic opportunity, community empowerment, and digital innovation.

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ucsc.edu

Ranked among the **Top Five** universities for social mobility. - U.S. News and World Report.

One of only four members of the Association of American Universities (AAU) designated as a Hispanic Serving Institution.

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Into Diversity

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CIC Selects Seven Schools for Legacies of American Slavery Project

The Council of Independent Colleges (CIC) announced in February the seven colleges and universities that will participate in a multi-year project titled “Legacies of American Slavery: Reckoning with the Past.” The project, led by David W. Blight, a Pulitzer-Prize winning historian and Sterling Professor of history, African American studies, and American studies at Yale University, will rely on each of the seven partner institutions to serve as regional hubs for community-driven research on the continuing impact of slavery.

“In the United States, we live amidst the legacies of a wide variety of historical experiences tied to race, slavery, the Civil War, Emancipation, and Reconstruction,” Blight writes in an essay introducing the project. “And we live in a global historical moment in which the idea of the legacies of slavery seem to be everywhere in the mainstream media and popular culture.”

The CIC’s membership consists of small to mid-sized private liberal arts colleges and universities. Each of the member institutions chosen for the Legacies of American Slavery project, or Regional Collaboration Partners, will focus on one or more “legacy themes” identified by the council during the

multi-year project.

Along with conducting research, the partner schools are encouraged to work with local libraries, museums, and other organizations to promote community discussion forums, organize museum

regional events to promote the project’s mission through 2023. Yale University’s Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition will offer summer workshops and faculty research fellowships for the

Legacy Themes	Regional Collaboration Partners
Commemoration and Memory -----	The University of the South
Contested Citizenship -----	Meredith College
Cultural Creativity -----	Dillard University
Economic Disparities -----	Meredith College
Mass Incarceration -----	Lewis University
Race, Health, and Medicine -----	Centenary College and Huston-Tillotson University
Race, Place, and Migration -----	Lewis University
Racial Violence and Resistance -----	Austin College

exhibits, create online archives and resources, and commission documentary films or podcasts. Over the next three years, the CIC will provide operational grants of up to \$60,000 to support project administration and core program activities, which can involve other regional colleges and community organizations, according to the council.

The Regional Collaboration Partners will each host a conference on the legacies of slavery this spring and will coordinate additional activities and

duration of the project, followed by a national conference in fall 2023.

“Racism — like the constitutional persuasions sometimes practiced, wittingly or not, to defend it — never dies honestly. History is never so easy, and it never stops happening,” Blight writes about the project, echoing the words of Frederick Douglass. “With this sobering awareness we will study the idea of legacies of the most difficult aspects of our past because we have to.” ●

Mississippi Becomes First State to Ban Transgender Athletes from Women’s Sports

On March 11, Mississippi lawmakers passed legislation that bans transgender student-athletes from competing in women’s and girl’s athletics, making it the first state in the country to pass this type of controversial law.

The Mississippi House voted 81-28 to pass the bill known as the Mississippi Fairness Act on March 3. The state senate passed the bill in February with a 34-9 vote. Republican

Gov. Tate Reeves officially signed the bill into law on March 11.

“[The law] sends a clear message to my daughters, and all of Mississippi’s daughters, that their rights are worth fighting for,” Reeves said in a statement.

“Athletic teams or sports designated for ‘females,’ ‘women,’ or ‘girls’ shall not be open to students of the male sex,” the legislation states.

More than two dozen states have proposed similar “fairness” bills this

year, according to a tracker developed by the American Civil Liberties Union.

One of the first actions President Joe Biden took upon entering office was to issue an executive order protecting transgender student rights in school and athletics. “Children should be able to learn without worrying about whether they will be denied access to the restroom, the locker room, or school sports,” the order states. ●

Hesabu Circle Connects Black Mathematicians and Students

Kagba Suaray, a professor of mathematics at California State University, Long Beach, recently created a unique program to combat racial inequities in his field.

Hesabu Circle, named for the Kiswahili/Swahili word for mathematics, consists of virtual monthly meetings for Black math educators and professionals to connect with young African Americans of all ages. During the meetings, participants discuss a variety of topics that highlight how math is used beyond the classroom.

One recent demonstration used turntables to show students how math is used in DJing and hip hop. Suaray and program facilitators have also demonstrated how creating drum patterns, counting beats, and rhyming words involve math.

For Black History Month, Suaray invited scholars to talk about the

origins of math in Africa. The event also included a discussion on famous Black mathematicians such as Elbert Frank Cox, the first African American to earn a doctorate in the field,

NASA made history on February 20 when it launched the S.S. Katherine Johnson, a space station supply ship named for one of the three Black women mathematicians who inspired the 2016 film *Hidden Figures*. The launch took place on the 59th anniversary of the mission that allowed John Glenn to become the first American to orbit the earth — a feat that would not have been possible without Johnson's calculations, according to NASA.

and Katherine Johnson, a NASA computation expert who was one of the subjects of the film *Hidden Figures*.

Data from the National Assessment of Educational Progress has long shown

a racial gap in math scores for students from elementary through high school. The tumultuous events of 2020 inspired Suaray to take action to address these longstanding inequities by launching

Hesabu Circle last fall, he told the *Long Beach Grunion Gazette*.

"When everything went down with COVID and the aftermath of the George Floyd murder, I decided it was time to do more and help fill a gap that we know is there," Suaray stated.

The program's long-term goal is to provide a dedicated space for Black students that fosters education and provides tutoring and lifelong mentorship opportunities, he told the newspaper.

"Math is part of you, [and] it's something you use every day," said Suaray. "We didn't always have role models, but we can be role models for these kids." ●

READ, WATCH, LISTEN

READ: *Everywhere You Don't Belong*

Everywhere You Don't Belong follows Claude McKay Love, a young Black man growing up on the South Side of Chicago, from adolescence through college and young adulthood. Author Gabriel Bump has received widespread praise for his ability to intertwine humor with heartbreak to illustrate Claude's struggle with the typical trials of being a teenager against the backdrop of a volatile and often-traumatic environment. As with many young people, Claude hopes that attending an out-of-state college will help him form his own identity outside of the confines of societal pressures. He soon discovers, however, that being a young Black man in America means nowhere is truly welcoming — or safe. Published by Algonquin Books.

WATCH: *Try Harder!*

The new documentary *Try Harder!*, an official selection for the 2021 Sundance Film Festival, gives viewers an intimate look at the people most affected by the contentious debate surrounding elite college admissions and racial quotas. The film follows five Ivy League hopefuls through their senior year at the majority-Asian American Lowell High, the top-ranked public high school in San Francisco, as they navigate an uber-competitive academic environment and cope with issues as complex as the model minority stereotype. Filmmaker Debbie Lum and her team have stated that the film's mission is to open a healthy dialogue for young people and families to discuss stress, race, and identity with the ultimate goal of improving mental health outcomes. Find select screenings on tryharderfilm.com.

LISTEN: *Hidden Brain: How They See Us*

Now in its sixth year, the popular podcast *Hidden Brain* uses neuroscience, psychology, and storytelling to make sense of the often nonsensical ways that human beings think and behave. The episode "How They See Us" explores the highly pertinent topic of stereotype threat, or the fear of conforming to stereotypes that have been ascribed to one's social group. Special guest Claude M. Steele, a Stanford University expert on stereotype threat, talks about how this negatively affects academic performance for underrepresented students. The episode dissects how stereotype threat affects all people, drawing on insecurities and self-doubt despite knowing that other people's opinions should not define us. Originally aired on February 8, 2021; available for free on hiddenbrain.org and all major podcast apps. ●

National Deaf History Month Celebrates the Power of Student Protest

National Deaf History Month takes place each year from March 13 through April 15 to commemorate the accomplishments of the Deaf and hard of hearing (DHOH) community and their continued fight for equality and inclusion. The time frame is spread across March and April in recognition of three landmark achievements in DHOH education: the 1817 founding of the first American public school for the Deaf; the 1864 founding of Gallaudet University, the world's first higher education institution for DHOH students; and the 1988 hiring of I. King Jordan, Gallaudet's first Deaf president.

The events leading up to Jordan's appointment as president are considered among the most important moments in DHOH history. The Deaf President Now (DPN) movement, as it is now called, was spurred by the Gallaudet Board of Trustees' decision to hire Elisabeth A. Zinser, a hearing person who did not know sign language, as the university's seventh president. The Gallaudet community had long advocated for a Deaf person to lead the campus, as every president in its 124-year history had been non-DHOH.

In response to Zinser's appointment, students shut down campus in a week-long protest. Among their grievances was the fact that a significant majority of employees and campus leaders, including the Board, were not Deaf. Flyers handed out during the protests pointed out that other higher education institutions for specific populations, such as the historically Black Howard University, had long ago handed over governance to individuals who reflected the identity

of their campus community. Greg Hlibok, a student leader of DPN, told *USA Today* in 2018 that the Board's refusal to hire a Deaf president came from a "paternalistic" attitude that denied Deaf people's autonomy.

The DPN protesters were backed by many faculty, staff, and alumni. They marched from Gallaudet — which is located in Washington D.C. — to the Capitol three times over the course of the protest. Then Vice-President George Bush, the Rev. Jesse Jackson, and other national leaders announced their support of DPN. "The problem is not that the students do not hear," Jackson wrote in a statement. "The problem is that the hearing world does not listen."

The Board of Trustees ceded to the students' demands after a week of campus demonstrations. Zinser and the chairperson of the Board agreed to resign, the Board was restructured so that a majority of members were DHOH, and students who participated in the protests were guaranteed immunity from disciplinary action. Shortly afterward, Jordan was selected as president, a position in which he served for 18 years.

Hlibok told *USA Today* that DPN's success gave confidence to Deaf people, including himself; following the protest, he decided to pursue his dream of becoming a lawyer despite people doubting his ability to succeed in law.

"DPN was remarkable not only for its clear sense of purpose, cohesiveness, speed, and depth of feeling," the Gallaudet website states, "but also for its ability to remove the barriers and erase the lines that previously separated the [D]eaf and hearing communities." ●

UT AUSTIN COMMITTEE SAYS CONTROVERSIAL SCHOOL SONG IS NOT RACIST

On March 9, a committee at The University of Texas at Austin (UT Austin) released a report that determined the school's controversial spirit song "The Eyes of Texas" was not racist.

The committee was created during the summer of 2020 to explore the song's origins and meaning. "The Eyes of Texas" sparked controversy after students claiming that its lyrics were racist petitioned UT Austin to no longer play it at university events. Alumni and donors threatened to stop supporting the university if it agreed to ban the song.

The "Eyes of Texas" was written in 1903 by two students and debuted at a minstrel show. It was revised as a solemn hymn after the death of the UT Austin president in 1905. The report states that there is "no evidence the lyrics were intended to show nostalgia for slavery and instead, found facts that supported the song's message of accountability."

President Jay Hartzell said in a statement that people should respect that some may have different interpretations of the song. "However, conversations on college campuses about areas where we disagree are often the most valuable catalysts for change," he stated. "What starts here, through these conversations, can change the world." ●



DEVELOPING DYNAMIC LEADERS IN EDUCATION

The University of Louisville is home to a community of diverse perspectives and backgrounds. Working together, we address global challenges and drive needed change to build a better world here and beyond.

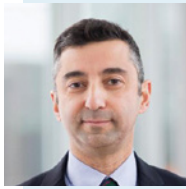
The Multicultural Teacher Recruitment Program (MTRP) within the College of Education and Human Development is a dynamic program centered on diversity and inclusion within educational spaces. MTRP addresses the lack of teachers of color in our classrooms by recruiting and preparing individuals to be educational leaders in our community. Since 1985, MTRP has been a driving force in job placement, networking opportunities, community partnerships and support services.

With innovative programming and a focus on community engagement, the College of Education and Human Development is acknowledging the needs of a diverse community and inspiring tomorrow's leaders to uncover what's possible.

PROUD TO BE A 2020 DIVERSITY CHAMPION.

louisville.edu/education/mtrp

CALIFORNIA



Kerop Janoyan, PhD, was selected as provost and vice president for academic affairs at the University of La Verne. Janoyan previously served as dean of the Graduate School and a professor of engineering at Clarkson University in Potsdam, New York.



Julia Chinyere Oparah, PhD, was selected as provost and vice president of academic affairs at the University of San Francisco. Oparah previously served as provost and dean of faculty as well as a professor of ethnic studies at Mills College in Oakland.

GEORGIA

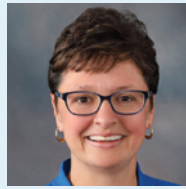


Ravi Bellamkonda, PhD, has been appointed provost and executive vice president of Emory University in Atlanta. Bellamkonda was dean of the Duke University Pratt School of Engineering in Durham, North Carolina.



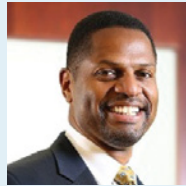
Laura Renée Chandler, PhD, will serve as the inaugural vice president of diversity, equity, and inclusion at Oglethorpe University in Atlanta. Chandler previously served as director of the University of South Dakota Center for Diversity and Community in Vermillion.

IOWA



Amy C. Novak, EdD, has been appointed president of St. Ambrose University in Davenport. Novak was president of Dakota Wesleyan University in Mitchell, South Dakota.

MASSACHUSETTS



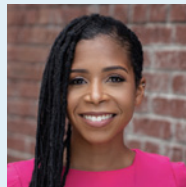
Karl Reid, EdD, will serve as the inaugural chief inclusion officer as well as a professor of education at Northeastern University in Boston. Reid previously served as executive director of the National Society of Black Engineers in Alexandria, Virginia.

MISSISSIPPI



Felecia M. Nave, PhD, will be the first woman to serve as president of Alcorn State University in Lorman. Nave previously served as provost and vice chancellor for academic affairs at North Carolina Central University in Durham.

NEW YORK



Joy Harewood, OD, will serve as the inaugural director of Diversity, Equity, Inclusion, and Belonging and an associate clinical professor at the State University of New York College of Optometry in New York City. Harewood previously served as an adjunct clinical professor for the college and an attending optometrist for BronxCare Health System.

PENNSYLVANIA

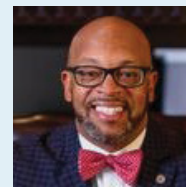


Roderick J. Gilbert will serve as the inaugural chief diversity equity and inclusion officer for the University of Pennsylvania School of Veterinary Medicine in Philadelphia. Gilbert was director of Diversity Pipeline Programs and Outreach for the Pennsylvania State University College of Medicine in Hershey.



Robert Robinson, PhD, will serve as the inaugural vice president of diversity, equity, and inclusion at Northampton Community College in Bethlehem. Robinson previously served as director of multicultural student affairs at the University of North Georgia in Dahlonega.

VIRGINIA



Brian O. Hemphill, PhD, has been appointed president of Old Dominion University in Norfolk. Hemphill was president of Radford University in Virginia.

WASHINGTON D.C.



Marjorie Hass, PhD, was selected as president of the Council of Independent Colleges. Hass previously served as president of Rhodes College in Memphis, Tennessee.

Has your campus recently hired a new administrator? *INSIGHT Into Diversity* would like to publish your news. Please email editor@insightintodiversity.com.

A portrait of a Black woman with short, curly hair, wearing round glasses and large hoop earrings. She is looking directly at the camera with a neutral expression. The background is a blurred, colorful bokeh pattern. The image is split vertically by a solid blue line.

FOCUS ON DIVERSITY

National Arab American Heritage Month

National Arab American Heritage Month (NAAHM) is a time for celebrating the history, contributions, and culture of the diverse population of Arab Americans. In 2019, Rep. Debbie Dingell (D-MI) and Rep. Rashida Tlaib (D-MI) issued a congressional resolution for NAAHM to be recognized on a national scale.

“It is my hope as a strong and proud Arab American in Congress that our nation can uplift our contributions in the United States by supporting Arab American Heritage Month,” Tlaib, a first-generation American, said about the resolution. “Our history here in the U.S. is rooted in our love for freedom and equality, as well as access to opportunities to help our neighbors thrive, and we see this every day in Michigan. From the agriculture sector to medicine and beyond, we have been at the forefront in building our country without losing our rich culture.”

Rep. Donna Shalala (D-FL), who is of Lebanese descent, told the House that NAAHM is extremely meaningful for “recogniz[ing] the contributions of the 3.7 million members of my community in the United States. In medicine, law, business, technology, civic engagement, government, and culture, Arab Americans have been, and continue to be, an invaluable part of the mosaic of American life.”

Who is considered an Arab American?

Arab Americans have ancestry in one of the world’s 22 Arab nations, which are located **from northern Africa through western Asia**. The people of these nations are ethnically, politically, and religiously diverse but share a common cultural and linguistic heritage.

The world’s 22 Arab nations are Algeria, Bahrain, the Comoro Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Libya, Morocco, Mauritania, Oman, Palestine, Qatar, Saudi Arabia, Somalia,

Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen.

Terminology

In the U.S., many people conflate “Arab” and “Middle Eastern,” but linguistic and geographical factors mean that **these terms are not fully interchangeable**, according to the Arab American National Museum (AANM). The Middle East includes non-Arabic nations such as Iran, Israel, and Turkey. Similarly, not all Arabic nations are located in what is considered the Middle East — including Egypt, Algeria, and Morocco.

Religion

A common misconception is that all Arab Americans are Muslim. Approximately 25 percent practice Islam, and an estimated **63 to 77 percent are Christian**, according to the Arab American Institute.

Language

A 2016 study by the Pew Research Center found that Arabic is the **fastest growing language** in the U.S. The number of people who speak Arabic at home increased by 29 percent between 2010 and 2014.

Population Size

There are approximately **3.7 million Arab Americans** in the U.S.

Immigration

Political instability and war have led to a significant rise in Arab immigration. Since the U.S. invasion of Iraq, the number of Arab American refugees has skyrocketed, with **nearly 70,000 moving to the U.S. in 2017**, compared with just 26,000 in 2003. President Donald Trump’s Muslim travel ban and immigration policies, however, decreased the number of refugees able to find asylum in the U.S. in recent years.

Education

Arab Americans are among the most educated demographic. More than 40 percent have a four-year degree, and **17 percent have a postgraduate degree**, according to the website arabamericanstories.org.

Supporting Arab American Students

Arab Americans have long been “left out of the academic discourse, remaining a woefully understudied population for aspiring undergraduate and graduate students pursuing degrees in counseling, psychology, and social work,” writes Souzan Naser, an associate professor and counselor at Moraine Valley Community College, in a recent article in *Liberal Education*.

Naser’s research shows that many campus counselors have not been trained to meet this population’s unique needs. **“Yet many Arab and Muslim students are in desperate need of counselors** who understand students’ issues within the context of culture, politics, and religion and who will not use Arab American identities against the students,” Naser writes. Colleges and universities must understand how anti-Arab sentiment and the rise in xenophobia affects these students if they are to support them.

“Arab American students’ lived experiences today are jeopardizing their academic success and emotional well-being. Some are living in a state of hyperarousal — trying to manage racing and unsettling thoughts in anticipation of danger, their minds and bodies on permanent alert,” Naser argues. “Others are despondent or in a state of hypoarousal, feeling numb and empty. **Students who have had their experiences dismissed, misheard, or judged** will feel discouraged about returning to see a counselor.” ●



WHEN DIFFERENT PERSPECTIVES MEET, THE WORLD OPENS UP

We don't seek a new "normal" at the University of Kentucky.

We aspire to reimagine and reinvent who we are, while remaining firmly fixed on our missions of education, research, service and care.

Such a community is one that accepts - and embraces - everyone for who they authentically are as people.

We must recognize differences, not as points of division, but as powerful symbols of our common and shared humanity.

And we must examine, change and transform systems, policies and practices that have embedded racism or privilege for one group of people over another.

We have made progress - enrolling and graduating more students of color than any university in our state. We are more diverse than at any point in our history. We have worked to open doors of access and opportunity to more students.

But those are building blocks, not a completed project.

For months, hundreds of members of our community - faculty, staff and students - have worked together on dozens of projects as part of our Diversity, Equity and Inclusion initiative.

It's a campus-wide commitment.

We are examining how facilities, buildings and our campus landscape can encourage inclusion and acceptance.

We are investing in diverse art across campus and additional training for our people around issues of bias and anti-racism.

We are seeking ways to expand the pipeline for internships and professional development opportunities for students, faculty and staff.

These projects represent a start, not an end.

It's an acknowledgment that the work of anti-racism is not a project for a semester or academic year, but for an institution and a lifetime.

My deepest hope is that we proceed with a renewed and awakened faith in what our world can look like when we ask ourselves how we can do better - be better - for our brothers and sisters.

We have much to do.

But this campus fills me with hope.

Eli Capilouto
President



Learn more about our efforts at: go.uky.edu/dei
An Equal Opportunity University



UNIVERSITY OF
OREGON

College of Education

No. 3

SPECIAL EDUCATION
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THE NATION

No. 4

GRADUATE SCHOOL
OF EDUCATION
AMONG PUBLIC
INSTITUTIONS

No. 11

GRADUATE SCHOOL
OF EDUCATION IN
THE NATION

~~PEOPLE~~ RESEARCH DRIVING CHANGE



We've been transforming our college in the last half dozen years by adding new people with new ideas, lived experiences, and diverse expertise. As a result, we are demonstrating "proof of concept" for the notion of "diverse excellence." Our new faculty hires have expanded our areas of inquiry including, Indigenous studies and teacher education, health promotion and obesity prevention, and alternatives to school disciplinary actions disproportionately applied to black and brown children. Yes, our research is "driving change" but it is our people; faculty, staff, and students alike, who are creating the research that is allowing us to make new advances in knowledge and practice.

We will continue on this mission of adding diverse student, faculty, and staff talent to drive our intellectual leadership. Join us. If you are a prospective student you will find information about our academic programs and contacts on our website. If you are looking for post-doctoral, faculty, and pro-tempore teaching opportunities, visit our employment opportunities websites periodically.

And, you may contact me directly at educationdean@uoregon.edu.

Take care,

R.W. Kamphaus, Professor and Dean



University of Oregon
Listen. Learn. Act.

around.uoregon.edu/listen-learn-act



Experts Are Cautiously Optimistic for Graduates Entering the 2021 Job Market

By Erik Cliburn and Mariah Bohanon

New and soon-to-be college graduates have faced a perilous job market since the onset of the COVID-19 pandemic, yet many reports show that employment prospects could be looking up for students completing their degrees in 2021.

In October, the National Association of Colleges and Universities (NACE) announced that its annual Job Outlook Survey found that most employers planned to “essentially maintain hiring for Class of 2021 graduates at 2020 levels, with a drop of just 0.1%,” according to a press release. The association attributed this positive news to the fact that some industries, such as pharmaceutical manufacturing and wholesale trade, have grown during the pandemic. Furthermore, many employers have adapted their hiring strategies to work within the limits of the pandemic rather than being deterred by it, according to NACE. The negative impacts on the economy have been “offset as employers shifted their college recruiting approaches and operations to meet — or at least account for — the challenges the pandemic has created,” the association states.

Of course, much research has shown that women and people of color have been hit hardest by job losses because of COVID, even as the economy begins to recover. In February, Black unemployment increased to nearly 10 percent despite the national rate dropping to 6.3 percent. Women of color have experienced the greatest impact, with the U.S. Bureau of Labor Statistics reporting that Black women and Latinx women have suffered a 10 percent and 8.6 drop in employment, respectively, since February 2020.

Despite these dismal numbers, the future is still likely to hold better

prospects for underrepresented job seekers and women. NACE released a report in November showing that 90 percent of employers indicate they have a diversity recruiting strategy for the Class of 2021. Many plan to work with institutions such as historically Black colleges and universities and professional associations to increase their number of African American, Latinx, and women employees.

Though the job market for recent

Positive Projections for the Year Ahead

As more Americans gain access to the COVID-19 vaccine, there is evidence that employers across the board are eager to return to a sense of normalcy. Investment firm Goldman Sachs released a report in March projecting that the national unemployment rate could drop to 4.1 percent by the end of 2021. Experts predict the figure could be even lower depending on government stimulus funding and the rate at which the economy recovers for sectors hit hardest by the pandemic, such as travel and hospitality. Goldman Sachs and U.S. Treasury Secretary Janet Yellen both indicate that the economy could return to pre-pandemic payroll levels well before 2022.

graduates has not fully recovered, there is a light at the end of the tunnel, says Deborah Herman, director of Employer Relations and Recruiting at Clemson University’s Center for Career and Professional Development (CCPD). While the university is still in the process of collecting employment data from students who graduated over the course of the past year, there

has been a steady rise in online job postings in recent months, Herman says. This is a great improvement from the beginning of the pandemic when employment prospects were so low that some employers had to rescind job and internship offers.

“I’m seeing it looking a little better, because we’re getting a lot more job postings coming in, and what employers are telling me is that they are trying to do some hiring, just maybe not as much as [before],” explains Herman. “It depends on the industry and their products and services.”

The majors that are seeing the most job opportunities right now include accounting, computer science, mechanical and electrical engineering, logistics management, and finance, according to Herman. Industries like health care, construction, consulting, manufacturing, and sales are posting jobs as well. Unsurprisingly, students studying areas related to tourism and hospitality are among the least likely to find job opportunities in their field, she says. According to the U.S. Bureau of Labor Statistics, these industries lost 3.9 million jobs between March 2020 and January 2021.

One of the greatest challenges for the CCPD has been preparing students for the virtual hiring environment. Just as so many people have had to adjust to online learning and working remotely, conducting the job search process entirely online requires some adjustments, Herman says. Teaching students how to network and interview via virtual meeting software has been a major task. At first, the transition was intimidating for both students and career center staff, but most have come to realize that operating in virtual environments can expand possibilities

“You guys are part of a generation that knows how to create more than any generation before,” Roth told the audience. “You know how to be your own brand. You’ve got to take advantage of that.”



for job coaching and networking.

A January survey by online job search company Handshake found that students see both benefits and drawbacks when it comes to remote hiring. Nearly half of the survey’s 1,000 respondents said they felt more comfortable in an online interview environment, but 52 percent reported being concerned that the process would hinder their ability to effectively communicate and connect with interviewers.

In recent months, Herman has worked closely with recruiters to set up online mock interviews, webinars, and virtual career fairs to help students succeed despite the limitations caused by the pandemic. Companies and organizations hoping to hire soon-to-be graduates were vital in helping the CCPD and students in these efforts.

“Employers were awesome, and they still are,” Herman says. “We just cannot believe all the information sessions and webinars that employers are trying to offer to connect with students.”

She encourages upcoming graduates to remember that despite technology now playing a bigger role in the job preparation process, the basic elements for landing a job by standing

out to potential employers remain the same. Ensuring that you are as knowledgeable as possible in your particular field and have prepared for interview questions ahead of time are still vital for success, for example. Herman also recommends that students whose degrees are not currently in demand consider expanding their job search to see where their skills may fit in with other industries.

Other job search experts have offered similar advice for students and recent graduates who are struggling to find employment in their chosen field. Many encourage students to apply for jobs outside of their region, as more professions than ever before are transitioning to remote work environments. Job seekers can also take advantage of the time available to learn new skills online, especially as some companies have started offering virtual training and classes for free since the start of the pandemic.

“Your dream job isn’t available right now [and] that’s okay,” LinkedIn editor-in-chief Dan Roth told students during a virtual town hall special on CNBC in July. “Seek out those industries and opportunities that will get you those skills, and I think you’ll find something that you never

expected to have.”

Roth also encouraged new graduates to take whatever jobs were available to them so that they could demonstrate to employers that they were staying engaged with the marketplace, even if just through the gig economy. He also recommended that job seekers continue building their unique brand through “side hustles.” One recent graduate in the virtual audience reported that he was tutoring online and producing his own podcast, for example, while searching for full-time work.

“You guys are part of a generation that knows how to create more than any generation before,” Roth told the audience. “You know how to be your own brand. You’ve got to take advantage of that.” ●

Erik Cliburn is a senior staff writer and Mariah Bohanon is the senior editor for *INSIGHT Into Diversity*. Clemson University is a 2017-2020 recipient of the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award and a 2018-2020 Diversity Champion.

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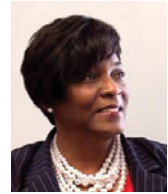
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Supplier Diversity Should Be a Priority During COVID-19 and Beyond

By Cheryl Seals Gonzalez, EdD



During a global pandemic, supplier diversity at colleges and universities may have become an afterthought. This is a strategy used by companies to procure products and services from small and minority-owned businesses. These businesses contribute to local economies, yet their value oftentimes goes unrecognized.

Colleges spend millions of dollars on goods and services annually. However, the current financial focus in higher education is on revenue losses and budget cuts, reopening campuses, keeping faculty and staff employed amid government policy changes, and more. This is having a dramatic effect on suppliers, especially those who are underrepresented.

Colleges and universities generally include social responsibility, equity, and justice in their mission statements, including adopting and maintaining supplier diversity initiatives. However, the institutional mission has not waned and looms larger than ever, especially in the midst of a pandemic.

Research indicates that while these influences are important to a supplier diversity initiative, none are individually sufficient. Organizational understanding of this diversity is critical to the extent to which a supplier diversity program is implemented. The experience of personnel leading these programs, along with visibility in the business community, also affect the organization's success. Cultural and political norms, likewise, can influence program outcomes.

Colleges and universities, businesses and corporations, and community and government organizations are all stakeholders in higher education procurement. Each has a role to play in making supplier diversity viable. Their relationships increase the chances

of success for such programs. During a pandemic fueled with competing financial interests, these relationships are crucial for non-mandated supplier diversity initiatives.

Incorporating supplier diversity objectives is a great way to demonstrate your institution's commitment to diversity and inclusion. Supporting small and minority-owned businesses, regardless of an owner's race, ethnicity, gender, disability, veteran status, or other potential discriminating factor benefits

National Small Business Week takes place May 2-8 and celebrates small businesses and their contributions to local communities. It recognizes the community partners that provide entrepreneurs and small business owners with resources and support, including small business development centers (SBDCs) housed on college campuses.

Through partnerships with the U.S. Small Business Administration and local and state governments, SBDCs offer training, research, and other assistance to help entrepreneurs achieve their dreams.

everyone. Making this support part of an inclusive business development continuum helps economic growth.

Select leaders in supplier diversity have noted that colleges and universities tend to give precedent to student and employee diversity and inclusion initiatives; therefore, some leaders in the higher education consider supplier diversity to be the "third leg" of diversity.

Throughout U.S. history, there has been a push for small and minority

business participation to have access to procurement and purchasing in companies and government. It can be argued that once these businesses began expecting equal treatment, differences in the ideals of a free enterprise system unfolded.

Yet, despite philosophical underpinnings that changed leadership accountability, success in supplier diversity has been built on community engagement rather than state mandates or external drivers, according to Larry Ellis, former head of supplier diversity at University of Florida (UF). He says that at UF, it became a moral duty to support any business willing to provide products and that could compete with transparency. Faylene Welcome, head of UF supplier diversity after Ellis, adds that, "Goodwill in the community, from small and minority businesses, corporations, and government agencies enhanced donor and recruitment efforts for UF." Supplier diversity became an award-winning part of UF's mission.

Despite COVID-19 and other challenges, supplier diversity must be a strategic focus. Its benefits extend beyond the traditional goals of teaching, research, and service.

This diversity should have a promising future in higher education. Interactions between minority businesses and procurement officials that are usually based on a legal focus can be successful when administered within a framework of opportunity for the betterment of the institution. ●

Cheryl Seals Gonzalez, EdD, is the chief diversity officer of Hillsborough Community College in Tampa, Florida. She is also a member of the *INSIGHT Into Diversity* Editorial Board.



Leading the Way on Anti-Racism

The world is changing before our very eyes. This reality requires us to continually reevaluate how we live up to the principles of diversity, equity, and inclusion. For decades, Indiana University has been at the forefront of this work, striving for a learning environment to benefit people from all backgrounds.

Protests in the wake of the murder of George Floyd by Minneapolis police and the disproportionate impact of COVID-19 on Black Americans have renewed critical conversations about structural inequities in this country. It also serves as a powerful reminder of why colleges and universities must condemn intolerance and racism and do everything possible to ensure campuses remain places where differences are respected, valued, and protected.

Indiana University adamantly believes that the opportunity to live and work in a world that builds upon the contributions of everyone is not just a privilege but a right of life. This belief is why we are leading the way on anti-racist work in higher education, putting words into action by creating and funding initiatives that support racial justice research, explore issues of racial equity, and raise awareness about equality for all.



On this front, IU has taken significant steps to address social injustice and promote an anti-racist agenda. This work includes:

- **Racial Justice Research Fund.** Jointly supported by the offices of the Vice President for Diversity, Equity and Multicultural Affairs James Wimbush and the Vice President for Research Fred Cate, this fund provides grants for IU faculty, connects researchers, hosts an ongoing “Racial Justice Research Workshop” series, and much more.

- **Pandemic Health Disparities Fund.** With an investment of \$1 million from the Office of the President, the fund focuses on a broad range of wellness needs for students on all IU campuses, especially COVID-19's impact on African American and Hispanic communities.
- **HRSA grant to IU School of Medicine.** The IU School of Medicine was recently awarded a \$7 million grant by the Health Resources and Services Administration to help the school educate medical students to better care for underserved populations. This grant is aimed directly at making the IU School of Medicine a leader in eliminating health care disparities.
- **Renaming of building.** Indiana University has renamed a Bloomington campus gymnasium named after a former trustee, Ora Wildermuth, who was against racial integration. The building is renamed for legendary IU basketball player Bill Garrett, honoring his contributions to the integration of athletics and the university.
- **Police Chief Community Advisory Board.** Designed to serve as a resource and connection between an Indiana University Police Department campus division and the students, faculty, staff and the communities the division serves, the Police Chief Community Advisory Board has four strategic objectives: awareness, communications, monitoring, and reporting.
- **University diversity programs and policies.** This work involves a thorough assessment of all diversity, inclusion, and inclusive excellence efforts and programs via diversity mappings across all campuses.

“Now is the time to stand up for what is good and right. Higher education, in particular, has a special obligation to do so. We believe Indiana University’s anti-racist agenda will be a key driver of our institution’s success against racism. It is a way of thinking about Indiana University’s approach to addressing racism—and one that describes how we do business, how we educate, and how we advance IU’s culture of belonging,” says IU’s James Wimbush.

Visit antiracist.iu.edu to learn more.



INDIANA UNIVERSITY



David Perry, assistant vice chancellor and police chief at the University of North Carolina at Chapel Hill, says he believes that police culture should change. His 20-year career includes serving on college campuses during three hurricanes and one active shooter incident.

CAMPUS POLICE CHIEFS LEAD THE WAY FOR INNOVATIVE LAW ENFORCEMENT REFORM

By Mariah Stewart

At many schools, campus police departments and diversity offices operate as separate entities, rarely, if ever, interacting.

At Iowa State University (ISU), however, the chief of police checks in with the Office of the Vice President for Diversity and Inclusion (VPDI) twice each week. Before the COVID-19 pandemic struck, when more people were living and working on campus, he would call the office every day.

Having regular check-ins regarding police activity is just one way that Michael Newton, PhD, chief of police and associate vice president of public safety, works to ensure that the ISU Police Department (ISUPD) is maintaining a safe and equitable environment for all.

At a time when so many Americans have lost faith in law enforcement, college campus police departments are uniquely suited to bring about change and innovation in policing, he says. Such change necessitates full transparency and collaboration with the entire community.

“Reform of the criminal justice system and law enforcement is doable by all organizations, but higher ed is generally a more collaborative environment,” Newton explains. “Being in this environment means we’re led by people who by nature look at how to solve issues and problems.”

Newton has orchestrated several reform efforts since joining the ISUPD in 2017, including creating a formal partnership with the VPDI office, which he says was one of the best moves his department has ever made. Together, they were able to launch an initiative called Campus Conversations that brings officers and community members together to talk about issues such as police reporting, suicide awareness, and more.

Newton says that if it were not for Reginald Stewart, ISU’s vice president

for diversity and inclusion, necessary conversations such as these would never have happened.

“Dr. Stewart has been a mentor to us all. He was able to get us in front of groups that weren’t always willing to talk with law enforcement,” he says.

ISUPD has taken other steps to improve community trust in law enforcement, including showing solidarity with students during Black Lives Matter protests and working with a student oversight advisory board. When it comes to handling mental health crises, the ISUPD uses certified therapy dogs for responding to calls about and following up on distressed students. The department also recently hired a professor to analyze its annual traffic stop data. All of these unique efforts earned the ISUPD the 2020 Award for Innovation and Community-Oriented Policing from the International Association of Campus Law Enforcement Administrators (IACLEA).

The association, which represents more than 1,000 colleges and

Research shows that women in law enforcement have fewer incidents of excessive force and misconduct. In recent years, many schools — including Ohio State University, Purdue University Fort Wayne, and the State University of New York at New Paltz — have hired their first woman police chiefs.

universities across 11 countries, has also taken recent steps to encourage reform. In 2020, it launched the IACLEA: Shaping the Future of Policing & Public Safety program to “support members’ efforts to engage in police reform at campus, state, and local levels,” according to its website. The program provides online resources and has hosted virtual summits on topics such as trust and legitimacy, policy and accountability, and more.

David Perry, a former president of IACLEA with more than 25 years of experience in campus security, was hired as assistant vice chancellor and chief of the University of North Carolina



Michael Newton



The UNCPD and its communication division recently received accreditation from the Commission on Accreditation for Law Enforcement Agencies, Inc., which is considered the “golden standard” in policing. The Communication Division is one of only a handful of accredited university communication centers in the United States, according to UNCPD Chief David Perry.



The Iowa State University Police Department (ISUPD) partnered with the International Students and Scholars Office to host a community policing event in October 2019. Students ate, played games, and connected with officers from ISUPD and other departments.

at Chapel Hill Police Department (UNCPD) in 2019 after the university launched a nationwide search for someone with “a proven track record in community policing and strong experience building communication and trust,” the UNC website states.

The campus has been home to tumultuous protests in recent years, including multiple demonstrations by White nationalists who wanted to preserve a famous Confederate statue and by students who demanded that it be removed. Hiring Perry was part of a series of reforms recommended by the UNC Campus Safety Commission (CSC), which was created to repair student-police relations following these protests.

The most important thing for an officer to remember is that they should be an active part of campus, not just “an afterthought” that only shows up when there is a crisis or a conflict, Perry says. “University police are meant to be interwoven into the daily lives [of the community] by interacting, engaging on committees, and attending events so that it’s not a shock to the conscience when people see them,” Perry explains.

Eliminating militarized responses

to nonviolent protests is another way to build trust while protecting First Amendment rights, he says. For example, when patrolling a Black Lives



David Perry

Matter protest following the murder of George Floyd, Perry drove a golf cart to help transport people while other officers remained in the area on standby.

In addition to increasing officer participation on campus, it is equally important that students and employees engage with and take part in police operations, Perry says. The UNCPD website allows students to invite officers to community events, host safety presentations, or even request ride-alongs.

Perry has also created a more transparent hiring process that involves collaboration with the campus community. “We bring in representatives from the student government, student affairs, and all

cross sections of the university to come and sit in on our interview panels so they can see the men and women we are considering for these jobs. [New hires] are not just working for the police department, they’re working for the very people that are helping interview them,” he says.

In a May 2020 report, the CSC states that many of its recommendations for campus police reform — including transparency with law enforcement procedures and better communication — have been successfully implemented.

Perry agrees with Newton that these types of changes are easier to achieve for police departments working on college campuses because they tend to be more collaborative environments where officers can work one-on-one with administrators and scholars who are dedicated problem solvers and change agents. He also thinks that more collaboration between college

The most important thing for an officer to remember is that they should be an active part of campus, not just “an afterthought” that only shows up when there is a crisis or a conflict, Perry says.

and local law enforcement could help bring about broader police reforms by enabling them to share best practices for community policing, accountability, and more.

“There is still lots of work to be done within our own agencies to make sure that we are hiring the best people, training them appropriately, and making sure they’re receiving education as needed,” Perry says. “And most importantly, holding them accountable to their actions and standards when they go outside the line of what we expect.” ●

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*.



“Diversity and inclusion are more than just a strategic goal at Florida State University — it’s at the heart of everything we do as an institution.”

– **John Thrasher,**
President, Florida State University

Florida State University is proud to be recognized as a Preeminent University by the State of Florida. An acknowledged national leader in student retention and graduation, we help our students graduate with focused plans for careers or graduate degrees. Our preeminent faculty earn over \$500,000 in external research grants every single day of the year.

The university’s four-year graduation rate is 74 percent, placing FSU first in the State University System of Florida and in the top 10 nationally among public universities. More significantly, it’s the highest four-year graduation rate in the State University System’s history. In addition, FSU posted a six-year graduation rate of 84 percent — also a university record.

Florida State’s Center for Academic Retention and Enhancement (CARE), which provides first-generation and underrepresented students the necessary resources and support network they need to flourish in the collegiate environment, is nationally recognized for its efforts in this area. Over the past several years, Florida State has virtually eliminated disparities in retention rates among its diverse undergraduate population, which includes nearly a third who are Pell Grant recipients and first-generation college students. This year, CARE students outperformed FSU’s general student population in freshman retention rate — 96.2 percent to 95 percent.



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Students Raise Concerns About Equity and Privacy of Online Exam Technology

By Lisa O'Malley

Over the course of the COVID-19 pandemic, many faculty members learned to rely on innovative software and virtual services to maintain a sense of normalcy for students in online classes as well as to uphold educational standards. One of the most convenient and popular methods for doing so is the use of automated test proctoring, which is designed to prevent cheating when professors cannot directly monitor students as they would in the physical classroom.

Companies such as ExamSoft and Proctorio that offer these services experienced a spike in demand after many colleges and universities moved courses online last spring. An April 2020 poll by the nonprofit organization Educause found that 54 percent of higher education institutions were using remote proctoring software. A recent report by the firm Blueweave Consulting and Research projects the market for these products to reach \$915.6 million by 2027.

This technology, however, is far from perfect when it comes to ensuring that online exam proctoring is fair and equitable for all. Underrepresented students and those who already face disadvantages such as learning disabilities have reported unique challenges with virtual exam software. Others claim that the technology violates student privacy.

The software works by recording students through their webcams during exams as well as tracking the websites that they visit while they are taking tests. A combination of artificial intelligence (AI), machine learning, and biometrics — or physical characteristics used to identify individuals — monitors test takers and flags behavior that may be indicative of cheating, such as speaking aloud, typing too slowly, or moving one's eyes away from the screen for too long. Professors can review the footage later and decide if flagged incidents actually involved cheating.

Students with disabilities struggle with this technology

because it prohibits movement. A neurodivergent student may be flagged for fidgeting or exhibiting physical symptoms of stress, such as facial tics. Some with physical disabilities may not be able to sit still for long periods of time. Students with impaired eyesight can run into problems with the eye monitoring component of the software. Furthermore, those with medical conditions that require them to self-administer medication also have the potential to be flagged.

Test proctoring technology has presented other challenges for underrepresented students beyond false accusations of cheating. A transgender student at the Georgia Institute of Technology told *Teen Vogue* in October that they felt discriminated against while using Honorlock, an extension of Google Chrome that monitors exams. The student had to use their state-issued photo ID to verify their identity, which meant providing their birth name and thus outing themselves as

transgender to their professor.

The ExamSoft platform has been accused of exhibiting bias against students of color. After taking the bar exam online, many law school graduates used the hashtag #barapocalypse to post about their negative experiences with ExamSoft on social media. Several Black test takers claimed they were asked to shine more light on their faces so the program could detect their physical features and verify their identities, while White counterparts did not have the same issue.

The American Civil Liberties Union wrote a letter to the Supreme Court of California in July opposing the use of ExamSoft, citing the software's "inherently biased" facial recognition technology and its potential violation of the California Consumer Privacy Act. The advocacy group Lawyers' Committee for Civil Rights Under Law told officials at the State Bar of California that it would file a lawsuit if the state continued to use remote monitoring for the bar. Despite these objections, officials say they plan to continue using the technology.

Privacy is also a central concern. The exam software grants faculty members access to video and audio recordings of students; some programs allow them unlimited access to this footage even after an exam is completed. Some also provide students' IP addresses, which can be used to identify their specific locations. Data breaches are another worry. In August, ProctorU announced that more than 440,000



Students who are parents or caretakers for elderly relatives have reported facing challenges with automated test proctoring due to the software's tendency to flag off-camera voices, background movement, and other indications that another person is nearby.

Student's Story of False Cheating Allegations Goes Viral

In a TikTok video that went viral in October, a distraught college student describes how she received a failing grade on an exam after the test-monitoring tool ProctorU flagged her for cheating. While she initially received a B on the test, her professor changed the grade to zero after watching flagged footage that showed her repeating the test questions out loud.

"So, just to let you know how online school and college is going, I just took an exam that I studied really, really hard for, and I got a B on it. And it's a pretty difficult exam, so a B is pretty good. And my professor is giving me a zero, because the [ProctorU] Review+ said I was talking when I was just, like, re-reading the question so I could better understand it," the student, who went by the username @_daynuh., said. In a follow-up video, she explains that she was able to have her grade corrected only after taking her case to her university's dean of students.



students' personal information — including addresses, phone numbers, and passwords — had been leaked online.

The numerous problems with these services have raised red flags with lawmakers. In December 2020, a group of Democratic senators led by Sen. Richard Blumenthal (CT) contacted ExamSoft, Proctorio, and ProctorU to request information about how their products ensure equity and protect privacy. The companies denied claims of discrimination, saying that it is the responsibility of the professor, not the software, to make the final decision about whether a student is cheating.

Mike Olsen, CEO and founder of the popular testing service Proctorio, responded in a statement to Blumenthal that his platform helps “preserve the integrity of coveted degrees and certifications earned online.”

“Proctorio also helps expand educational access for learners who



One of the major problems with automated proctoring is that it relies on AI technology. As explained in the September 2020 issue of *INSIGHT*, this technology is prone to exhibiting implicit biases that discriminate against individuals based on race, gender, sexual orientation, and other identifiers. This issue is due to the fact that the majority of AI creators are cisgendered White and Asian American men, and the data they use to design products is often based on their own perspectives and experiences. Diversifying the tech industry is one way to combat AI biases, according to experts.

would otherwise find it difficult to accommodate a more traditional academic system — whether they are busy managing work and a family, located in a remote environment, or facing accessibility barriers,” Olsen stated.

Some colleges and universities, however, have heeded students' concerns with these technologies. After several months of complaints and a petition that gained over 1,000 signatures, the University of Illinois at Urbana-Champaign announced in February that it would no longer use Proctorio after its contract with the company expires in summer 2021. While the university will still allow the use of remote proctoring, it plans to select a new platform with accessibility as a priority in mind, according to a letter sent to faculty. ●

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

A portrait of E. Lisako J. McKyer, a Black woman with long dark hair and glasses, smiling. She is wearing a dark blazer with the Texas A&M University School of Public Health logo. The background is a blurred bookshelf.

WINNING IDEAS FOR COMMUNITY HEALTH

Texas A&M School of Public Health professor E. Lisako J. McKyer, MPH, PhD, was recently presented the *Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellowship*, an award to support and honor faculty making significant achievements in their respective fields. McKyer is an internationally-recognized expert on social and structural determinants of health inequities, and believes that communities are stronger when they stand together to tackle issues of racism, discrimination and social justice, all of which can lead to health disparities.

TEXAS A&M UNIVERSITY



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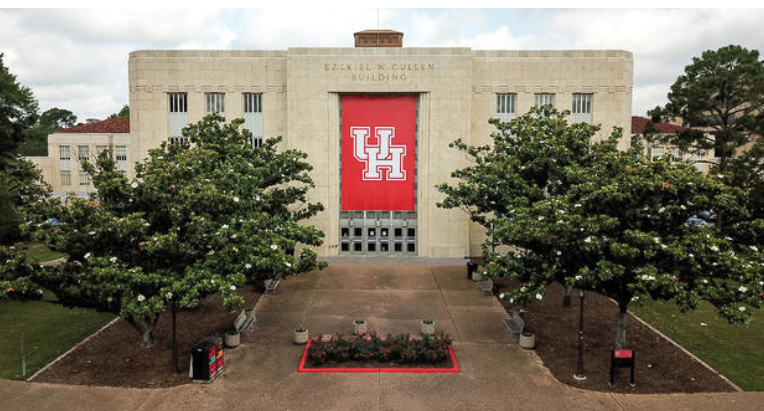


Clemson University



Grand Valley State University

INSIGHT *Into Diversity®*
Jesse L. Moore
2021 SUPPLIER DIVERSITY AWARD



University of Houston



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Miami University



The 2021 *INSIGHT* *Into Diversity* Jessie L. Moore Supplier Diversity Award Winners

When it comes to diversity, equity, and inclusion (DEI), colleges and universities have traditionally put their resources into recruiting and retaining diverse students and employees. However, there is a third leg of DEI that focuses on supplier diversity. Institutions of higher education spend millions of dollars on goods and services every year, yet there is little recognition of the contributions that colleges and universities make to support diverse suppliers in their communities and beyond.

We are proud to announce the recipients of the inaugural *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award. This award honors institutions that have taken steps in supporting and engaging with minority-owned businesses through supplier diversity offices, dedicated procurement officers and programs, and innovative events and initiatives.

The *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award is named in honor of longtime advocate and economic development pioneer Jesse L. Moore. His many achievements include serving as the first director of supplier diversity at Purdue University, where he increased the university's diversity spending by more than 300 percent since 2005.

Winners of the 2021 award were selected based on their level of support and engagement with businesses owned by underrepresented entrepreneurs, including those who are women, veterans, LGBTQ, or from underrepresented ethnic and racial backgrounds.

Congratulations to the 2021 *INSIGHT Into Diversity* Jessie L. Moore Supplier Diversity Award Winners!



Drexel University



University of Connecticut



University of South Florida

CLEMSON UNIVERSITY

Clemson, South Carolina

Clemson University created the Diversity Procurement Initiative to support the State of South Carolina's mission to have at least 10 percent of state agency procurement contracts awarded to minority-owned businesses. The initiative provides outreach, engagement, and business opportunities for enterprises owned by people of color, women, veterans, or individuals from disadvantaged communities. Clemson also gives underrepresented business owners opportunities for networking, professional development, and more. Other services offered by the university have included infomercial video production for suppliers, conferences for diverse entrepreneurs, and a workshop for college students interested in starting businesses and becoming vendors.

Right: Jerry Knighton, assistant vice president for Access and Equity and executive director of supplier diversity for Clemson University, received recognition for the university's efforts at the Carolinas Virginia Minority Supplier Development Council MBE Summit, hosted by Clemson University.



DREXEL UNIVERSITY

Philadelphia, Pennsylvania

Drexel University's Supplier Inclusion Initiative broadens the school's pool of suppliers by developing relationships with underrepresented business owners. The university's Director of Supplier Inclusion serves as a resource and partner for these individuals during and after the bidding process. Drexel also helps each business grow its capacity and connections. The Office of Community Partnerships sponsors a three-month entrepreneurial workshop and annual competition that helps entrepreneurs develop business plans and pitches for financial backing from local investors. Drexel also conducts supplier information opportunities and trade shows as well as community business exchanges.

Left: Accounts Payable & Procurement Services employees volunteer and collect personal donations for Drexel University's Office of Government and Community Relations Annual Holiday Toy Drive. These toys are then distributed to over 70 local organizations, including public housing developments, churches and ministries, homeless shelters, youth centers, social service agencies, health centers, town watches, counseling centers and more.

GRAND VALLEY STATE UNIVERSITY

Allendale, Michigan

Grand Valley State University (GVSU) recently created a new position, the Vendor Relations Manager, to further develop and shape its supplier diversity program. The position, which is supported by the GVSU Procurement Department and senior management, works across the campus community to raise awareness of the value of partnering with small, local, and diverse businesses and to develop inclusive purchasing practices. The Vendor Relations Manager is also responsible for organizing networking opportunities and introductions for vendors and campus departments. In addition, they are actively involved in tradeshow and serve on multiple committees representing both GVSU and suppliers.

Right: The GVSU Surplus Store opened in 2014 to provide the general public opportunities to purchase university inventory that is no longer in use. More than 92 percent of all materials collected by the Surplus Store are either recycled or sold.



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The advertising deadline is April 8, and the issue will publish on April 22. For advertising information, email ads@insightintodiversity.com.





ILLINOIS PUBLIC HIGHER EDUCATION COOPERATIVE AT THE UNIVERSITY OF ILLINOIS Champaign, Illinois

The Illinois Public Higher Education Cooperative (IPHEC) at the University of Illinois fosters an inclusive and competitive business environment that helps enterprises enhance their credentials, increase capacity, and grow revenue. IPHEC holds events throughout the year at multiple campuses so that underrepresented businesses from across Illinois can learn about its procurement processes. Furthermore, each request for proposal that the cooperative solicits includes a 20 percent diversity and 3 percent veteran goal. To ensure success in recruiting diverse suppliers, IPHEC team members educate vendors on requirements, goals, and how to complete the required documentation prior to submitting their business proposals.

Left: A student at the University of Illinois works in a computer lab

METROPOLITAN COMMUNITY COLLEGE Kansas City, Missouri

Metropolitan Community College (MCC) extends its efforts to provide opportunities for underrepresented individuals to its diversity supplier initiatives. The college has achieved this by offering training and education, mentoring, networking, and other innovative development approaches to minority- and women-owned small businesses in the surrounding MCC community. The college also holds annual sessions for potential vendors to encourage their participation in supplier diversity initiatives. Through these sessions, MCC has successfully created sub-contractor opportunities for small businesses that may otherwise be overwhelmed by the procurement process. Collectively, the college's efforts equate to an annual multi-million dollar expenditure toward diverse suppliers.

Right: Metropolitan Community College hosts free vendor fairs where minority, female, veteran, and LGBT businesses can exhibit to other companies.



MIAMI UNIVERSITY Oxford, Ohio

With nearly 50 diverse vendors, Miami University creates and maintains a supply chain that ensures the inclusion of underrepresented groups in strategic sourcing and procurement plans. As part of its supplier strategy, members of the university procurement staff mentor underrepresented business owners through the entire procurement process, from certification to sustainability. In turn, mentees are then available to support other diverse entrepreneurs in developing their businesses. In addition, the university is a member of the Dayton Chamber of Commerce's Minority Business Partnership and the Cincinnati Chamber of Commerce's Minority Business Accelerator.

Left: The Armillary Sundial on the campus of Miami University



Building better, together

Clemson University and the Division of Inclusion and Equity are honored to be named a recipient of the inaugural **INSIGHT Into Diversity Jesse L. Moore 2021 Supplier Diversity Award**.

A commitment to inclusivity and equity goes deeper than having a diverse student body, faculty, staff and resources. We must also support minority-owned businesses through supplier diversity programs and initiatives at all stages of the higher education experience.

Clemson University has taken major strides in that area thanks to the combined efforts of Lori Brierre, and her Procurement team, and Jerry Knighton, assistant vice president for Access and Equity and executive director of supplier diversity, with the Division of Inclusion and Equity.

We are humbled to be associated with this inaugural award and are committed to continuing our support of diverse suppliers for the good of us all.

Thank you!



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INSIGHT *Into Diversity*

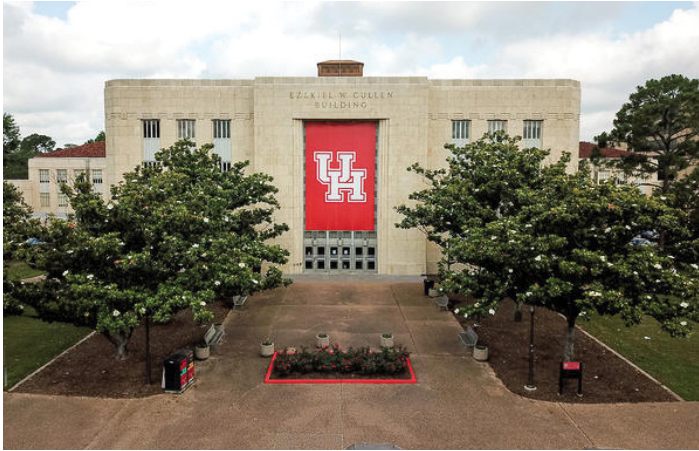
INSIGHT *Into Diversity*
Jesse L. Moore
2021 SUPPLIER DIVERSITY AWARD



UNIVERSITY OF CONNECTICUT Storrs, Connecticut

Established in 2005, the University of Connecticut (UConn) Supplier Diversity Program enables small and minority-owned enterprises to provide quality goods and services while building mutually beneficial and lasting business relationships with the university community. UConn's supplier diversity team conducts outreach and matchmaking events as well as educational workshops to encourage participation and provide information to potential vendors. UConn also works internally to ensure the campus community is informed about supplier diversity initiatives and goals through the creation of an e-learning course. More than 500 purchasing decision makers as well as UConn Business Services staff have completed the course thus far.

Right: Executive program director of supplier diversity Veronica Cook engaging a potential contractor at the 2019 Annual MCC Construction Expo



UNIVERSITY OF HOUSTON Houston, Texas

The University of Houston's (UH) Historically Underutilized Business (HUB) program strives to assist diverse business enterprises in receiving a portion of the total value of all UH contracts. HUB ensures compliance with state laws, assists UH departments in connecting with underrepresented vendors, and facilitates contracting opportunities for business owners. As part of the program, university staff are required to make a good faith effort to obtain bids from at least two HUB vendors for all competitive purchases of \$15,000 or more. UH also offers a variety of resources to HUB suppliers, including an online vendor fair, mentorship program, construction management talent pipeline program, and more.

Left: University of Houston campus

UNIVERSITY OF SOUTH FLORIDA Tampa, Florida

The University of South Florida's (USF) Office of Supplier Diversity pursues diverse businesses for contracting opportunities and supports the local business community by providing educational and outreach activities. USF created an assistant vice president position to oversee these efforts and to work closely with university purchasing agents, departmental buyers, and the USF facilities, planning, and construction divisions. The Assistant Vice President of Supplier Diversity is also responsible for monitoring, implementing, progress tracking, and adjusting the university's diverse business utilization plan. USF's goal is to ensure underrepresented suppliers comprise 13 to 20 percent of the university's addressable expenditure.

Right: USF employees welcome attendees to a Supplier Diversity Day event



INSPIRING WHAT'S NEXT

Grand Valley State University is proud to be recognized for our Supplier Diversity Program that has increased participation of minority owned businesses in our procurement services. Our continued commitment to supporting and empowering a diverse pool of qualified vendors has provided the university

with an opportunity to assist in cultural change locally, regionally, and nationally.



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Helen Y. Bowman

HELEN Y. BOWMAN
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CHANGING FACES OF EDUCATION AT MARIAN UNIVERSITY

Five female doctors of education leading the charge for change

By Greg Albright

LaTonya Turner, Ph.D., dean, Fred S. Klipsch Educators College, Marian University, Indianapolis, visits with students on Accepted Students Day.

MARIAN UNIVERSITY
Indianapolis®
Fred S. Klipsch Educators College

Recognized by the National Council on Teacher Quality, the Fred S. Klipsch Educators College is considered one of the top teacher preparation programs in the country, operating at Indianapolis' Marian University—ranked #3 in the 2020 U.S. News & World Report's Most Innovative Midwest Regional Universities.

Founded in 1937, the Catholic university has produced many shining stars and experienced substantial growth. Over the last 20 years, the institution has added the second medical school in Indiana, and an award-winning business school. It is renowned for its excellent nursing program, and recently announced the addition of an engineering school to launch in Fall, 2022.

Another bright star is the nationally recognized Klipsch Educators College, offering undergraduate, graduate, and doctorate degrees. A top-rated education program in Indiana, it has seen significant enrollment success, increasing its first-time full-time student population of color by 25% since 2017, and currently made-up of over 50% full-time minority faculty educators and directors, including five female African American doctors of education.

LaTonya Turner, Ph.D.

Appointed in 2020 as the first African American dean in the history of Marian University, the Klipsch Educators College is led by Dr. LaTonya Turner. With more than 25 years experience as a professional educator, she has been committed to ensuring every student, regardless of gender, race, or socioeconomic standing, is amply equipped to maximize their God-given potential and to serve the greater good.

There are currently five Black women with terminal degrees at the Klipsch Educators College and the list continues to grow.

Cathi Cornelius, Ed.D.

Affectionately known as "Momma Dr. Cathi," Dr. Cornelius' kindness, caring, and compassion has made her one of the most beloved, and respected faculty members at Marian University. Growing

"We are proud of Dr. Turner for the impact she has made in our community and look forward to her tremendous leadership as dean of the Klipsch Educators College, as well as her service on the President's Cabinet, for many years."

Marian University President Daniel J. Elsener

For more information about Marian University or the Fred S. Klipsch Educators College, visit marian.edu

up in Chicago just after segregation, Dr. Cornelius believes that whatever privilege you have, you are responsible for opening doors for others. "For many Black women, doors are often closed as they experience disenfranchisement and marginalization. Since my employment with Marian University over 20 years ago, it has transformed into a more intentional and culturally-diverse institution. This can be seen with its Board of Trustees, leaders, faculty, and student population... a university with an 'asset versus deficit' mindset."

Francita McMichel, Ph.D.

As the youngest of five sisters, Dr. McMichel always had the desire to teach. When she was a young girl, one sister suggested she should become a teacher because she loved coddling and directing her dolls in imaginary classrooms. Today, she is an assistant professor of education in real classrooms, and as a clinical faculty member, she directs Klipsch Educators College students, preparing them for their residencies.

In speaking about pursuing her doctorate and sharing advice with others she says, "It takes time and support, and I was blessed by God to have successfully completed my doctorate with the support of my husband, mother, siblings, and in-laws."

Erika Wise, Ed.D.

Dr. Wise comes from a family of educators and was always told she was good at teaching and connecting. Destined to lead, she encourages people to pursue their masters and doctorate degrees. "A terminal degree allows for specialization in a field that you're passionate about," she says. "This can afford individuals to apply their skills to teacher education, but also to any type of learning setting."

Demetrice Smith-Mutegi, Ed.D.

Dr. Smith-Mutegi's early role model was her aunt Sheila, an elementary teacher. While accompanying her to school, young Demetrice would meet other teachers, "borrowing" the science and math class notes. Today, Dr. Smith-Mutegi teaches science and health for elementary teachers at Marian University.

She believes her most crucial role for training future teachers is to attract more minorities to the teaching profession, especially in science education. "I want all of my students to be able to teach any student, even if they do or don't look like them...and they should always assume that none of their students look like them."



Demetrice Smith-Mutegi, Ed.D., teaching science and health for elementary teachers at Marian University.

While Black women are ranked as the most educated group in the United States,¹ many face implicit bias and racism, are often not welcomed, and are under appreciated in their profession. At Marian University's Klipsch Educators College, the faces of education are changing and have recognized that a more inclusive world is a better world...for all.

¹Black Women and the Wage Gap, National Partnership for Women and Families, March 2020.

LEADING, INSPIRING, AND TEACHING



"You can never teach a student unless you know something about them that they want to share."

Francita McMichel, Ph.D.
Assistant Professor of Education

MARIAN UNIVERSITY
Indianapolis

Fred S. Klipsch Educators College

marian.edu/klipschcollege

Special Report: **Schools of Education**



America's colleges of education play a pivotal role in preparing future teachers to work with and serve diverse students of all backgrounds, identities, needs, and abilities. These schools' dedicated professors and innovative scholars serve as change agents by developing anti-racist curricula, diversifying the teacher workforce, and more. As the nation reflects on a year of tumultuous change — especially in the world of education — colleges of education are working diligently to prepare future school leaders and educators to meet the challenges of tomorrow.

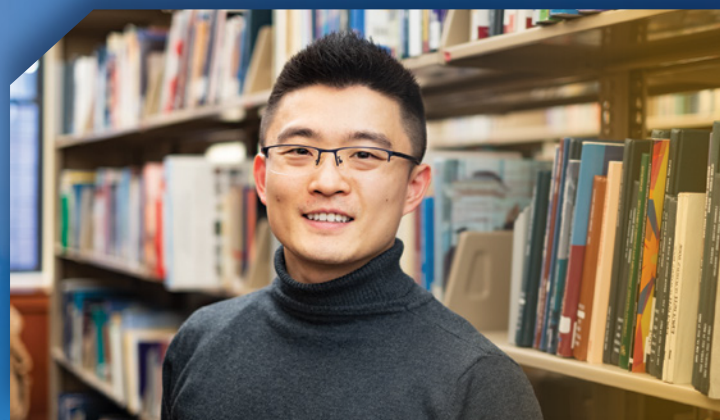
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Discovery Education Partners with Colleges to Offer Online Professional Development in Remote Teaching

Discovery Education recently partnered with the Lehigh University Graduate College of Education (LU COE) and Northampton Community College (NCC) to provide K-12 teachers with innovative professional development opportunities in online education.

The company specializes in leading edge training and content for educators and students worldwide. Its Higher Education Network consists of partnerships with colleges and universities that offer “online Master’s degrees, certifications and micro-credentialing programs that leverage technology to foster curiosity, drive instructional impact, and help educators more easily meet the needs of all learners,” according to [DiscoveryEducation.com](https://discoveryeducation.com).

The new LU COE Technology Leadership in Global Education certificate, announced in late January 2021, combines the expertise of LU faculty with Discovery Education’s innovative professional development content. The four-course online program is designed for working teachers, curriculum specialists, and information and communication technology (ICT) coordinators in independent, international schools.

“The pandemic has underscored the need for schools and universities to rethink education. This new program provides leading edge learning for international school educators that will help them better engage learners in a variety of contexts and from a diversity of situations,” William Gaudelli, dean of LU COE, said in a news release. “In this way, the College of Education remains steadfastly focused on providing educators with the tools, insights and practices to enrich classroom learning in the communities they serve.”

“The educators participating in Lehigh’s online graduate level courses

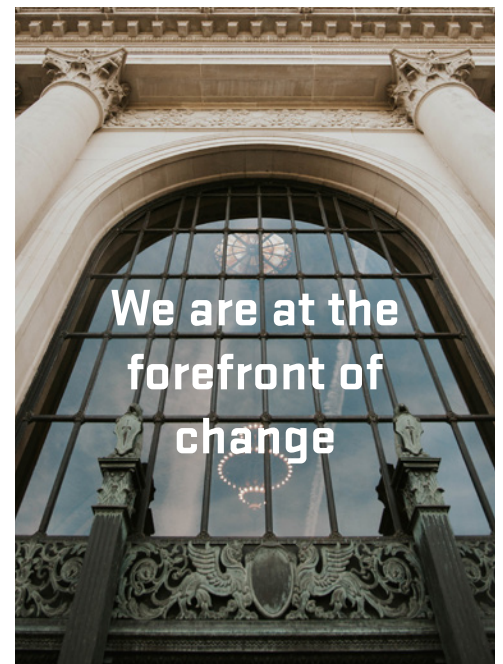
this coming spring will join a powerful group of professionals working to create high quality learning experiences around the globe,” stated Susanne Thompson, Discovery Education’s managing director for higher education. “As the education landscape continues to shift at an ever-growing pace, evolving teaching and learning becomes more important than ever, and we are pleased to support the growth of educators everywhere.”

In March, NCC announced its new online initiative in partnership with Discovery Education. The partnership provides seven online learning modules designed to help practicing K-12 teachers study at their own pace. Topics include online assessments, digital citizenship, fostering learner engagement, creating a sense of community, and using technology to help meet individual learner needs.

“Northampton Community College has built strong relationships with school systems across Eastern Pennsylvania. Through these relationships, we’ve heard loud and clear the needs of educators working to adapt to teaching in the COVID-19 landscape,” Mark Erickson, NCC president, said in a news release. “Working closely with our partners at Discovery Education, we’ve designed a series of learning opportunities for educators that will help them and their students thrive in whatever learning environment they are operating.”

Other institutions in Discovery Education’s Higher Education Network include Buena Vista University, Louisiana Tech University, Northern Vermont University, University of Richmond School of Professional and Continuing Studies, University of Findlay, and Wilkes University.

For additional information, visit Masters.EducationDiscovery.com. ●



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Colleges Launch New Programs to Remedy the Longstanding Problem of Teacher Homogeneity

By Erik Cliburn and Mariah Bohanon

Teacher diversity has long been a problem in U.S. schools and one that does not appear to be improving even as the nation becomes increasingly multicultural. Currently, 80 percent of public school teachers are White compared with 46 percent of students, according to the Institute of Education Sciences. This is barely an improvement from the late 1980s, when 87 percent of teachers were White, as were nearly 7 in 10 students.

While there is no simple solution for improving ethnic and racial representation in America's teacher workforce, a number of higher education institutions have recently launched new programs to attract students of color to the teaching profession. Alleviating this underrepresentation is crucial for the success of diverse K-12 students — and for the nation's future.

"We know that many of the inequities that Black students face in public schools are the result of cultural unconsciousness [and a] cultural mismatch in the classroom where their ways of being and knowing are not understood by a largely White teacher workforce," explains Manya Whitaker, PhD, an associate professor and chair of education at Colorado College (CC). Having Black teachers provides multiple benefits for these students, including reducing the disproportionately high rates of Black children who are placed in remedial education or subjected to in-school suspension or expulsion, she says.

CC recently partnered with the Sachs Foundation, an organization that grants scholarships to Black students from Colorado, in an effort to address the gap in teacher



representation. The foundation provided a \$575,000 grant to fund new scholarships, internships, and postgraduate stipends for African American students at CC who want to explore a career in education. Unique aspects include a summer fellowship program that allows them to work with community partner organizations specializing in a range of education-related fields including finance, education reform, public policy, and classroom teaching.

"The goal is to really expose students to all aspects of public education to better inform their decision making about where they want to make a difference and if they

truly want to do that in the classroom," Whitaker says.

The Sachs Foundation partnership includes two full-tuition scholarships for African American students pursuing a master's degree in education. It also provides a stipend of up to \$20,000 annually during the first three years of their teaching career.

Low wages prevent many people of color from pursuing their passion for teaching, according to Whitaker. The first few years of teaching are when attrition is highest, as new teachers make the lowest salaries and are often struggling to pay back student loans, she explains.

Whitaker's own career path is an example of how the financial realities of being a classroom teacher can deter someone from the profession. Her longtime goal was to become a middle school English teacher, but she knew it would be nearly impossible to pay off her student loans on a K-12 educator salary. "The biggest benefit [of this program] is changing the narrative around teaching and letting students know they can have a

The average annual starting salary for teachers in the U.S. is \$39,249, according to a 2017-2018 report from the National Education Association. Data from the National Postsecondary Student Aid Study reveals that nearly 70 percent of education majors graduate with student loans.

productive and lucrative career in the classroom if they can take advantage of programs like this one,” she says. “Money doesn’t have to be the barrier to pursuing a passion.”

Alabama A&M University (AAMU), a historically Black institution, also recently launched a program that offers financial support in an effort to increase teacher diversity. The university’s Males for Alabama Education (MALE) initiative was created in 2019 to attract men of color to K-12 teaching careers. The MALE program is funded by the state and provides up to two years of tuition assistance for Black men pursuing a degree in education. It is targeted for juniors, seniors, and graduate students and includes funding for textbooks, test preparation materials, and other costs associated with becoming a state certified teacher.

“Placing minority male teachers, who can understand the experiences of some of these students who may be coming from the same or similar backgrounds and who can provide a different perspective in the classroom, is extremely important,” says Samantha Strachan, EdD, interim department chair and assistant professor of science education at AAMU.

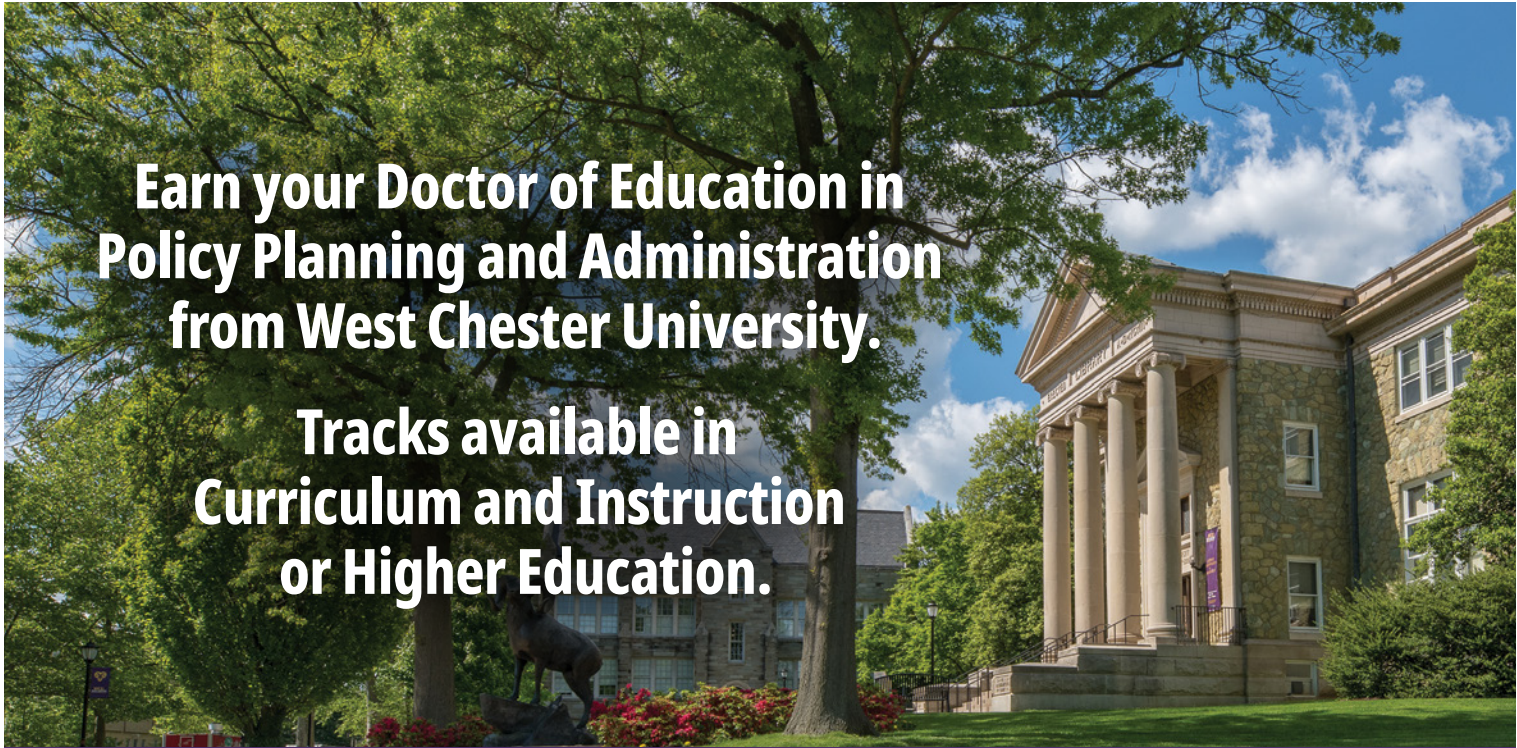
As of 2016, Black men made up only two percent of the public teacher workforce nationally, according to the U.S. Department of Education (DOE). Yet having these role models in the classroom is one of the most effective ways to improve educational outcomes for boys and young men of color. Research shows that having Black male teachers also leads to lower disciplinary and dropout rates, higher test scores, and more positive overall attitudes toward education for these

students, according to a study from the National Network of State Teachers of the Year.

Nearly one-third of Alabama public K-12 students are Black compared with 20 percent of the state’s teachers, according to [AL.com](https://www.al.com).

As there are so few men of color that are K-12 educators, another goal of the MALE initiative is to build a mentorship network between current education students and graduates working in the profession. “This program allows us to provide that extra support that they may need, so that the students in Alabama can greatly benefit from having a diverse group of teachers,” Strachan says.

So far, 14 men have enrolled in the program, and interest is steadily increasing. Many are interested in seeking a career change, and there has even been some recent interest from



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out-of-state students, she says.

Offering financial support as a major recruitment tactic for people of color appears to be working, as other education degree programs across the U.S. have recently launched similar programs. Many also require participants to spend at least one year teaching in schools that have large populations of students of color in their state or local community.

In October, the University of North Carolina at Chapel Hill School of Education was awarded a \$4.8 million grant from the DOE to recruit underrepresented students to serve as teachers in high-needs schools. The program will focus on encouraging Latinx students to pursue elementary and special education degrees. Participants will receive \$25,000 stipends during their first three years on the job.

A U.S. Department of Education 2017-2018 survey on K-12 teacher demographics found that:

- 79% are White
- 9% are Hispanic/Latinx
- 7% are Black
- 2% are Asian American

In February, the LaFetra College of Education at the University of La Verne in California received a \$400,000 grant from Branch Alliance for Educator Diversity, a nonprofit organization dedicated to closing racial gaps in the teacher workforce. Nearly half of the university students are Latinx. The grant will help prepare some of them to work in the local Pomona Unified School District where

87 percent of students are Hispanic or Latinx, according to *The Inland Valley Daily Bulletin*.

DOE research indicates that efforts to increase diversity in K-12 teaching ranks could have even broader implications for reducing bias and easing racial tensions as the U.S. moves toward becoming a majority-minority nation.

“Improving teacher diversity can help all students,” a 2016 department report states. “Teachers of color are positive role models for all students in breaking down negative stereotypes and preparing students to live and work in a multiracial society. ●

Erik Cliburn is a senior staff writer and Mariah Bohanon is the senior editor for *INSIGHT Into Diversity*.



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***INSIGHT* Partners with University of Kentucky to Develop First-of-its-Kind Doctoral Degree for Diversity, Equity, and Inclusion in Higher Education**

By Mariah Bohanon



College of Education students
at the University of Kentucky

While social justice advocates

have long pushed for American institutions to make good on their professed values of diversity, equity, and inclusion (DEI), the demand for progress has never been greater than in the aftermath of the murder of George Floyd. Colleges and universities, corporations, and organizations across multiple sectors issued messages of condolences and solidarity. Some pledged millions of dollars toward DEI initiatives.

Amid international outrage over continuous acts of police violence against Black Americans, many organizations that had vowed to support racial justice turned to professionals in this area to assume the responsibility of making long overdue changes a reality. Job listings for chief diversity officers (CDOs) rose 55 percent on [Glassdoor.com](https://www.glassdoor.com) in the two months following Floyd's murder. By August, listings for DEI leaders were 40 percent higher than at the start of 2020.

Despite society's increasing reliance on these professionals to serve as change agents, there are relatively few educational degree programs tailored specifically to the profession. This is especially true for CDOs in higher education, many of whom have traditionally come from academic backgrounds that do not adequately prepare them for the wide-ranging responsibilities of a senior DEI leader.

Now, however, students and practitioners looking to advance their DEI careers have a doctoral program designed to empower them with much of the knowledge and skills necessary to thrive as executive level leaders on campus. The University of Kentucky (UK) College of Education's PhD in Studies in Higher Education with a Specialization in Diversity, Equity, and Inclusion is

the first program of its kind and was developed specifically for aspiring CDOs and other top administrators in postsecondary education.

The new specialization, which will enroll its first class of students in the fall 2021 semester, was developed in collaboration with *INSIGHT Into Diversity*. Lenore Pearlstein, president of Potomac Publishing Inc. and co-publisher of *INSIGHT*,

approached UK with the idea of creating this type of doctoral degree in October 2019. Having worked closely with campus administrators and DEI leaders for nearly 15 years, Pearlstein recognized there was a great disconnect between the duties required of CDOs and the educational opportunities available to them.

"I had been thinking about this for years, as I realized that CDOs and other DEI leaders were not necessarily aware of the many opportunities they could pursue by working with other offices across their campuses," she says. "This was by no fault of their own, but more about the growing responsibilities of the CDO into other areas of higher education administration well beyond what the role used to be."

A 2019 report by management consulting firm Russell Reynolds Associates notes that the role of a CDO has become increasingly complex as these professionals are relied upon to shift "universities away from a legalistic and mechanical view of diversity and toward a more holistic understanding of how diversity in all forms can benefit learning environments." Today, most campus CDOs come from high level administrative and academic backgrounds, with 69 percent holding a PhD or EdD.



Lenore
Pearlstein

“As the day-to-day duties of the CDO have grown exponentially, we are now seeing this role elevated to a VP cabinet-level position. Job candidates must not only have a doctorate degree, but also need more administrative knowledge and skills in order to stand out among their own competition and those of the institutions,” Pearlstein explains.

Choosing UK as the school to approach with this concept was an easy decision, she says. As a four-time recipient of the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) and Diversity Champion Awards, the university’s administration has a proven commitment to being trailblazers in DEI. Pearlstein presented the idea to UK’s then-vice president for institutional diversity, Dr. Sonja Feist-Price, who was immediately enthusiastic. Within one week, UK President Eli Capilouto gave Feist-Price the approval to move forward with the new endeavor.

Pearlstein was asked to create a preliminary framework for the program that covered the wide range of expertise that colleges find most desirable in CDOs. “As more and more colleges are recognizing the importance of DEI and are hiring CDOs, there is much more competition between colleges and



Sonja Feist-Price

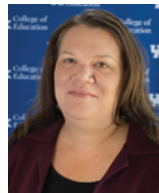


Eli Capilouto

universities on what they can do to be more successful than their peers,” says Pearlstein. She and Feist-Price then pitched the idea for the new degree program in a series of presentations to UK faculty and administrators and were met once again with immediate enthusiasm.

Kelly Bradley, PhD, professor and chair of the UK College of Education’s Department of Educational Policy Studies and Evaluation (EPE), says she and her colleagues were excited to realize that their college was already well-equipped to develop such an innovative program. The college’s emphasis on DEI in curriculum and practice meant that the necessary programming, resources, and leadership support were already in place.

In 2019, Julian Vasquez Heilig, PhD, nationally known for his work in DEI, became the UK College of Education dean and a professor in the department Bradley chairs. He immediately began recruiting a diverse class of new faculty to the college.



Kelly Bradley



Julian Vasquez Heilig

“It was the perfect timing and the partners kept lining up,” Bradley says, explaining that the college reached out to other sources of support — including potential mentors for students — such as Dr. George Wright, who is currently serving as UK’s interim vice president for institutional diversity.

Bradley also recruited to the program fellow EPE professor Gregory Vincent, JD, EdD, whose career has included serving as an acclaimed civil rights attorney, a college president, and more than two decades as the vice president for diversity and community engagement at the University of Texas at Austin (UT Austin). Vincent’s extensive experience with DEI leadership and the CDO role made him an ideal source of expertise and guidance for the new program, she



George Wright



Gregory Vincent

DEGREE REQUIREMENTS

The PhD in Studies in Higher Education with a specialization in Diversity, Equity, and Inclusion allows students to choose an individualized program of study tailored to their interests. Requirements include 12 hours of Research Methods, 12 hours of Contextual Studies in education or related fields, 9 hours of guided electives in higher education, and the 9-hour Graduate Certificate in Senior Diversity Officer Leadership.

Electives include:

- Sociology of Higher Education
- Health Care Inequalities
- Race, Racism, and Representation
- Perspectives on Gender Identities and Sexual Identities

The Graduate Certificate in Senior Diversity Officer Leadership includes one elective and two newly created courses:

- Strategy, Structure, and Change Management for Senior Diversity Leadership
- Policy and Practice for Senior Diversity Officer Leadership

Prior to the renewed fervor of the racial justice movement that was spurred by the May 25, 2020 murder of George Floyd, many organizations apparently viewed diversity positions as expendable amid the economic hardship of the COVID-19 pandemic. Listings for these positions decreased 60 percent from March to June of that year.

says. “When I learned that Dr. Vincent was a professor at UK and would be teaching several of the doctoral courses, that was definitely the icing on the cake for me. I knew at that moment that this program would be a huge success,” says Pearlstein.

“My contribution [to the program] is really that I was one of the longest serving chief diversity officers in higher education,” says Vincent. “I’ve done this work, so I know the difference between theory and where the rubber meets the road, so to speak. I was able to give some subject matter expertise around what a CDO actually does day in and day out.”

One of the biggest steps for the college was deciding that rather than going through the lengthy process of creating an entirely new PhD program, they could fulfill Pearlstein’s vision by developing a specialization instead. Doing so would allow the college to begin offering this urgently needed training in a timelier manner and would provide more flexibility for students. This is the first PhD specialization that the department has ever offered.

Administrators from many departments across the UK campus will be invited to speak about how to infuse DEI into other areas such as marketing and public relations, advancement, alumni relations, health care, international and study abroad programs, human resources, legal issues, career services, and much more. “Knowing that UK’s schools and offices are concentrated in one central location will enable the institution to bring top administrators across campus on board to teach these skills,” says Pearlstein.

Pearlstein advised Bradley and Dr. Margaret Mohr-Schroeder, associate dean for clinical preparation and partnerships and a professor of STEM education, in determining if and how the specialization’s courses met all of the necessary criteria for becoming a



Margaret Mohr-Schroeder

successful CDO in higher education. Bradley and Mohr-Schroeder also worked closely with Vincent to develop the core component of the specialization: a nine-hour Graduate Certificate in Senior Diversity Officer Leadership. The certificate includes two newly created courses focused on the unique competencies needed to be an effective CDO, in addition to a pre-existing elective.

This unique component will help prepare students to take on the many roles of a CDO, says Vincent, who

As of 2016, two-thirds of major public research institutions had a chief diversity officer on staff, according to a report by Russell Reynolds Associates.

THE UNIVERSITY OF KENTUCKY WORKS WITH NAACP TO PROMOTE CIVIL RIGHTS IN EDUCATION

In August 2020, the University of Kentucky (UK) College of Education and the NAACP launched a joint education and research initiative dedicated to promoting educational equity, civil rights, and social justice.

The innovative project is the first time that the NAACP has collaborated with an institution of higher education in its 112-year history. The initiative’s goals include increasing community access to high-level research on equity and social justice issues in education. A current effort is conducting equity audits to help K-12 school districts ensure that every student receives a quality education, according to Gregory Vincent, JD, EdD, a professor in the UK College of Education and director of the initiative. The college and the NAACP have also hosted webinars on pertinent topics such as helping students process racial trauma and feel supported when speaking out on the journey for racial equity, with a special focus on the murder of Breonna Taylor.

Upcoming plans include virtual conferences in the spring and an annual youth conference this summer. The initiative will produce many more events and learning opportunities focused on multiple tracks in education, from K-12 through advanced degree programs, says Vincent. These opportunities will be geared toward multiple stakeholders in education — including students and parents, teachers and scholars, and even public health officials.

This innovative collaboration will also provide invaluable learning, research, and teaching opportunities for students in the UK College of Education. Those enrolled in the PhD in Studies in Higher Education with a specialization in Diversity, Equity, and Inclusion will especially benefit from the exposure to top-level DEI researchers and advocates in the NAACP and from across the U.S., says Vincent.

will serve as director of the certificate program. These individuals must serve as executive level leaders within their institutions, which requires being well versed in issues such as higher education funding as well as the ability to work closely with top level administrators. CDOs must also serve as subject matter experts in DEI and understand social justice issues that affect multiple members of campus and the broader community. The certificate program will combine theory and practice to empower students to meet all of these challenges and more, Vincent says. The National Association of Diversity Officers in Higher Education Standards of Professional Practice will also be included in the curriculum.

Pearlstein also ensured that a vital component of this unique program is the development of a mentorship network that will be an active source of

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The *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award, open to all colleges and universities across the U.S. and Canada, measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.

Applications are comprehensive, covering all aspects of campus diversity and inclusion. One of the goals of the application process is to help institutions of higher education assess their diversity efforts in order to build on their success and improve where necessary. The HEED Award application is open to community colleges, baccalaureate-granting institutions, and graduate schools in the U.S. and Canada. The Health Professions HEED Award application is open to all accredited U.S. and Canadian health profession schools including, but not limited to, medical, dental, pharmacy, nursing, veterinary, and osteopathic medical schools. There is no fee to apply.

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support for students as they progress through their coursework and transition to senior leadership roles. Making these professional connections is critical to ensuring that students are not isolated when they head into the DEI field, Bradley says.

"What we're hearing when we talk to people who are doing this work is that lots of times on their campuses, they feel very alone. So, we want to make sure to build this network both [for students] and the existing people that are out there doing the work because they can utilize each other and their resources," she explains.

The program will work with *INSIGHT* and the UK College of Education's Education and Civil Rights Initiative in collaboration with the NAACP to build this network.

INSIGHT will also serve as a source of ongoing support by providing scholarship funding. "As word has already spread about the program, the most common questions from potential students are if there is funding and if the program can be completed online," Bradley says. "We will be preparing some of the most sought-after leaders in higher education. *INSIGHT*'s commitment to providing scholarship funding to these students will have a ripple effect and make a difference for years to come."

The specialization is designed to be flexible and to accommodate aspiring CDOs whether they are full-time students, faculty members, or current DEI practitioners looking to advance their careers. The Graduate Certificate in Senior Diversity Officer Leadership can be completed entirely online, as can a majority of the PhD coursework. Class schedules are designed with flexibility for busy professionals in mind, with many classes taking place in late afternoons or evenings, says Jane McEldowney Jensen, PhD, an associate professor and the director of graduate studies in EPE, who helped integrate the new core classes into the existing PhD Studies in Higher Education.

"This is going to appeal to lots of different people. For the professionals

out there doing the work that already have their master's degree and feel disconnected and want to learn more, this is an ideal program," Bradley says. "This will also be appealing to someone who is really passionate about [DEI] as their personal values and wants to earn a doctorate and can see themselves doing this work in the future."

Pearlstein says that she spoke about this program with current CDOs and senior diversity leaders in higher education before preparing her curriculum framework, and the feedback was overwhelmingly positive. Many have said that such a degree is direly needed in the profession, and that this type of educational opportunity will be crucial for future DEI leaders who will follow in their footsteps.

"This program will be groundbreaking for anyone interested in social justice work," says Pearlstein. "Students will gain skills in the classroom they typically learn on the job. They will have a leg up on competitors when applying for open positions because they will come with unique skills, knowledge, and experience."

The level of UK's commitment to transforming the future of DEI on college campuses is evident in how diligently the College of Education worked to turn this program from an idea into reality within the span of a year and a half, she says.

"This is the perfect opportunity for us to help engage with the issues and hopefully bring some solutions to the table," Bradley says. "And it's not the solution [to the problem], but it is preparing people that can help with the solutions."

For more info, to apply, or learn more about *INSIGHT Into Diversity* scholarships, visit education.uky.edu/diversePHD. ●

Mariah Bohanon is the senior editor of *INSIGHT Into Diversity*. University of Kentucky is 2017-2020 recipient of the *INSIGHT Into Diversity* Higher Education Excellence in Education (HEED) Award and a 2017-2020 Diversity Champion.



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Colleges of Education Promote an Inclusive Approach to American History

By Erik Cliburn

As part of the increased fervor around racial justice and anti-racism in recent years, educators ranging from preschool teachers to higher education faculty have been working to change how American schools teach U.S. history. Much of the curriculum for this subject has traditionally been created by White Christian men, with little to no attention paid to other cultures. In many instances, the histories of people of color are relegated to footnotes, only focus on stereotypical issues, or present a condescending, negative perspective.

“Students may leave U.S. history courses with the misconception that issues of race only emerged during certain periods, or worse, racism was an issue solved some time ago,” Christopher Martell, an assistant professor of social studies education at the University of Massachusetts Boston, writes in “Teaching About Race in a Multicultural Setting: Culturally Relevant Pedagogy and the U.S. History Classroom.” “Yet, as the [U.S.] continues to increase in racial diversity, it becomes more important to increase the cultural relevance of social studies teaching.”

Now, some colleges of education are training future teachers to highlight the accomplishments of people of color at local, state, and national levels and to encourage critical discussion on issues of inequity, power, race, and justice.

The University of Georgia Mary Frances Early College of Education (UGA COE) takes this approach when it comes to preparing future K-12 educators to discuss these issues with young students.

“In the classroom, we talk about social studies as a space for critical

reasoning. If [teachers] are not critically thinking about the world around them, and in turn encouraging and supporting their students in doing that, then they’re not actually teaching social studies,” says Sonia Janis, EdD, clinical associate professor of mathematics and science education and the assistant director of the Improving Teacher Quality program at UGA COE. The program provides government grants to support professional development in teaching core areas such as social studies and reading.

Recently, Janis and her colleagues added to their curriculum a special focus on the resegregation of public schools. The separation of K-12 schools and districts by race is an issue that has largely flown under the radar, as most people assume that school segregation ended with the Civil Rights Movement, Janis says. Raising awareness of this issue is especially important for UGA COE students, who are primarily White and from suburban backgrounds, she adds. In a state like Georgia — where 37 percent of students are Black and 60 percent of students overall are eligible for free or reduced school lunches — it’s crucial that teachers understand this history before entering the classroom.

Once they address systemic issues at play, Janis and her colleagues point the conversation inward to address implicit biases. “Helping them to see how systems work before getting at the personal [level] sometimes helps them to be somewhat less resistant to the realities of their own behaviors,” she says.

UGA COE follows the 3C Framework — or College, Career, and Civic Life Framework for Social Studies State Standards — for training future teachers. The framework was created by the National Council for Social Studies and is based on the philosophy that schools have marginalized subjects such as history and civics that are necessary for students to become critical thinkers and engaged citizens. It also emphasizes analysis and discussion rather than just memorization of dates and names. The framework is especially relevant for teaching about race and culture because it requires students — from K-12 through college — to examine the past and make connections to modern issues, according to Janis.

“Our students’ exposure to exemplary social studies education always has to do with an issue of justice, humanity, equity, civic engagement, and democracy,” she explains. “It’s not about

In February 2021, publishing company Pearson Education announced a new set of editorial guidelines meant to root out systemic racism in its textbooks. It vowed to create meaningful representations of historically marginalized groups and to challenge racial stereotypes and prejudices in all of its educational materials. The company also created a web portal where students and teachers can report instances of potential bias in Pearson content.



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saying, ‘Okay, everyone look at this
timeline and memorize these things.’”

Still, schools of education can only
do so much when it comes to creating a
more equitable, truthful understanding
of history, says Janis. Policy makers
and legislators heavily influence K-12
curriculum, which can hinder attempts
at reform. When Georgia revised its
standards for teaching state history, for
example, only one woman was featured
in the eighth-grade curriculum.

“Until more people who are seated
at the table at the state level have
this desire for children in the state
of Georgia to know about issues of
inequity and diversity, and that to be

been in place since U.S. public schools
have been in place,” Jones stated. “They
were not designed to educate Black
children, and they were not designed to
educate [W]hite children to be critical
of anything related to the foundations
of this country.”

Other states support teachers in
taking a more inclusive approach
to American history. The Illinois
General Assembly recently passed a
bill that adopts new standards “that
are inclusive and reflective of all
individuals in the country,” according
to the *Lincoln Journal Star*. The bill
established a 22-member Inclusive
History Commission that will develop

**“This type of mishandling of curriculum has been in
place since U.S. public schools have been in place,”
Jones stated. “They were not designed to educate
Black children, and they were not designed to
educate [W]hite children to be critical of anything
related to the foundations of this country.”**

the focus of the curriculum, it’s just not
going to happen,” Janis says.

In other states, Republican
lawmakers have been actively fighting
against teachers’ efforts to share more
inclusive history with young students.
In Arkansas, Iowa, Mississippi,
Missouri, and South Dakota, legislators
filed bills to ban public schools from
teaching the 1619 Project. The project
was developed by *The New York Times*
to mark the 400th anniversary of the
first slave ship reaching U.S. shores and
includes a wide range of content and
lesson plans about slavery in America.
It is currently being taught in more
than 4,500 schools nationwide,
including UGA COE. Lawmakers
who oppose the project claim it is a “a
racially divisive and revisionist account
of history,” according to *Education
Week* magazine.

Stephanie Jones, an assistant
professor of education at Grinnell
College, told the magazine that
opposition to the 1619 Project
exemplifies how American education
distorts the history of racism. “This
type of mishandling of curriculum has

new standards that reflect the racial
and ethnic diversity of the state and
country. Elementary and high schools
will develop curricula that cover pre-
enslavement Black history from 3,000
BCE to 1619.

In New Mexico, the state legislature
is working in partnership with the
University of New Mexico College
of Education and Human Sciences
(UNM COEHS) to support the
POLLEN program, which is designed
to increase the number of licensed
school administrators serving Native
American students. It is just one
of many ways that the COEHS
works closely with Indigenous-based
organizations, both on and off campus,
to promote a multicultural approach to
K-12 education.

With a population that is more
than 10 percent Native American
and nearly 50 percent Hispanic and
Latinx, New Mexico is one of the most
diverse states in the U.S. The UNM
COEHS emphasizes the importance
of celebrating and respecting
multiculturalism when it comes to
training students to teach social studies

In 2018 and 2020, the John Hopkins Institute for Education Policy worked with Baltimore teachers to evaluate English and social studies curricula and how they relate to the Black experience. Although 36 percent of secondary school textbooks used in Baltimore classrooms focused on African American history and life, they primarily centered on police brutality and incarceration. The quality and tone of these materials as well as the omission of the Black experience outside of the criminal justice system meant that the schools were perpetuating racism despite trying to be inclusive.

"Most school districts are trying, and many fall short," Ashley Rogers Berner, director of the institute, stated in a news release. "They may create better representation but often forget quality and coherence in the process. They miss the chance to create a robust picture of the African American experience."

and history, according to Shawn Secatero, PhD, an assistant professor of educational leadership and a member of the Cañoncito Band of Navajos.

"Here in New Mexico, we have embedded a lot of our own perspectives and we have redesigned our courses to include our history, our background and epistemology, our ways of learning, which are holistic," he says. "What we're trying to do is inform the greater community that we are multicultural, we are a majority-minority state."

The UNM COEHS has many Native American faculty, which allows their education students to gain a deep understanding of Pueblo, Navajo, and Apache cultures and traditions before they start their teaching careers, according to Secatero. In addition to students learning about diverse cultures and histories firsthand, Secatero stresses the importance of education professors

as well as K-12 teachers using textbooks and teaching materials that include a wide range of perspectives.

Diversity among professors and students is a great asset for preparing students to teach about the lives and cultures of people from many different backgrounds, says Secatero. "It's a blessing, because you get to teach so many different perspectives, and students share their experiences, their life ways, and upbringing with the entire class."

The school uses a variety of teaching methods, explains Secatero, that emphasize "a holistic perspective of looking at all cultures as valuable tools of information ... that teachers can pass onto future generations, their communities, and their students." ●

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

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University of Houston Vaccinates 1,000 Health Care Workers and Students



Top: The University of Houston partnered with Walgreens to set up a mass vaccination site on campus. **Bottom:** University of Houston pharmacy students helped administer the COVID-19 vaccine to 1,000 students and staff. Photos courtesy of University of Houston

As the COVID-19 vaccine becomes available to more people, colleges and universities are taking on the role of administering doses to their campus communities.

The University of Houston (UH) received its first shipment of 1,000 doses of the Moderna vaccine from the Texas Department of State Health Services in late February. In partnership with Walgreens, UH established a mass vaccination site on campus to administer all 1,000 shots to students and employees over the course of two days, starting on March 3.

The university gave priority registration to faculty, staff, and students who work directly with patients in UH's health-related professional programs. These include those who work and learn in the university's colleges of nursing, pharmacy, medicine, and optometry. Students in the UH College of Pharmacy helped administer the vaccine alongside Walgreens pharmacists.

Jenna Riley, a nursing student, received her dose early on March 3 so that she could assist in setting up the vaccine clinic. She told local CBS affiliate KHOU that she was grateful for receiving the vaccine not just for her own benefit, but because it allowed her to volunteer to help the campus community.

Nursing student E'monte Freeman also told KHOU that she was glad to be vaccinated for the sake of her soon-to-be patients.

"I was super excited to get the vaccine," Freeman stated, "especially because I know I'm going into clinicals, and I want to be sure I'm protected, and that I can protect the patients." ●



Innovation + Inclusivity in Education

For more than 20 years, Clemson University's College of Education has created innovative programs to foster inclusive excellence such as **Call Me MISTER** (Mentors Instructing Students Toward Effective Role Models) and **ClemsonLIFE** (Learning is for Everyone).

Today, those programs serve as **national models of inclusive programming**, and the College of Education is showcasing another generation of innovative initiatives with similar aims:

Center for the Recruitment and Retention of Diverse Educators

Focusing on minority teacher recruitment and retention

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Providing opportunities for all teachers to address the increasing demand for online learning

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Expanding opportunities for educational leaders to earn advanced degrees while exploring complex educational issues

Transfer Pathways

Building transfer pathways with technical colleges across South Carolina specifically for education students from diverse backgrounds

To learn more about the College of Education and our efforts in inclusivity, visit our website at clemson.edu/education.



Call Me MISTER is a cohort-based leadership program focused on increasing the number of Black, male teachers in the classroom.



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