Academic	African-American academics
course participation, 71	advocate for and advance diverse
institutions, 224, 229	faculty, 23
integration, 66	analyzing and assessing
and intellectual development, 66	university's plan for diversity,
leadership, 232	19-21
preparation, 126	black faculty connection to black
self-efficacy, 63-64	student success, 14-15
skills, 63–64	business of education, 14
and social connection, 66,	case for attracting, affirming, and
69, 71	advancing, 12–13
support programs on university	condition of education, 13
and college campuses, 167	dearth of African-American
Academic connection (AC), 67,	faculty, 16–18
69-71	diverse faculty for success, 21–23
Academic Deans, 175, 178, 181	ensuring diverse faculty, 24
Academic Departmental Chairs, 175,	five-point model, 18-19
178, 181	frontiers of society advancement,
Academic Network, 20	15-16
Academic performance, 67, 69, 72	State of Union, 12–13
cumulative GPA per cohort, 73	visible support, 21
first to second year	African-American faculty, 16
persistence/retention, 73	dearth, 16–18
persistence/retention, 74	African-American students, 12
weighted Cum GPA-MCAS SB	Alliance for Minority Participation
cohort, 73	(AMP), 31, 36–37
See also Curriculum	Alumni, 67, 127, 129, 130
Accountability, 196	CAHMCP, 122, 126
Actual grade point averages, 69	Rabb-Venable, 157
Ad-hoc committees, 223	Alumni Relations, 128
Administrators, 229	American Academy of
Admissions Office, 170, 174	Ophthalmology, 149, 155
Advocacy, 190-192	American Association of Colleges
Affinity-resource groups, 22	and Universities, 65–66
African American students, 412	American Association of University
African axiom, 4	Professors (AAUP), 193-194

American Association of University Professors of Ophthalmology (AUPO), 152 American Council on Education (ACE), 23, 193–194	Black feminism, 91 Blalock-Taussig shunt, 115 Blogs, 189 Blue Baby Syndrome. <i>See</i> Tetralogy of Fallot
American Journal of Public Health, 90 American Medical Association	Board of Trustees of the University of Health Sciences, 130
(AMA), 109 Amherst College, 2	Branding and Marketing Department, 177, 178
Annual Assembly of NMA, 155 Anti-racist, 91 Assistant Vice President Vice Present	Brown vs. Board of Education of Topeka (1954), 17, 235
Assistant Vice President/Vice Provost of Equity, Diversity, and Inclusion (AVP-VP, EDI), 187	Business of education, 14
Associate Provost, 28 Associate Provost for Diversity and	California Polytechnic State University, 2
Intercultural Education at Denison University, 231–232	California State University, Los Angeles, 2
Associate Provost for Student Development and Public	Campus climate, 5, 179 case study snapshot, 55 improvement, 213
Affairs (APSDPA), 28 Associate VP of Student Success, 171 Authority, 186, 189, 196–197	programmatic framework, 49 Campus Climate Engagement Team, 214
Babson College, 2	Campus Climate Workgroup, 213 Campus culture reality
Bias Response Team, 179 Big Ten Academic Alliance (BTAA), 211	culture, 96–99 institutional change, 100–102
Biomedical and behavioral sciences	institutional culture on student involvement, 99–100
(BBS), 5, 134 background, 136–137	Campus diversity, 190, 237–238 programs, 167
challenges, 142–143 community outreach, 140–141	Campus environment. See Campus climate
mentored research training, 137–138	Campus transformation, DFP as tool for engaging faculty in, 31–32
peer mentoring, 138–139 professional development,	Carpe Diem, 203
139–140 role of program staff, 141–142	cases of perfect storms, 214–218 equity and diversity in everybody's
Bistro University (BU), 28 Black culture centers, 92	everyday work, 208–210 equity and diversity in higher
Black faculty connection to black student success, 14–15	education, 202 Minnesota model, 202–203

reimagining equity and diversity,	Chief diversity officer (CDO), 3, 6,
203-207	166, 186, 187–188, 190–192,
Case study snapshot, 55	197, 222, 224–225, 229, 236
assessment and evaluation, 58	Chronicle, 20
climate, 55	Cisgenderism, 92
curriculum and delivery, 57-58	Civil Rights Act (1875), 16–17
partnerships, 56	Civil Rights Act (1964), 47
planning and coordination, 56–57	CLEAR hiring initiative
value, 56	implementation, 211–212
Caucasian students, 15	Co-Chair, 36
Central Michigan University (CMU),	Coding process, 70
187	Collaborative Professionals
Certificate in Diversity and Inclusion	Community (CPC), 37
(CDI), 46, 55–58	College and University Professional
"Change agent", 33, 43, 100, 102, 190	Association for Human
Charles Drew Saturday Science	Resources (CUPA-HR), 24
Academy, 156	College MADE Initiative, 203, 214
Chicago Area Health and Medical	College-level course completion, 63
Careers Program (CAHMCP),	Commissions, 223
5, 122	Community Colleges, 170, 174
academic preparation, 126	Community outrooch 140 141
challenges, 126	Community outreach, 140–141 Community/society, leadership
collaboration with CMS, 129-130	development, 202
components, 125	Compositional diversity, 191
in context, 123–125	Condition of Education Report of
future directions, 130–131	NCES, 13
interconnected program	Connection, 65–66
components, 128	black faculty connection to black
leadership, 127	student success, 14–15
model, 127–128	Connector, 113
outcomes, 125–126	Consciousness of Self, Congruence,
segregation as ongoing reality, 126	Commitment, Collaboration,
work, 128–129	Common Purpose,
See also Diversity Fellows	Controversy with Civility,
Program (DFP); Rabb-	Citizenship of leadership (7
Venable Excellence In	C's of leadership), 202
Research Program (RVERP);	Constructivism, 53–54
Summer Bridge programs (SB	for diversity and inclusion
programs)	training, 52–53
Chicago Medical School (CMS), 122	Piagetian-based, 54
collaboration with, 129–130	Constructivist-learning environment,
Chicago Public Schools (CPS), 123	53
Chief Diversity Office, 166	Contextual education, 127–128

Continuous improvement, outcomes,	Diverse democracy, 191
and accountability, 217	Diverse Faculty Recruitment and
Coordination, 190	Retention Brochure, 172
case study snapshot, 55–58	Diverse Faculty Recruitment and
programmatic framework, 52	Retention Toolkit, 172
Correspondent, 113	Diverse Issues in Higher Education, 20
Counter narratives, 16	Diversity & Inclusion Certificate
Critical thinking, 194	program, 4
Cultural lines, Tinto's model along,	Diversity, 7, 14, 100, 236-237
64-65	analyzing and assessing
Cultural/culture, 96-99, 108-109	university's plan for, 19-21
awareness and sensitivity, 109	in curriculum, 212
centers services, 91–92	through disciplines annual
change model, 102	symposia, 213
competence, 108, 109, 180–181,	diversity-related professional
191	development, 52–53
humility, 116	division, 30
population, 108	faculty for success, 21–23
sensitivity, 108–109	in higher education, 202
Curriculum, 65–66	initiatives, 29, 38
case study snapshot, 55	leaders on campuses, 53
and delivery, 53	in medical education or training,
diverse curriculum content,	108
193-195	perspectives, 29
diversity in, 212	plan, 55
programmatic framework, 53	programs, 102
See also Academic performance	strategic plan importance,
•	166–167
Data collection methods, 69	See also Representational diversity
Data collection/study instruments, 70	Diversity @UGA: Beyond the
DD fellow, 34, 36, 37	Numbers program, 57
Dean of Student Initiatives, 171	Diversity and inclusion, 221
Deans and Assistant Deans in	CDOs, 222–223
Student Life, 181	components of successful office of
Delivery	institutional diversity and
case study snapshot, 55	inclusion strategic plan, 168
programmatic framework, 53	constructivism for diversity and
Demographics, 98	inclusion training, 52–53
Diabetic retinopathy, 154	faculty members, 228–229
Disability and Access Awareness, 57	hiring faculty, 227
Discrimination, 167	inclusive academic environment,
Discussion director, 112	231–232
Diverse curriculum content, 193–195	liberal arts colleges, 224–227

mission statement of diversity and	Division of Human Resources, 177
inclusion strategic plan, 168	Dred Scott vs. Sanford (1856), 16
partnership, 230	Dynamic institutional climate,
strategic plan importance,	230-231
166-167	
transformative diversity and	Economic, demographic, and political
inclusion certificate program, 51	trends (EDP trends), 225
Diversity and Inclusion Strategic	Economics, 98
Planning Committee, 168–182	Education
Diversity budget allocations, initial	business of, 14
reviews of, 30	condition of, 13
Diversity Community of Practice	contextual, 127-128
(DCoP), 203, 214	diversity, 46, 108-109
Diversity Coordination Task Forces,	equality in higher, 235
31, 32	equity in higher, 202
Diversity education, 46, 108–109	gender diversity, 47
Diversity Fellows Program (DFP), 4,	higher, 14, 46, 88, 100
28	medical, 109
AMP, 36–37	and training, 186, 189, 191–192
challenge, 29–30	EEOs, 230
complexities of higher education	Effective communication, 109
diversity, 38–39	Effective Communication in Diverse
FMP, 34–35	Groups, 57
GFP, 32–34	Electronic codebook, 70
impact on-campus climate, 38	Environment, 98
literature pertaining to DFP as	constructivist-learning, 53
best-practice initiative, 38–39	inclusive academic, 223
S2S, 35	learning, 53
STS, 36	Piagetian-based constructivist, 53
as tool for engaging faculty in	Equality in higher education, 235
campus transformation,	Equity, 223
31–32	in higher education, 202
See also Chicago Area Health and	program, 223
Medical Careers Program	Equity, diversity, and inclusion
(CAHMCP); Rabb-Venable	(EDI), 186
Excellence In Research	authority and resources, 196–197
Program (RVERP); Summer	CDO, 187–188
Bridge programs (SB	diverse curriculum content and
programs)	inclusive teaching styles,
Diversity Retention Specialist, 171,	193–195
175 Diversity training	
Diversity training evolution of, 47–48	leadership, advocacy, and CDO, 190–192
program, 56–57	making EDI choice, 189–190
program, 50-5/	making EDI choice, 189–190

Soup and Substance program, 192–193 workforce diversity, 195–196 Equity and diversity framework in everybody's everyday work, 208 "cross tors" engreeal, 208, 200	Formal mentoring system, 173 Frontiers of society advancement, 15 benefit to all students, 15–16 Fund for faculty of color hires, 212
"grass-tops" approach, 208–209	Gallery of Excellence, 213
in higher education, 202	Game plan, 117
reimagining, 203 strategic priorities, 210–214	Gender
for transforming UMN, 203–207	diversity education, 47 gender non-conforming students,
Excellence, 217	88–89
Executive leaders, 189, 197	gender-centered services, 90
Executive leadership programs, 23	identity, 89
Executive Order 9981 (1948), 17	Generation Next, 208
External community, leveraging	Glaucoma, 154
strategic partnerships with,	Good Faith Planner (GFP), 31,
214	32–34
	general information/instructions,
Facebook, 189	42–43
Faculty, 172	Good Health Place, 128
concerns for students, 66	Graduate Scholars, 136–137
engagement, 29, 37	Graduate School, 139, 141, 170, 175
hiring, 228	Graduates, 88
recruitment, 176	"Grass-roots" approach, 208, 214
Faculty Center for Teaching and	"Grass-tops" approach, 208, 214
Learning, 4	Group, leadership development, 202
Faculty Mentoring and Education	Grutter vs. Bollinger (2003), 114, 167
Template (FRAME), 32	
Faculty Mentoring Program (FMP),	Hampton University, 23
31, 34–35	"Hands-On Activity Fair", 156
Faculty of color initiative (FOCI), 19,	Harvard University, 23
212	Health Insurance Portability and
writing workshops, 212	Accountability Act (HIPAA)
Feminist movements, 91	112
Fisher vs. Texas (2016), 114	Health science-related cultural
Fisher vs. University of Texas at	competence seminars, 5
Austin (2016), 17	Healthcare
Five-point model, 4, 18–19	certifications, 127
Five-year change in headcount for	disparities in United States, 151
underrepresented student	healthcare-focused STEM
populations, 42	program, 5
Focus-group interviews, 71	issues, 124
For-credit SB programs, 62	Heteropatriarchy, 89, 90

Higher education, 14, 46, 88, 100	Initiative for Maximizing Student
Higher Education Act (HEA), 62-63	Diversity (IMSD), 5, 138
Higher Education Cooperative Act	Graduate Scholars, 138
(HECA), 125	Leadership Team, 142
Hiring, 14	program, 135, 142
Homophobia, 90	program components, 137
Human Resources, & Student Life,	Scholars, 140, 141
181	Inspiration phase, 110–111
Human Resources Office, 173	Institute for Diversity, Equity, and
Humility, 116	Advocacy (IDEA), 210, 212
	faculty profiles, 213
Ideation phase, 110	Institutional connection scale survey,
Identity	78-85
development theory, 50–51	Institutional culture, 63, 96
gender, 89	on student involvement, 99–100
theory, 50	Institutional diversity, 46, 48, 187
Illinois Board of Higher Education	components of successful office of
(IBHE), 125	168
Illinois Institute of Technology (IIT),	Institutional Effectiveness and
123	Research, 170, 175, 178
Illustrator, 113	Institutional Integration Scale
Immortal Life of Henrietta Lacks,	Survey, 69–70
The, 112	Institutions, 20, 21, 96
'Immunizations in the Park', 124	change, 100–102
Impact programs, 30	collaboration, 230
Implementation phase, 110	commitment, 223, 225, 227 contexts, 202
Inaugural RVERP, 149	and goal commitments, 66
Inclusion, 65–66, 222, 236	policies, 97
Inclusion strategic plan	strategic positioning, 207
components of successful office of,	value alignment, 56
168	workforce, 195
importance, 166-167	Integration, 65–66
Inclusive academic environment, 223	Intellectual adaptation, 54
Inclusive community, 18	Interactions with faculty, 66
Inclusive excellence, 4, 18, 208, 213,	Interconnected program components
218	128
Inclusive ground-up approach, 210	Intercultural consciousness, 110
Inclusive teaching styles, 193–195	AMA, 109
Individual, 202	cases, 114
Inequitable procedures, 195	cultural humility, 116
Information, organizational culture	HIPAA, 112
framework, 98	methods, 110

post Baccalaureate peer Lesbian, gay, bisexual, transgender community, 117 (LGBT), 92 LGBT-centered student services, 90 Post Baccalaureate Program, 111 Lesbian, gay, bisexual, transgendered, Tetralogy of Fallot, 115 and queer community Intergenerational Diversity, 57 (LGBTQ community), 88-89, Internal community, leveraging 187, 223 strategic partnerships with, Lev Vygotsky's perspective, 54 214 - 215Leveraging strategic partnerships International Education and Global with internal and external Community Exchange communities, 214 program, 180 Liberal arts colleges, 7, 224, 226–227, International Education Office, 181 229 - 230Intersectional erasure and Literary luminary, 113 non-performatives, 92 Lockjaw reaction, 3 Intersectional model, 92–93 Longitudinal program data, 158–159 Intersectional student services, 91 Intersectionality, 91 Marketing & Communications, 171, Interviewees, 65 Interviews, 69 Matching process, 34 Itasca Project, 208 Medical education, 109 Medical Ethics principles, 111–112 JAMA article on ophthalmology Medical profession, 109 workforce, 152 Medical students/awareness building, Jim Crow racial caste system, 16–17 recruitment of, 154-155 Job posting, 230 Medicine, osteopathy, dentistry, veterinary science, optometry, K-12 schools, 17 pharmacy, podiatry, or public Keeping Our Faculty symposia health (MODVOPPPP), 122 (KOF symposia), 213 Mental health, 142 Mentalism, 193 Lab tours, 137-138 Mentored research training, 137–138 Latino Medical Students Association "Mentoring Pipeline for Careers in (LMSA), 155 Medicine" program, 156 Latino Success Center, 171, 175 Michigan Civil Rights Initiative, 114 Leadership, 98, 190-192 Micro-aggressions, 57, 193 and advocacy, 186, 189-190 Millennium Leadership Initiative, 23 development, 202 Minnesota model, 202-203 skills, 194 Mission, 90 style, 237 Mission statement of diversity and Learning and Teaching Offices inclusion strategic plan, 168 (LTO), 194 Multicultural Academic Student Learning environment, 53 Services (MASS), 187

Multicultural Access, Diversity, and Nonmedical graduate degrees in Excellence (MADE), 203, 214 fields, 126 Multicultural Center for Academic North Carolina State University (NCSU), 5, 135, 136 Success (MCAS), 66, 67–68 North Star Center, 68 MCAS SB program, 67, 68, 71, 72 NVivo, 70 Multicultural Office, 175, 181 Multicultural recruitment of faculty. Office for Equity and Diversity 229 (OED), 203 Multicultural Research Awards Office of Diversity Education, 187 (MRA), 212 Office of Institutional Diversity and Multiculturalism, 236 Inclusion (OIDI), 168 Multidimensional campus climate advisory board, 182 framework, 202, 216 Office of Institutional Diversity and Training and Development, 57 National Academy of Sciences Office of International Education and (NAS), 135 Division of Human National Center for Education Resources, 177 Statistics (NCES), 13 Office of the Associate Provost National Center for Institutional (OAP), 29 Diversity, 6 Offices of Vice President for Diversity National Center for Postsecondary and Inclusion (OVPDI), 28 Research (NCPR), 63 Online Programs, 170, 175 National Eye Institute (NEI), 159 Ophthalmology, 148, 151 National Eve Institute of National American Academy of Institutes of Health Ophthalmology, 149, 155 (NEI-NIH), 150 JAMA article on ophthalmology National Institutes of Health (NIH), workforce, 152 159 URM residents in, 153 National Medical Association Optimism, 188 (NMA), 6, 149 Organizational culture, 96, 97 Ophthalmology Section members, Organizational description, 67-68 155 Orientation process, 63 National Name Exchange Program, 169 Participant-centered session, 114 Native American Programs, 187 Partnerships, 230 NCSU-IMSD program, 5–6, case study snapshot, 56 135-137, 143 programmatic framework, 51–52 Needs-based financing, 235 Pascarella and Terenzini's Non-performatives, 91–92 Institutional Integration Non-Rochester City Scholarship, 71 model, 66 Non-summer bridge participants, 63 Patient care, 149 Non-White domestic racial group, 136 Peer mentoring, 138–139

Peer-group interactions, 66	climate, 49
Persistence, 74	constructivism, 53-54
Persistence data, 69	constructivism for diversity and
Perspective, 18–19	inclusion training, 52–53
Piagetian-based constructivism, 54	curriculum and delivery, 53
Piagetian-based constructivist	identity development theory,
environment, 53	50-51
Pipeline	partnerships, 51–52
process, 154	planning and coordination, 52
programs, 152, 154	value, 49–50
for students, 123	Promotion, 18–19
Planning	Prosper, 18–19
case study snapshot, 56-57	Provost, 28, 29
programmatic framework, 52	Provost Fellow, 28, 29
Plessy v. Ferguson, 235	Public universities, integrating EDI to
Plessy vs. Ferguson (1896), 16	authority and resources, 196–197
Political conditions, 98	CDO, 187–188
Position, 18–19	diverse curriculum content and
Post Baccalaureate Program, 111, 128	inclusive teaching styles,
Post Baccalaureate Seminar, 108	193–195
Postgraduate Medical Preparation	leadership, advocacy, and CDO,
(PMP), 130	190–192
Postsecondary institutions, 176	making EDI choice, 189–190
Power, 196–197	Soup and Substance program,
Pre-/Post-Doctoral Fellowship	192–193
Program, 173	
Pre-College Programs, 128	workforce diversity, 195–196
Predominantly white institutions	Pyramid Reverse/Inverted for
(PWIs), 12, 19	Diversity and Excellence
Presence, 18–19	model (PRIDE model), 6
Prevent Blindness, 151	0 1 : 1 : 50
Private sector businesses, 49	Qualtrics survey platform, 58
Professional development, 139–140	Queer and trans people of color, 89
Professional development and	Queer and trans students of color
training, 51	(QTSOC), 88, 92
Professional development seminars	challenge for development's sake,
(PDS), 139	88
Professional/Graduate School Test	intersectional erasure and
Prep Program, 128	non-performatives, 92
Program Coordinators, 171, 175, 178	intersectional failure, 90–91
Program participants, 63	non-performative, 91–92
Program staff role, 141–142	toward intersectional model,
Programmatic framework, 48	92-93
assessment and evaluation, 54–55	"Quick-win" diversity initiatives, 30

Rabb-Venable Excellence In Research	Research, 149
Program (RVERP), 5−6, 148	training programs, 134
annual meeting, 156-158	Researcher, 113
longitudinal program data,	Residents and fellows recruitment,
158-159	155-156
need for underrepresented	Resources, 186, 189, 196-197
minority ophthalmologists,	Resources, 196–197
151-153	Responsible Conduct for Research
participation criteria, 156	(RCR), 139
program goals of, 153-154	Retention, 14, 15, 17, 64, 66, 67, 69,
recruitment of medical students/	72, 74, 212–213, 222
awareness building, 154-155	Rigorous data analysis, 208
residents and fellows recruitment,	Rochester City Scholarship Program,
155-156	68
See also Chicago Area Health and	Rochester Institute of Technology
Medical Careers Program	(RIT), 67
(CAHMCP); Diversity	RIT AALANA students, 72
Fellows Program (DFP);	Rosalind Franklin University of
Summer Bridge programs	Medicine and Science
(SB programs)	(RFUMS), 130
Rabb-Venable program, 5, 6	(=== ===), ===
Rabb-Venable Research Award, 158	Same-discipline matches, 34
Race/racism, 89, 90, 92, 193	Sanism, 193
race-centered services, 90	Scholar 2 Scholar (S2S), 31, 32, 35
racial tensions, 167	Scholars, 64–65, 135, 137, 139, 140,
Randomized trial research design, 63	142
Real Men Consortium, 31	Graduate, 136–137
Recruitment, 211, 222	undergraduate NCSU-IMSD, 136
recruiting faculty, 230	Scholarship Reconsidered, 13
Reflection, 115	School to scientist pipeline, 135
Regents of University of California vs.	Science Technology Engineering and
Bakke (1978), 114, 124	Math (STEM), 135
Registered Student Organizations,	disciplines, 37
181 D.:	programs, 231
Reimagining equity and diversity,	undergraduate programs, 37
203–207 Particulatives 70	Scientific opportunity, 134
Reliability, 70	Segregation as ongoing reality, 126
"Renegades", 31	Seized the day. See Carpe Diem
Representational diversity, 210–213	Seminars, 109, 110, 139
leading in scholarship and	Senior diversity officer
practice, 213 recruitment, 211–212	components of successful office of
retention, 212–213	institutional diversity and
See also Diversity	inclusion strategic plan, 168
See also Diversity	merusion strategie pian, 108

diversity and inclusion strategic plan importance, 166–167 OIDI advisory board, 182	leveraging strategic partnerships with internal and external communities, 214
Sense of belonging, 62–64	Strategy, 98
Sexual orientation, 89	Student National Medical
Shattering the Silences (STS), 31, 36	Association (SNMA), 154,
"Shocking weakness" of American	155
higher education, 13	Student Outreach and Transition
Social Change Model, 202	Office, 170, 175
Social cohesion, 62	Student participants, 68
Social connection (SC), 21, 66, 70–72	academic self-efficacy, 64
efforts of MCAS SB program, 67	Students, 64, 110, 124
focus-group interview protocol	of color, 62, 64–65, 67, 68
and, 71	higher education experience, 64
Social gatherings, 212–213	institutional culture on student
Social identity, 51	involvement, 99-100
theory, 50	persistence, 66
Social integration, 66	protestors, 1
Social justice, 217	student centered experiential
Social media, 130, 155, 189	education, 127
Social skills, 63–64	success, 63-64
Social-relationship-building activities,	Tinto's model of student
68	departure, 64
Socialization, 98	Summarizer, 113
Socio-economic context, 88	Summer Bridge programs (SB
Socrative (technology application),	programs), 4, 62
115-116	academic connection, 71
Soup and Substance program,	academic performance and
192-193	retention, 72–74
"Special urgency" of American higher	background, 67
education, 13	critiques of Tinto's model along
Staff Council, 178	cultural lines, 64–65
Staff/Executive/Administrate/	cumulative GPA per cohort, 73
Managerial, 176	data collection/study instruments
State Board of Higher Education, 37	70
State Department of Elementary and	evaluation design, 69
Secondary Education, 37	evaluation purpose, 69
Statewide Collaborative Diversity	evaluation question, 69
Conference, 31	findings, 71–74
Strategic Diversity Leadership, 227	first to second year persistence/
Strategic priorities, 209	retention, 73
improving campus climate, 213	focus-group interviews, 71
increasing representational	history and purpose, 62–63
diversity, 210–213	inclusion vs. integration, 65–66

limitations, 75	Title VII of the Civil Rights Act
literature on SB programmatic	(1964), 17
impact and outcomes, 63-64	Training and Development, 56, 57
methodology, 69-71	Transfer Office, 171
organizational description, 67–68	Transformation
Pascarella and Terenzini's	change, 39
institutional integration	framework, 204
model, 66	through self-examination, 204, 218
persistence/retention, 74	Transformative campus change, 46
program description, 68–69	case study snapshot, 55–58
recommendations for future	evolution of diversity training,
research and practice, 75	47–48
reliability and validity, 70	programmatic framework, 48-55
social connection, 72	Transformative diversity and
study instruments, 69–70	inclusion certificate program,
survey, 70–71	51
Tinto's model of student	Transformative Diversity Education
departure, 64	Framework, 48, 52, 55
weighted cum GPA-MCAS SB	Transgender, 112
cohort vs. general RIT	Transphobia, 90
AALANA student	Travel tracer, 113
population, 73	Trust, 196
See also Chicago Area Health and	Twitter, 189
Medical Careers Program	
(CAHMCP); Diversity	Unconscious bias, 195
Fellows Program (DFP);	Undergraduate NCSU-IMSD
Rabb-Venable Excellence In	Scholars, 136
Research Program (RVERP)	Undergraduate Scholars, 138
Survey Monkey, 70–71	Undergraduate students, 88, 89
Surveys, 69–71	Underrepresented minority (URM), 6
Sustainability, 204	faculty, 228
practices, 228	need for URM ophthalmologists,
System-wide collaboration/shared	151-153
responsibility, 217	residents in ophthalmology, 153
System-wide task force, 204	student enrollments, 125
	students, 123, 126, 152
Teachable moment, 194	Underrepresented students (UR
Teamwork, 229	students), 64-65, 67, 134
Tetralogy of Fallot, 115	five-year change in headcount for,
Texas study, 66	42
Tinto's model	populations, 66
along cultural lines, 64-65	undergraduate students in STEM
of student departure, 64	fields, 135

United States, health care disparities Urban Health Program (UFP), in. 151 Universal Declaration of Human Urban university mission statements, Rights (1948), 17 108 University administrators, 96 US Equal Employment Opportunity University Diversity Office, 171–173, Commission (2015), 17 175, 178, 180, 181 US Supreme Court Fisher v. University of Georgia (UGA), 46 University of Texas (2016), Faculty and Staff Diversity 195 Certificate, 57 Usual suspects, 52 Office of Institutional Diversity, 55 University of Illinois at Chicago Validity, 70 (UIC), 149 Value, 49-50, 56 University of Massachusetts (UMass Vice President for Diversity and Amherst), 2 Inclusion (VPDI), 28, 38 University of Minnesota (UMN), Vocabulary enricher, 113 202, 208 Voting Rights Act (1964), 17 Equity and Diversity framework, Vygotsky-based social constructivism, 216 53 Framework for Reimagining Equity and Diversity, 203 framework for transforming, War on Poverty (1964), 17 203 - 207White Supremacy, 89, 90 PRIDE model, 6 Women in Science & Engineering University of Missouri (UM), 1-2, 4 Leadership Institute University Provost & President's (WISELI), 211 Office, 181 Women-centered services, 91–92 University-wide strategic planning Workforce diversity, 186, 189, processes, 210 195 - 196University's institutional policies, 98 Written/Unwritten (Smith), 228 Upward Bound and Gaining Early Awareness and Readiness for Young Scientist Program, 128 **Undergraduate Programs** (GEAR UP), 187 Zone of Proximal Development Upward Bound TRIO program, (ZPD), 54 62 - 63