**<u>Examples of Institutions of Higher Education Taking Action to
Foster Inclusive School Climates</u>**

"Cultural and socio-emotional support systems are helpful for all students to thrive on campus and can be important for students who do not comprise a racial or ethnic majority...

Examples of institutions providing such support systems include the following:

- The [Diversity Initiatives and Resource Centers](#) at **California State University-Fullerton** offer workshops and trainings designed for students to become self-aware, culturally competent, civically engaged, and critical thinkers. The African American Resource Center, Asian Pacific American Resource Center, Chicana/Chicano Resource Center, LGBTQ Resource Center, and Titan Dreamers Resource Center (for undocumented students) operate under its umbrella and strengthen the integration of diverse populations of students into the university.
- **Brown University** provides multiple socio-emotional resources that can be helpful for students of color and their allies with its [Center for Students of Color](#), which serves as a gathering place for communities of color. Students are encouraged to build meaningful relationships across differences, develop racial and ethnic consciousness, and enact change at Brown and beyond. In collaboration with student organizations and academic departments, the center also offers a variety of forums and events through the [Heritage Series](#). Other resources include alumni of color affinity groups, the newly-launched [Social Justice Peer Education Program](#), Black Student Initiative, Latino Student Initiative, and Asian American Student Initiative.
- **Santa Fe College in Florida** similarly provides multiple resources. The [College Achievement Program](#) (operated by the [College Achievement Office](#)) provides the opportunity for students from diverse backgrounds to enhance their academic, professional, cultural, personal, and overall college experience, reinforcing behaviors that embrace compassion, civility, justice, social responsibility, and mutual respect. The [Global Roundtable for Academic Development (GRAD)](#) offers students an opportunity to broaden their learning outside of the classroom, brainstorm student success strategies, and promote better understanding about how to succeed in college and in the global economy. The [Multicultural Student Center](#) supports approximately 2,000 international students, including those who are first generation.
- Beyond the usual array of multicultural student organizations, the **University at Albany** has established the [Office of Intercultural Student Engagement](#), which sponsors activities and events that increase the cultural competency of students, faculty, and staff. The [Multicultural Resource Center](#) enhances the university's commitment to social justice and diversity by supporting students of all backgrounds and cultural identities. The center features the Asian Heritage Suite and the African Heritage Suite, affinity group spaces that also provide opportunities for dialogue about the history, culture, obstacles, and achievements of people of African or Asian descent. The [C.H.A.R.G.E Peer Educator Program](#) provides the opportunity for students seeking leadership experiences related to diversity and inclusion to receive training to facilitate cultural competency discussions. Peer educators assist students in residence halls to create an environment where faculty, staff, and students understand, embrace, and model respect for diversity.

The institutions referenced in this section have in most cases managed to increase diversity in student enrollment, graduation rates, and faculty. While it may not be possible to definitively ascribe this success to a particular diversity effort, the broad range of activities in which these institutions engage suggest that a multi-pronged commitment to diversity can have a discernible impact.

- At California State University-Fullerton, enrollment of black and Hispanic students increased from 27 percent in 2001 to 41 percent in 2014. During this same time frame, graduation rates for black students increased from 29 to 43 percent, and for Hispanic students from 39 to 49 percent.
- At Georgia State University, black and Hispanic enrollment increased from 38 to 50 percent between 2001 and 2014. Graduation rates for black students increased from 25 to 56 percent, and for Hispanic students from 38 to 55 percent. The percentage of non-white, full-time faculty increased from 15 to 24 percent between 2001 and 2011.
- At University of Illinois at Chicago, black and Hispanic enrollment increased from 26 to 34 percent between 2001 and 2014. Graduation rates for black students increased from 27 to 43 percent, and for Hispanic students from 38 to 56 percent. Non-white, full-time faculty now comprise 30 percent of the faculty, a noticeably higher percentage than at most universities. † Graduation rates refer to graduation rates within 150 percent of normal time for first-time, full-time students. Enrollment refers to undergraduate certificate/degree-seeking students. Faculty refers to full-time instructional staff (the percentage of non-white faculty is calculated with the race unknown and nonresident alien categories included in the denominator, but not the numerator). SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Human Resources Survey," "Fall Enrollment Survey," "Graduation Rate Survey." Available at http://nces.ed.gov/ipeds/. 45
- At Southern Methodist University, the graduation rate for Hispanic students has increased from 64 to 83 percent between 2001 and 2014. The percentage of non-white, full-time faculty increased from 13 to 19 percent between 2001 and 2011.
- At the University at Albany[see links above], black and Hispanic students now graduate at similar rates as white students."

Reference:
United States. Department of Education. Office of Planning, Evaluation, and Policy Development. (2016). Advancing diversity and inclusion in higher education: Key data highlights focusing on race and ethnicity and promising practices. pp. 43-45