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Since 1994, the Professional and Organizational Development Network in Higher Education (POD) has articulated a goal of becoming a more multicultural organization. In support of this goal, POD sponsors two key initiatives: travel and internship grants. This chapter offers an historical overview of the first nine years of these programs, selected perspectives from participants on the individual and organizational benefits of these initiatives, and a context within which to explore how POD is evolving as a multicultural organization and how it may benefit from increased attention to diversity related issues in the future.

The research literature on multicultural organizational development is consistent with the view that an organization's efforts at fostering diversity necessitate a systemic perspective. These efforts include a critical look at every aspect of the organization, such as mission, resources, processes, product, and people as components of growth in an effort to create diversity and social justice (Jackson & Hardiman, 1994; Jackson & Holvino, 1988; Katz, 1978). The Professional and Organizational Development Network in Higher Education (POD) is one such example. Established in 1975, when a small group of faculty developers first met at Airlie House in Virginia, the organization now supports a network of over 1,200 members comprised of faculty and teaching assistant (TA) developers, administrators, faculty, educational consultants, and others who support the value of teaching and learning in higher

education. POD spans the United States, Australia, Canada, Hong Kong, Ireland, Israel, Korea, Puerto Rico, Scotland, South Africa, the United Kingdom, and the West Indies.

POD is a unique organization, with several strengths for positioning itself to become a multicultural organization. It has a legacy of commitment to professional and organization development; an organizational emphasis on community, collegiality, and networking; and a leadership role in the improvement of teaching and learning in higher education (Stanley & Ouellett, 2000). In addition, the wealth of publications and resources that document the linkages made between diversity and teaching development efforts have produced rich and ongoing dialogues in the field of professional development on models and best practices in multicultural teaching and learning (Border & Chism, 1992; Collett & Serrano, 1992; Cook & Sorcinelli, 1999; Ferren & Geller, 1993; Kardia, 1998; Ouellett & Sorcinelli, 1995, 1998; Schmitz, Paul, & Greenberg, 1992; Stanley & Ouellett, 2000).

In 1993, POD took a bold step and created a committee called the Diversity Commission. One of 15 committees in POD that serve to enhance the work and governance of the organization, the Diversity Commission is the largest committee with nearly 20 members. It is the only committee with dedicated, annual funds of nearly $10,000, which are used primarily for creating and sustaining internship opportunities in faculty development and disseminating travel grants to underrepresented institutions. It is clear that diversity is important to the organization and its members. "The process of achieving a multicultural organization is evolutionary and occurs in stages" (Stanley & Ouellett, 2000, p. 40). We would like to take a historical look at these initiatives and share perspectives from a select group of the membership who have been beneficiaries of the organization's efforts at diversity to examine how POD is developing as a multicultural organization.

HISTORY OF THE DIVERSITY COMMISSION

In 1992, at the POD annual conference at the Saddlebrook Resort in Tampa, Florida, 24 members came together to form a Diversity Interest Group. Their first action was to write a letter to the Core Executive Committee (i.e., the POD Board of Directors—the current president, immediate past president, president elect, the executive directors, and the chair of the finance and audit committee) to suggest ways in which POD could encourage a more diverse membership base for the organization. At the heart of the conversations was a realization that POD needed to attract a broader membership in order to become a more multicultural organization. In 1993, under the presidential

leadership of Don Wulff, a volunteer group began to explore organizational models for diversity. After looking at efforts within other, related higher education organizations (e.g., American Association for Higher Education), they developed and presented a proposal to the Core Executive Committee. This proposal focused on ways to make "...diversity a priority within POD and articulated the necessity of making diversity an explicit goal in membership outreach to underrepresented groups and institutions" (Stanley & Ouellett, 2000, p. 41).

In 1994, the Core Committee accepted this proposal. Members of the Diversity Interest Group then became the Diversity Committee, which was later renamed the Diversity Commission. The Diversity Commission's efforts were first focused on outreach to institutions and groups that had been historically underrepresented in the organization. Although the Diversity Commission was established with a recruitment goal in mind, it was increasingly consulted about organizational efforts toward diversity, such as conference planning, conference site selection, publications, and the like. One way to address retention as well as recruitment was to award travel grants to underrepresented institutions and to develop internship grant opportunities for future faculty developers of color who are interested in faculty development. What began as a general recruitment initiative became a conceptual springboard for broader organizational assessment and changes. Recruitment is synergistically tied to retention, and it was determined that POD not continue to recruit individuals from underrepresented groups and institutions without also paying attention to what their experiences were like once they arrived in the organization. These "efforts toward valuing diversity may begin with recruitment, but not changing the nature of the organization to provide for ongoing retention of our new members is counterproductive" (Stanley & Ouellett, 2000, pp. 41–42).

To enhance the entrée of travel grant recipients to the organization more broadly, POD also instituted an array of related initiatives. These efforts included an annual reception hosted by the Diversity Commission; greater emphasis on individual contact with travel grant recipients before, during, and after annual conferences; encouraging co-presentations with long-term members; and supporting local and regional networking for access to resource materials and support.

CREATING A MORE MULTICULTURAL ORGANIZATION:
TRAVEL GRANTS AND INTERNSHIP GRANTS

The Diversity Commission began to network with Historically Black Colleges and Universities (HBCUs), Native American Tribal Colleges (Tribal Colleges), and Hispanic-Serving Institutions (HSIs). Between 1994 and 2002, the Diversity Commission successfully recruited 40 underrepresented institutions to the annual conference through the dissemination of travel grants. Travel grants are designated to help awardees help underwrite expenses related to conference travel, accommodations, and registration fees. In the early years of the travel grant program, faculty and administrators of HBCUs, Tribal Colleges, and HSIs were specifically sought out. More recently, travel grants have also been awarded to people of color at predominantly white institutions (PWIs), and Historically Disadvantaged Institutions (HDIs) in South Africa. See Appendix 13.1 for a complete list of the participating institutions.

In 1995, the Diversity Commission began to explore ways in which the organization could nurture the growth of diverse professionals in the field. The commission looked at "pipeline" issues, or the way in which new members choose and are socialized into the field of faculty development. Specifically, the goal was to create opportunities for graduate students and faculty members of color to learn about and gain experience in faculty and instructional development.

A survey of 1,117 faculty development professionals in 1995 revealed that only about 5% were people of color: African American, Asian, Hispanic American, and Native American. The demographic profile of faculty developers also revealed that 19% were between the ages of 56–65, 51% between the ages of 46–55, 25% between the ages of 35–45, and 5% under 35 years of age (Graf & Wheeler, 1996). Clearly, the small number of faculty development professionals of color does not reflect the diversity of the faculty, academic staff, or students in higher education in general.

In response to this need, an internship opportunity, the POD Faculty/Instructional Development Training Grant program, was developed. The explicit purpose of this program is to provide a POD member institution with funding to support the development of an internship opportunity for a person of color who wishes to explore professional opportunities in faculty and/or TA development. Awards are based on a competitive funding process in which institutions are asked to submit a detailed outline of their immediate and long-term goals for sustaining these efforts. Additionally, successful institutions are expected to match the award and to demonstrate a plan for how they will sustain this opportunity over time. Initially, the program offered up to $1,000 (1995)

but based upon feedback from early recipients, the award was first raised to $2,000 (1997) and is now $4,000 (2000–current). From 1995–2002, six POD member institutions received internship grants. Most recently, the University of Michigan's Center for Research on Learning and Teaching (CRLT) received a second internship grant award in the fall of 2002.

2002 SURVEY OF POD TRAVEL AND INTERNSHIP GRANT RECIPIENTS

To date, Diversity Commission and Core Committee members have relied primarily upon informal communication and individual networks to gather feedback on the experiences of grant participants and to monitor the usefulness and the benefits of the internship and travel grant programs over the ensuing years. Generally positive, the informal consensus held that these were useful programs that offered benefits for both award recipients and POD. Due to the all-volunteer nature of most initiatives in POD, the gathering of systematic assessment and evaluation data was not attempted before this effort. Below we describe the design of the survey and the results of this assessment effort.

Survey Design
In the fall of 2002, rosters of the names and contact information of all past travel and internship grant recipients were collected and updated. Since 1994, a total of 47 travel grants have been awarded and 45 were used. Of these original 45 awardees, 14 participants have since left their original institution and we were unable to locate current contact information for them. Therefore, 31 past travel grant recipients were left as potential survey participants. The internship program, launched in 1995, had a much smaller cohort of six institutional participants sponsoring a total of eight interns. We were able to contact and interview one key contact person at each of the six institutions and a total of six of the eight interns. Below we describe our findings. Themes are identified from the perspectives of travel grant recipients and then from the perspectives of internship grant recipients.

POD DIVERSITY COMMISSION TRAVEL GRANT

Methods
We sought to collect feedback from all 47 past grant recipients about their experiences in the POD travel grant program. Current email and surface mail addresses were verified through Internet searches and calls to colleges and universities of record. If an individual had left an institution, attempts were made

to locate that person, both through inquiries at his or her former college or university, and through an Internet name search. Fourteen awardees had subsequently left their institution, with no available forwarding information.

We were able to find current contact information for 31 participants, and an electronic survey was sent via email in October 2002. Those who did not respond were contacted by phone (either in person or via a message) if a phone number was available. A second email was sent in late November 2002 to those who had not responded to the first email.

Response Rate

Surveys were completed by 19 of the 31 possible respondents. Twelve respondents for whom we had contact information did not complete the survey; however, three of these were recipients who provided verbal feedback at the 2002 annual POD conference. The overall response rate to the survey was 61% of grant recipients for whom we had contact information (see Table 13.1).

TABLE 13.1
Travel Grant Survey Responses

Total Travel Grants Awarded	Current Contact Information	No Response	Response
47	31	12	19

The feedback below is based upon responses from the 19 travel grant recipients who received the grant in years ranging from 1994 to 2002. Respondents who received the travel grant quite a few years ago predictably had lower participation rates and, when available, less vivid recollections (and less detailed feedback) than more recent recipients.

Highlights

In all, survey respondents were positive about their experiences and encouraging of the continuation and growth of the travel grant program. They cited the importance of this support as allowing them to attend the conference, the positive personal contact with POD members, and the high quality of the conference itself as three of the grant program's particular strengths.

> The communication with [the coordinator of the travel grant program], a member of the diversity commission, has been outstanding. She keeps me well-informed about what is going on with POD.

> The chance to get to know the organization through the conference
> was quite valuable.

What worked well? The majority of respondents said that they would *not* have attended the POD conference if they had not received the grant, almost unanimously because of financial reasons. Thus, the grant provided needed access to the conference. They also cited as important benefits the ease of the application process and the positive relationships built with POD members and with the POD organization as a whole.

What did participants gain? In the short term, participants reported that they gained a great deal of intellectual stimulation and information from the conference itself, and developed new professional relationships. For some, it provided an eye-opening introduction to the field of faculty and instructional development, especially for graduate students and those new to this work. One of the important organizational development goals of this program is to bring more people of color into the field and, to that end, these grants appear effective.

> The conference gave [me] perspective on faculty development and
> heightened [my] interest in the field.

The content of the conference stimulated ideas that many grant recipients followed up on in their home institutions. Respondents also noted that whether or not they had continued their involvement with POD, they had maintained a network of colleagues whom they met at the conference. The importance of developing ongoing relationships with awardees is also evident in the interest shown by recipients who applied for and received travel grants to continue attending the annual POD conferences over several years.

Respondents were pleased with what they perceived to be an application process with fewer than usual hurdles. Many awardees cited the importance of keeping the program easily accessible. For example, several remarked on how much they appreciated the opportunity to submit letters of application electronically and the regular contact with one designated person representing the Diversity Commission and POD.

What did not work well about the travel grant program? The majority of respondents answered that everything went well with the grant program. Three grant recipients noted challenges covering their travel and conference costs prior to receiving reimbursement. Also, one respondent suggested that the program could be improved by having clearer outcome goals and greater post-conference follow-up with awardees.

Suggestions to improve the travel grant program. A number of respondents suggested that travel grant opportunities could be even better publicized. Other recipients suggested immediate follow-up with grant recipients to better incorporate them into POD, perhaps through a mentorship network. Finally, a few members suggested increased flexibility in reimbursement procedures.

POD DIVERSITY COMMISSION INTERNSHIP GRANT

The POD Diversity Commission has supported the Internship Grant Program since 1995. Internship grants have been awarded to six institutions in support of eight individual interns. Recipients include the University of Michigan's Center for Research on Learning and Teaching (CRLT) (1995); the University of Southern Colorado's Faculty Center for Professional Development (1995); the University of Massachusetts Amherst's Center for Teaching (CFT) (1997); Indiana University–Purdue University Indianapolis's (IUPUI) Center for Teaching and Learning (2000); the University of Connecticut's Institute for Teaching and Learning (2000); and Arizona State University's Center for Learning and Teaching Excellence (CLTE) (2001). Two institutions sponsored two interns with their grants: University of Southern Colorado (1995) and Arizona State University (2001).

Procedure
Feedback was solicited from a total of 14 people (six teaching center directors and eight interns) about their experiences in the POD internship grant program. We received 11 responses. Various data collection methods included an electronic survey, review of final reports submitted to POD from participating institutions, phone interviews, and a focus group at the annual POD conference in Atlanta, Georgia, in October 2002. Some data were collected through interns' written summaries of their experiences, and, in one case, a director's final report. Not all recipients directly answered all questions.

Response Rate
The feedback below is based upon responses from 11 individuals, including five people designated as the institutional contact person, and six interns of five institutions that received the grant (see Table 13.2). .

TABLE 13.2
Internship Grant Survey Responses

Internship Grants Awarded	Potential Pool	No Response	Response
Institutional Contact Person	6	1	5
Interns	8	2	6

Highlights

What worked well? It should be noted that because of the nature of this initiative, far fewer institutions and individual awardees have participated in the Internship than in the Travel Grant Program. However, some themes were so consistent that they appear to have resonance beyond specific institutional needs or idiosyncrasies. For example, interns noted consistently that the Internship Grant helped them to develop mentoring and other relationships with professionals working in the field of faculty development. The interns who seemed most enthusiastic about their experiences worked with highly involved mentors who were also strong advocates for the program and their success. Interns also found the conference to be useful and inspiring.

> I was...fortunate to be the protégé of a professional who is well known and respected in her field. I was especially conscious of her interest in my success and the uniqueness in her mentorship that made my internship a success.

Internship projects/outcomes. Grant recipients worked on a wide range of projects, and interns' experiences varied from institution to institution. The most common types of projects included diversity workshop and seminar facilitation, development of diversity-related materials such as websites and resource guides, presentations at professional conferences, teaching-related activities, and attendance at POD conferences.

What was gained from the internship experience? Foremost, interns cited the positive mentoring and network of collegial relationships they developed as the most important (and rewarding) aspect of the internship.

> The knowledge I gained from this internship was not an exercise in acquiring best practices as end products. It was actually an opportunity to foster and fuse ideas with colleagues who intellectually believed in my ideas.

Consistently, interns reported that the opportunity to work closely with directors, faculty, and staff in the host centers for teaching contributed importantly to the success of the internship experience. As may be expected, the mentoring experiences of interns varied somewhat across years and institutional settings. Also, interns represent a wide range of profiles related to stages of career. At the time of their internship, five were doctoral-level graduate students and three were full-time tenure track-faculty members. The eight past interns were split equally between those specifically interested in a career in faculty and instructional development and those who viewed their internship experiences as contributing to different career goals in higher education (e.g., tenure-track faculty lines). At the time of this study, one past intern now serves as chair of her college's faculty development committee, one intern was hired by her center as a permanent instructional development consultant, and one intern has a full-time position in student affairs with significant responsibilities related to faculty and instructor development.

Over the duration of the program, the Internship Grant application and selection process has strengthened the planning, goal setting, and assessment processes for internships. Interns also appreciated the ability to forge connections with other colleagues (and role models) at the national conference.

> I was able to speak with many of the people who had authored articles and books that I had used in my comprehensive exams and other research papers like Nancy Chism and Bill McKeachie.

Interns also gained familiarity with the field of faculty development and perspectives on multiculturalism and diversity, organizational development in the context of higher education, and institutional dynamics.

Directors reported that institutions gained high quality materials produced by the interns, new relationships with different faculty members, and ties with future staff and faculty members.

[The intern] has been instrumental in the achievements of the Diversity Inquiry Group, which is a group of faculty and staff devoted to multicultural teaching. She has done several workshops for the Office for Professional Development and has been very instrumental in working with our own staff on diversity issues, offering workshops and helping to design other activities.

What suggestions were offered to strengthen the program? Very few suggestions for improving the Internship Grant program were offered by the interns or center directors. Several respondents did offer that more proactive follow-up measures be taken with interns after their internship concludes, in order to maintain their interest in the field and to encourage and foster future careers in faculty development. One idea for implementing such an effort was to formalize and extend the mentoring program for travel and internship grant recipients to further strengthen their ties to POD. Other ideas included a listserv for current and past interns and posting the names of interns on the POD listserv to encourage communication about potential positions in the field.

Directors of centers for teaching were most positive about the flexibility provided by the Internship Grant. This flexibility allowed them to tailor internship experiences to the skills and interests of the intern, as well as to support projects suitable to the needs of their program, faculty, and institution. All directors perceived the contributions of their intern(s) to be of significant value to their centers (e.g., developing a multicultural resource directory, forging improved relationships with faculty members, offering workshops and individual consultations on issues related to teaching inclusively).

In sum, the interns and directors were largely satisfied with their Internship Grant experiences and enthusiastic about the continuation of the program. Importantly, receipt of this Internship Grant does appear to serve as a catalyst for engaging interns further in faculty and instructional development careers.

DISCUSSION

POD, under the auspices of its Diversity Commission, has sponsored travel and internship grant programs for nine years as one organizational intervention to support becoming a more multicultural organization and to foster a more representatively diverse field of faculty and instructional developers.

These two programs are different in terms of the level of investment required of individual participants, the roles played by their home institutions, and the level of formal support offered by POD. Consequently, each program

appeals to quite different participants. The travel grants are dedicated almost exclusively to the interest of supporting the participation of people of color at the annual POD conference. Very often, this support makes the crucial difference in a participant's ability to attend a faculty development conference. Internship grants require a commitment of the participating center for teaching to structure a meaningful experience for their intern(s). Often, the actual nature of the internship is tailored to the strengths and interests of the intern, but across the board, mentoring is perceived to be a critical outcome.

POD has steadily increased the budget allocations for each of these programs and supported the integration of concomitant diversity-related initiatives that act to broadly institutionalize these priorities and goals. It seems clear from participation rates, and the increasingly competitive nature of the travel and internship grants, that these programs provide important services.

THE DIVERSITY COMMISSION: A MODEL FOR MENTORING AND CREATING ORGANIZATIONAL CHANGE

The Diversity Commission is serving as a model for mentoring and creating organizational change. Stanley and Ouellett (2000) examined POD's path to becoming a multicultural organization. Based on the adaptation of the developmental stages of multicultural organizations by Jackson and Hardiman (1988), they outlined six stages in POD's growth as a diverse organization (see Figure 13.1):

- Stage One: Exclusionary Organization
- Stage Two: Club
- Stage Three: Compliance Organization
- Stage Four: Affirmative Action Organization
- Stage Five: Redefining Organization
- Stage Six: Multicultural Organization

We propose that POD operates often in the context of a Stage Five organization. We are "actively engaging in envisioning, planning, and problem-solving to find ways to ensure the full inclusion of all" (Stanley & Ouellett, 2000, p. 45). While an organization is rarely completely defined by any one stage of the multicultural organization model offered below, through the Internship and Travel Grant programs it is clear that POD is actively defining and manifesting itself as such an organization.

FIGURE 13.1
Stages in the Development of a Multicultural Organization

Stage	Type	Descriptors
One	Exclusionary Organization	Mission and membership criteria openly discriminate.
Two	Club	Mission, policies, norms, and procedures allow for a few "selected," "right" representatives.
Three	Compliance Organization	Provides some access without departing from mission, structure, culture. Maintains status quo.
Four	Affirmative Action Organization	Recruits and promotes members of social groups other than the "majority." Training provided.
Five	Redefining Organization	Actively engages in envisioning, planning, and problem solving to find ways to ensure the full inclusion of all.
Six	Multicultural Organization	Reflects contributions of diverse cultural and social groups; acts on commitment to eradicate social oppression in all forms; all members are full participants; follows through on external social responsibilities.

(Jackson & Holvino, 1988)

Centers for teaching and faculty and instructional developers are now regularly called upon to help faculty members, departments, and colleges address teaching and learning issues related to diversity and inclusion. POD has a unique role to play in preparing and supporting its members to better meet these challenges. We suggest that one important way to do this is by sustaining within POD a multicultural organization development initiative that is reflective, self-critical, and transparent.

FUTURE DIRECTIONS: FEEDBACK FROM BENEFICIARIES OF TRAVEL AND INTERNSHIP GRANTS

The nature of the success of these two diversity-related initiatives, the internship and travel grant programs, reflect some of the same strengths that make

POD a generally successful organization. This is perhaps best expressed by a travel grant recipient who wrote:

> Personally, I was overwhelmed by the warmth, love, and support expressed by the members of the diversity committee and the POD group as a whole.

CONCLUSION

In light of recent organization-wide strategic planning and assessment efforts, and as an aide to future planning efforts of the Diversity Commission, in 2002, the authors initiated this first comprehensive assessment and evaluation of the travel and internship programs. It is also hoped that this effort will become part of an ongoing stream of such assessment efforts and will contribute to educating POD members (and potential future members) about the internal and external benefits of these programs.

The Travel Grant program has contributed significantly to the diversification and expansion POD's ties to a number of HBCUs, HSIs, Tribal Colleges, and HDIs. In recent years these ties have also extended to people of color working in the context of predominantly white institutions. While some travel grant recipients do move on to other goals quickly, in reviewing the distribution of travel grants over time, we noted that some of the earliest awardees continue to this day to have regular and important roles within POD. Selected examples of this include travel grant recipients who have gone on to serve POD as elected members of Core and the Core executive committee, chair of a standing committee, conference plenary and keynote presenters, and as current liaisons with HBCUs, HSIs, Tribal Colleges, and HDIs, as well as other institutions and the organizations that serve them (i.e., the HBCU Faculty Development Network). Additionally, travel grant awardees have presented programs that made important contributions to the scope of activities, plenary sessions, and programs at POD annual conferences, and they have provided important insight into and understandings of the experiences of faculty and academic administrators of color across all types of institutions.

FIGURE 13.2
Travel Grants to Individuals by Type of Institution
1994–2002
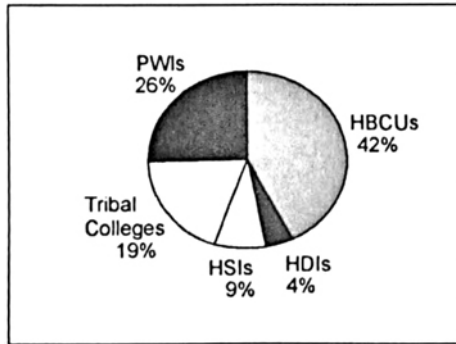
To date, the internship program has primarily provided an opportunity for centers for teaching at public universities to sponsor a person of color as an intern. Such efforts have clear benefits for institutions as well as interns. Of the eight past interns, at least three have moved into positions with duties related to faculty and instructional development.

Based upon this study, the Internship and Travel Grant programs appear to contribute importantly to POD becoming an inclusive, multicultural organization. It is important to note that the strength and vitality of the Travel and Internship Grant programs rest on the values, beliefs, and norms intrinsic to the organization broadly. POD members have a well-earned reputation for being welcoming of and generous to each other. One of the great strengths of POD is its emphasis on collegiality. Participants, therefore, quite rightly perceive such behaviors as genuine attributes of organizational norms and expectations.

> I perceived the [Diversity Commission] committee was genuinely interested in both my attendance and my involvement at the Atlanta conference. The grant opportunity did not feel like a "token" effort. This speaks to the sincerity and awareness of POD leaders.

Much can be learned from the organizational processes of reshaping POD as a model 21st-century organization so that its members may better meet the demands of their own faculty members and institutions. The membership of POD appears to be increasingly diverse and international. In a similar light,

many of its institutions are sensitive to the need to sustain and support increasingly diverse populations of undergraduate and graduate students and faculty members. As a truly inclusive organization, POD and its membership will become increasingly skilled in multicultural competencies, multiculturally appropriate teaching and learning development consultation, and the development of inclusive faculty and instructional development programs within the context of home institutions.

As POD continues to build the multicultural organization it aspires to be, we suggest that there would be great benefit to replicating the membership survey conducted in 1995 (e.g., demographic profiles, job descriptions, members' priorities, length of membership in POD). It would be beneficial to be better able to track changes over time in the demographic profile of POD's membership. These data, if collected regularly, would provide us with one index by which to mark our progress toward becoming a multicultural organization. We also suggest that more structured mentoring programs be offered for all new POD members, with special care given to travel and internship grant award recipients (e.g., encouraging communication links between past and current interns and between host institutions). While current practices result in many worthy accomplishments, significant progress would result from additional, ongoing efforts to collect from traditionally underrepresented groups in POD their perceptions and feedback. Such efforts as these clearly benefit all POD individual and institutional members.

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APPENDIX **13.1**

INSTITUTIONS PARTICIPATING IN THE TRAVEL GRANT PROGRAM

Historically Black Colleges and Universities (HBCUs)
  Bowie State University
  Clark Atlanta University
  Dillard University
  Florida A&M University
  Howard University
  Jackson State University
  Johnson C. Smith University
  Morehouse College
  Oakwood College
  Prairie View A&M University
  St. Augustine's College
  Spelman College
  Stillman College
  Texas Southern University
  Tougaloo College
  Xavier University of Louisiana

Tribal Colleges and Universities
  Fort Peck Community College
  Lac Courte Oreilles Ojibwa Community College
  Little Big Horn College
  Navajo Community College (now Diné College)
  Nebraska Indian Community College
  Oglala Lakota College
  Salish Kootenai College
  Sinte Gleska University
  Standing Rock College (now Sitting Bull College)

Hispanic Serving Institutions (HSIs)
  Heritage College
  Pima Community College
  San Antonio College
  The National Hispanic University

Historically Disadvantaged Institutions (HDIs)
  University of the Witwatersrand, South Africa

Predominantly White Institutions (PWIs)
  Arizona State University
  Louisiana State University
  Molloy College
  New York University
  Portland State University
  Quinebaug Valley Community College, CT
  Santa Fe Community College, FL
  Syracuse University
  University of Colorado at Boulder
  University of Northern Iowa
  University of Texas El Paso

Institutions Participating in the Internship Grant Program
  Arizona State University
  Indiana University–Purdue University Indianapolis
  University of Massachusetts Amherst
  University of Michigan, Ann Arbor
  University of Southern Colorado
  University of Connecticut