



January 14, 2022

Dear Colleagues,

Sylvia Hurtado is a renowned scholar whose work has shined a light on the value of institutional research, particularly around diversity, equity and inclusion. Through her work at the Higher Education Research Institute (HERI) at UCLA, she conceived of the Diverse Learning Environments (DLE) survey, which institutional researchers across the country launched on their campuses, and the results of which they used to inform their campuses.

With close to 10,000 citations, Dr. Hurtado's scholarship has been a source for other scholarly work and institutional research as a profession. Through her work at HERI, Dr. Hurtado was on the forefront of using data to better understand and respond to diversity and equity. Dr. Hurtado leveraged the popularity of the Cooperative Institutional Research Program (CIRP) to nudge institutions to collect data and think more deeply about the nuance and complexity of campus climate for diversity by participating in the DLE. Her understanding of sociological theory coupled with her statistical and modeling expertise gave heft to her work, leading it to be reliable evidence for additional work within institutional research. Since then, other surveys of equity, diversity and campus climate have popped up; they are all stronger because of Dr. Hurtado's seminal work.

The letters of support that accompany this packet detail her many gifts to institutional research, and I will refrain from repeating them all here. They come from several members of AIR and conference attendees who have worked directly with Dr. Hurtado. I have not. I have heard her speak, but have never had a conversation, an email exchange or phone call with her. In fact, it's unlikely she knows who I am. But as an institutional researcher, she has influenced me and many of my colleagues to think deeply about how we incorporate diversity and inclusion in our survey work, and how we use that data to impact student and institutional success.

Dr. Hurtado is an institutional researcher and scholar extraordinaire who has quietly changed the field for the better, mentored numerous students along the way, presented at AIR, and encouraged her students to do the same. She is highly deserving of the Sidney Suslow Scholar Award for her cutting edge advancement of the field, and the profession of institutional research.

Best,

Ellen Peters | Associate Provost
Institutional Research, Planning and Student Success
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Awards Committee
Association for Institutional Research
PO Box 13739
Tallahassee, FL 32317

January 12, 2022

Dear Awards Committee Members,

I am delighted to write in support of Sylvia Hurtado for the Sidney Suslow Scholar Award. Sylvia's body of work and numerous recognitions demonstrate that she more than meets the criteria of advancing our body of knowledge with high quality and innovative work. Additionally, Sylvia has remained committed to sharing this knowledge - she and her students regularly present at the AIR Forum.

I first recall hearing Sylvia's name in my early days at the University of Maryland as I prepared to attend the Toronto Forum. My boss told me, "Go to anything that Sylvia Hurtado presents." That year, 2002, there were two sessions - one on learning style and one on diversity. I kept watching for Sylvia's presentations at the Forum, in particular her presentations on diversity - and she was a staple in my Forum schedule through the aughts and beyond. I soon learned why my boss wanted me to hear what she had to say - her work (along with other colleagues) was influential in the 2003 Supreme Court decisions on the University of Michigan's affirmative action policies. This work led to her being named by *Diverse Magazine* as one of the top 15 influential faculty.

Sylvia has served as the director of the Higher Education Research Institute (HERI) at UCLA, home of the Cooperative Institutional Research Program (CIRP) - a survey and research program in which many AIR members participate. She was elected a member of the National Academy of Education in 2019 and her bio notes her hundreds of publications, multiple books, and numerous awards. That she has done this while advancing our knowledge of, and advocating for, diversity and equity in higher education is all the more notable. In 2018 the American Educational Research Association (AERA) awarded her their Social Justice Award.

In addition to her contributions to the field, participation in the Forum, and mentorship of students, Sylvia has served the larger higher education community. She was President of the Association for the Study of Higher Education (ASHE), and served on committees for the Higher Learning Commission (HLC) and the Association of American Colleges and Universities (AAC&U).

It is my hope that the committee will recognize the considerable contributions to our field that Sylvia Hurtado has made by awarding her the Sidney Suslow Scholar Award.

Sincerely,

A handwritten signature in black ink that reads "Michelle Appel". The signature is written in a cursive, flowing style.

Michelle Appel

December 13, 2021

Dear Colleagues

I am pleased to write in support of the nomination of Sylvia Hurtado for the Association of Institutional Research's (AIR) Sidney Suslow Scholar Award. Sylvia Hurtado is Professor in the Graduate School of Education and Information, and served as Director of the Higher Education Research Institute at the University of California, Los Angeles for more than a decade.

The list of Sylvia's accomplishments is long. Her official UCLA biography lists that she has over 100 publications, seven books/monographs, and two co-edited books. She received the 2018 Social Justice in Education Award from the American Educational Research Association (AERA), was elected to the National Academy of Education in 2019, is past President of the Association for the Study of Higher Education (ASHE), and served on the boards of the Higher Learning Commission and initiatives of the Association of American Colleges and Universities. *Black Issues in Higher Education* (Diverse magazine), named her among the Top 15 influential faculty who personify scholarship, service and integrity and whose work has had substantial impact on the academy. She has led several federally-funded (NIH, NSF, IES) projects on diverse learning environments and student retention, STEM education and diversification of the scientific workforce, and innovation in undergraduate education.

Given that impressive list, I'd like to share a bit of what it was like to work with Sylvia, and why AIR should add to the long list of awards she has received. Sylvia has been a role model for how to ask good questions and then answer them with data since the beginning. Her work on racial campus climate, the experiences of underrepresented identity groups in college, and diversity in higher education all start with good questions about the state of higher education, and respond to the hypotheses she and her colleagues advance with not only data, but with concrete suggestions for practitioners. Her research was among those used as evidence for using race in college admissions as part of the University of Michigan's affirmative action cases, informing the 2003 Supreme Court case decisions in *Grutter v. Bollinger* and *Gratz v. Bollinger*. Her work has never solely been about answering questions to advance theory, it has always been about improving the conditions in higher education so that everyone has the opportunity to find their place and to succeed.

Sylvia is unfailing in her support of the professional growth, skill development, and scholarship of everyone that walks through her door. She has remained laser-focused on attracting, nurturing, and inspiring future generations of higher ed professionals who will foster opportunity and well-being not only in their careers, but also in their communities. I cannot underscore how important and meaningful it is to be seen, supported and cared for within higher ed. Many admire and value their mentors, but those of us who have had the opportunity to work alongside Sylvia have felt her unwavering belief that the work that we were doing was important, that we were important, and that it was the intersection of those two things that was going to make the project yield important findings.

The most important reason for nominating Sylvia for the Sydney Suslow award is that she personifies integrity, leadership and vision in the higher education research so many of us use every day. I cannot think of a better way to thank her for her contribution to institutional research than by granting her this award.

Warmly,



Laura Palucki Blake

Assistant Vice President for Institutional Research and Effectiveness



Fielding School of Public Health
650 Charles E Young Dr S.,
Los Angeles, California 90095-1521

December 29, 2021

Attn: Association for Institutional Research
1983 Centre Pointe Blvd. #101
Tallahassee, FL 32308

Dear Members of the Selection Committee:

I am thrilled to nominate Dr. Sylvia Hurtado for the Sidney Suslow Scholar Award for her tremendous contributions to the profession of institutional research and the field of higher education. I met Dr. Hurtado (Sylvia) in 2015 when I was accepted as a PhD student in the School of Education and Information Studies (SEIS) at UCLA. Prior to being admitted into the program, Sylvia's reputation as a scholar and director of UCLA's Higher Education Research Institute (HERI) were well known to me. However, my graduate training as her advisee allowed me to witness firsthand her brilliance, dedication, and capacity for advancing research and practice within the field of higher education. Sylvia's contributions have been instrumental to the field of institutional research in countless ways; I will specifically expand upon the following areas of impact: 1) her innovative research utilizing IR and survey data to advance science equity research, 2) her leadership in spearheading the development of the Multilevel Model of Diverse Learning Environments as a conceptual framework and its companion Diverse Learning Environments (DLE) survey for institutions to utilize in efforts to address diversity and equity, and 3) her professional mentorship of several individuals who are also carrying on her legacy of innovative and sound research to advance institutional research and the broader field of higher education.

Sylvia's innovation in research truly shows in her capacity to create synergy and pull talented individuals and resources together to improve higher education outcomes for students. In particular, in 2004 she received a prestigious grant sponsored by the National Institutes of Health (NIH) and the National Science Foundation (NSF) that turned into a national longitudinal study on the preparation and experiences of underrepresented students in science. She developed innovative methods of utilizing IR data, HERI national survey data, and appropriate sociological and psychological theories to lead the research project. To date, the project has resulted in several influential publications that inform new federal grants, research studies, and practices in college STEM departments and colleges. My first experience presenting at a conference as a first-year graduate student was at AIR in 2016, presenting on data and findings from this project.

During Sylvia's directorship at HERI, she envisioned a conceptual framework to account for multiple dimensions of perceived climate in higher education organizations (i.e. psychological, behavioral, organizational, historical, compositional, etc.). In collaboration with her students (several of whom are now tenure-track faculty at research institutions and developing their own research on climate), they developed the Multicontextual Model for Diverse Learning Environments, which has been cited over 500 times since its publication. Sylvia's prior work at the University of Michigan contributed to the development of factors that eventually ended up in HERI's Diverse Learning Environments (DLE) survey—an instrument to measure Sylvia's groundbreaking theoretical piece on diverse learning environments. The MMDLE has since become foundational in the field of higher education for advancing the nuances of how we think of "campus

climate”, as well as expanding its inclusion of staff and faculty. Further, Sylvia’s leadership at HERI led to ensuring that the MMDLE framework could be applied and utilized by institutions that wanted to evaluate their climates for students, staff, and faculty. To date, the DLE has been used by hundreds of institutions across the U.S., and Sylvia has been asked to present her work abroad in Spain, Ireland, and India, to name a few. Indeed, Sylvia continues to push the field in higher education, from her early work writing about campus climate to the evolution of her scholarship that is now utilized by several institutions and researchers across the nation and even internationally.

Lastly, Sylvia’s professional mentorship has impacted my own approach to research in higher education, as well as countless individuals that she has advised over the past decades. Sylvia’s mentees now serve as leaders in IR offices/centers, tenured faculty, senior administrators at colleges/universities or research foundations, and overall are making their own impact after receiving excellent training and guidance from Sylvia. Several of her mentees come from historically excluded groups in academia, who are now pushing the field to consider innovative research topics, methods, and theories that advance equity in higher education. Sylvia has been critical to my own retention and continued professional development as a social science researcher and woman of color in academia. Even though I have graduated, she continues to serve as a mentor and most recently supported my career by helping me secure my first job after graduation, inviting me to serve as a co-editor of a special issue of the Education Sciences journal, and supporting my research on the career development of women of color and underrepresented groups in biomedicine.

Sylvia’s dedication to social justice manifests in her efforts to bring equity to the forefront of her scholarship, leadership, and mentorship. Should you have any additional questions regarding Dr. Sylvia Hurtado, please do not hesitate to contact me at cobiank@ucla.edu.

Sincerely,



Krystle Palma Cobian
Investigator, Coordination and Evaluation Center
Diversity Program Consortium



**CENTER FOR
POSTSECONDARY RESEARCH**

INDIANA UNIVERSITY
School of Education
Bloomington

January 7, 2022

Suslow Scholar Award Selection Committee
Association for Institutional Research
1983 Centre Point Blvd. #101
Tallahassee, FL 32308

Dear Members of the Selection Committee:

It is a pleasure to support the nomination of Dr. Sylvia Hurtado for this year's Sidney Suslow Scholar award.

Dr. Hurtado is deserving of this award given her long and distinguished career as a scholar of higher education and for her many contributions to the study of diversity and advanced statistical modeling. The number of citations and references to her higher education scholarship, and specifically citations in AIR produced and members' publications alone is likely sufficient demonstration of her lifelong contributions to institutional research and its theory, study, practice, application, tools, and/or models. Her high-quality scholarship has made a substantial influence and lasting impact in institutional research.

Through her formal teaching in higher education programs and in countless presentations, she has trained innumerable institutional research professionals and widely influenced the work of nearly every office of institutional research in the U.S and abroad. Sylvia's original and bold thinking about how to study weighty issues in higher education, including the impact of diversity and women in underrepresented fields, have advanced higher education practice and policy broadly and strongly influenced the everyday work of campus IR offices. Her empirically solid and meaningful research on diversity and equity provides a needed foundation for the essential institutional research going on in colleges and universities. Even more, her theoretical contributions make equity and inclusion work on campuses an imperative.

While regrettably I was not a student in the higher education programs where Sylvia taught, her work has nonetheless made a substantial impact on my thinking and approach to research. I've long been an admirer of her ability to design a research project and implement and explain advanced statistical techniques and have tried to emulate her excellent work. Again, though I was not her student, she encouraged me. She thoughtfully engaged me in sessions in which I was the presenter, and entertained my questions in presentations she led. Dr. Hurtado is approachable, welcoming and encouraging of emerging scholars. Notably, she has been a particularly strong role model for women and students of color.

As the Director of UCLA's Higher Education Research Institute, and the Cooperative Institutional Research Program (CIRP), Sylvia has advanced and sustained the longest-running empirical study of higher education involving data collection on students and faculty. This

accomplishment and the value this project has made in institutional research offices and to higher education research is also important evidence for her Suslow nomination.

Higher education scholarship and institutional research has also benefited from Sylvia's exceptional quantitative methodological technique and her ability to interpret complex statistical models and discuss numerical information. Importantly, she has used these capacities to advance substantive issues in the field, including advocating for support for underrepresented and marginalized groups in higher education.

Sylvia's influence in higher education is wide and deep. Her contributions to studying how colleges prepare students to participate in a diverse democracy, documenting the pathways of underrepresented students' in STEM fields and careers, and research on student and institutional outcomes in higher education, have significantly shaped the field. Through her contributions as a scholar, methodologist, teacher and bold advocate, Sylvia has advanced diversification in higher education and the IR profession and made action on equity central in colleges and universities.

As a distinguished scholar of higher education and brilliant methodologist, Sylvia Hurtado is most deserving of the Sidney Suslow Award. If you have questions, please contact me at 812-856-1430.

Sincerely,

A handwritten signature in blue ink that reads "Jillian Kinzie". The signature is written in a cursive, flowing style.

Jillian Kinzie, Ph.D.
Associate Director
Indiana University Center for Postsecondary Research



Sylvia Hurtado

PROFESSOR, HIGHER EDUCATION AND ORGANIZATION CHANGE



Sylvia Hurtado

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Los Angeles, CA 90095-1521

Office Hours

By Appointment

<https://ucla.box.com/s/xb2e80p00irixfjh54igedfxtl40b8lq>

Sylvia Hurtado is a Professor of Education in the School of Education and Information Studies, and directed the Higher Education Research Institute at UCLA for over a decade. She has written extensively on diverse students' college experiences, the campus racial climate, STEM pathways for underrepresented groups, and equity and diversity in higher education. In addition to many publications in these areas, she is co-editor of books that won International Latino Book Awards: "Hispanic Serving institutions: Advancing Research and Transformative Practice" (Routledge Press), and "The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond (University of Texas Press).

She was elected to the National Academy of Education in 2019; received the 2018 Social Justice in Education Award from the American Educational Research Association (AERA), and the 2015 Exemplary Research Achievement award from Division J. She is past President of the Association for the Study of Higher Education. She directed multimillion dollar, NIH-funded projects to study the long term effects of undergraduate education and diversification of the scientific workforce. She now engages in collaborative work with UCLA's Center for Evaluation and Coordination, conducts research on the organizational impact of culturally aware mentor training for graduate program faculty in the biomedical sciences, and directs a Howard Hughes Medical Institute project on how student-centered interventions at universities result in diversity and inclusion in science.

Her early engagement as a first generation college student led to roles in college admissions, graduate admissions and student support, and her developing interest in higher education as a field of study.



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HIGHER EDUCATION & ORGANIZATIONAL CHANGE

EDUCATION UNDERGRADUATE PROGRAM

Teaching and Research Interests

DIVERSITY AND HIGHER EDUCATION

STEM

MIXED METHODS RESEARCH

Expertise

AFFIRMATIVE ACTION

CHICANA/O EDUCATION

DIVERSITY

EQUITY

ETHNIC ISSUES

HIGHER EDUCATION

ORGANIZATIONAL BEHAVIOR

STEM

STUDENT RETENTION

Research Center

HIGHER EDUCATION RESEARCH INSTITUTE (HERI)



Positions

- Special Assistant to the UCLA Chancellor, Latinx Issues
- Professor, Higher Education and Organization Change

Education

- Ph.D. UCLA, Higher Education and Organizational Change, SEIS
- M.Ed. Harvard Graduate School of Education, Administration and Social Policy
- A.B. Princeton University, Sociology.

Awards, Honors, and Fellowships

- National Academy of Education, elected member 2019.
- International Latino Book Awards, 2016 and 2017
- American Educational Research Association, Distinguished Lecture, 2021;
- Social Justice in Education Award, 2018; Division J Exemplary Research

(6) More



Select Publications

- Hurtado, S., Ramos, H.V., Lopez, X. & Perez, E. (2020). Latinx student assets, college readiness, and access: Are we making progress? *Education Sciences*, 10 (4), 100; doi.org/10.3390/educsci10040100
- Hurtado, S. (2019). "Now is the time": Civic learning for a strong democracy. *Daedalus: The Journal of the American Academy of Arts & Sciences*, 148 (4), 98-107. DOI.org/10.1162/DAED_a_0762.
- Hurtado, S., White-Lewis, D. & Norris, K. (2017) Advancing inclusive science and systemic change: The convergence of national goals and institutional aims in implementing and assessing biomedical science training, *Biomedical Central Proceedings*, 11(Suppl 12):17 DOI 10.1186/s12919-017-0086-5.
- Hurtado, S., Ruiz Alvarado, A. & Guillermo-Wann, C. (2015). Creating inclusive environments: The mediating effect of faculty and staff validation on the relationship of discrimination/bias to students' sense of belonging. *Journal Committed to Social Change on Race and Ethnicity*, 1 (1), online.

(6) More





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