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Abstract

This article focuses on higher education leadership and diversity, highlighting the role of higher education as a pathway to achieving democratic diversity. The authors provide a context for understanding educational diversity in the United States, using the University of Pennsylvania (Penn) as a case study. They present Penn as an emerging model for making diversity a prominent institutional priority, as well as for connecting issues of diversity to civic and community engagement. Authors conclude with a call to action and lessons learned. (HRK / Abstract übernommen)