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Notre Dame Embroiled in Controversy over Contraceptive Coverage

On Oct. 31, the University of Notre Dame announced that it would no longer provide birth control coverage to students and employees in an effort to “honor the moral teachings of the Catholic church.” Yet just over a week later, in a statement released on Nov. 7, the university reversed its decision, stating that employees and students could continue to receive contraceptive coverage through their university-sponsored insurance plans.

The sudden reversal followed a barrage of criticism from students and the press. This included a group of graduate students at Notre Dame, called the Graduate Workers Collective (GWC), that held a rally and circulated an online petition asking the university to re-evaluate its decision.

In its Nov. 7 statement, the university said it “follows Catholic teaching about the use of contraceptives” but that it recognizes “the plurality of religious and other convictions among its employees.” GWC responded with its own statement in which it said “they are grateful and relieved that [they] were able to help push the administration to respect Notre Dame community members’ right to reproductive healthcare.”

Under the Obama administration, the Affordable Care Act (ACA) required that employers provide health insurance policies that included birth control at no cost to women. At that time, Notre Dame offered this coverage via a separate service. However, in 2013, the university attempted to sue the Obama administration for the right to terminate this coverage entirely; a federal appeals court rejected the suit in 2015.

On Oct. 6, the Trump administration rolled back the ACA birth control mandate, effectively allowing any institution to deny birth control coverage on moral or religious grounds. According to the Los Angeles Times, Notre Dame was the first employer “publicly to take advantage of the Trump administration’s … rollback.” The university’s initial decision to withdraw contraceptive coverage set a strong precedent, as Notre Dame is a large, diverse institution that doesn’t require faculty or students to be Catholic or to sign a statement of faith, as other religious institutions do.

It is unclear why the university now claims to cover contraceptives out of respect for the diversity of its constituents but didn’t respond to faculty and student pushback years ago at the time of its lawsuit against the Obama administration. In an email, Vice President of Communications Paul J. Browne confused the issue further by arguing that Notre Dame believed that “insurance companies would discontinue no-cost coverage for contraceptives … at the end of the year” in response to the Trump administration’s rollback of the ACA provision. He asserted that the apparent policy flip-flop was the result of confusing administrative decrees. Some Notre Dame faculty members, however, have questioned this claim, speculating instead that the negative press the institution received influenced the administration’s policy reversal.

— Ginger O’Donnell

MUSC College of Pharmacy Alumni Create Two New Scholarships for Minority Students

As the oldest medical school in the South, with a combined total of 3,700 students and residents and nearly 13,000 employees, the Medical University of South Carolina (MUSC) has a positive impact on the city of Charleston. Now, two new scholarships — funded by alumni — will help further the university’s engagement with and commitment to local underrepresented communities.

Earlier this year, Maurice Lee — who graduated from MUSC College of Pharmacy in 2004 and went on to become the first African American male pharmacist in Eutawville, S.C. — established the Dr. M. A. Lee ’04 Endowed Diversity Scholarship. This award will benefit a deserving underrepresented minority student as he or she begins the pursuit of a career in pharmacy. Lee has pledged $25,000, which MUSC will match to create a fully endowed $50,000 scholarship.

Howard Brooks, a Lumbee Indian from Pembroke, N.C., graduated from MUSC College of Pharmacy in 1966 and became Pembroke’s first pharmacist; he went on to establish Pembroke Drug Center, now known as Healthkeeperz, which provides in-home medical equipment and health services. This year, Brooks created The Howard Brooks ’66 Endowed Scholarship with a $50,000 gift to the university. Awarded annually, the scholarship will cover partial tuition at MUSC College of Pharmacy for a Native American student who graduated from the University of North Carolina at Pembroke.

“Dr. Lee and Mr. Brooks come from very different backgrounds, but they share our desire to promote and embrace diversity and inclusion in the student body and pharmacy profession,” Dean of MUSC College of Pharmacy Philip Hall said in a press release. “These scholarships will be important assets to help us continue to move that forward.”

— Ginger O’Donnell
IN REVIEW:
Documentaries Reveal the Evolution of African Americans’ Struggle for Equal Rights

I AM NOT YOUR NEGRO
As a writer and activist, James Baldwin became one of the most influential voices of the civil rights movement. Now, his astute observations on race relations in America are brought to life for modern audiences in I Am Not Your Negro, a new documentary film produced using the unfinished transcript from Baldwin’s final book and original footage from his interviews, speeches, and live readings. The film largely focuses on Baldwin’s grief over the assassination of his friends and fellow civil rights leaders Medgar Evers, Malcolm X, and Martin Luther King Jr., and it traces the violence and injustice of their murders to the development of the Black Lives Matter movement. The result is a film that, in addition to being hailed as “life-altering” by The New York Times, was nominated for an Academy Award. I Am Not Your Negro is available to watch on Amazon Video, Google Play, iTunes, and YouTube.

THE BLACK POWER MIXTAPE
The Black Power Mixtape has been praised for its unique format and its revelatory, candid portrayal of the black power movement. The documentary film was produced using footage shot by Swedish journalists whose mission was to objectively capture the reality of a movement that was largely portrayed by American mass media as dangerous and untenable. Interspersed with interviews from activists, artists, and celebrities, The Black Power Mixtape provides a rare glimpse into the lives and events that shaped a cultural revolution, and offers a powerful — and sometimes painful — look at the triumphs and failures of its participants. The Black Power Mixtape is available to watch online at pbs.org.

13TH
Winner of both the Peabody and British Academy of Film and Television Arts awards for best documentary, 13th is a film that shocks viewers with the power of its thesis: that the mass incarceration of African American men in the U.S. is simply slavery evolved. Filmmaker Ava DuVernay traces the history of antebellum politics, the implementation of Jim Crow laws, and the depiction of African American men as a danger to society to reveal how economic and political forces in the U.S. have long conspired to control their fate. Titled after the 13th Amendment, which abolished slavery “except as a punishment for a crime,” the film is an urgent plea for both cultural and criminal justice reform. 13th is available to watch on Netflix.

— Mariah Bohanon

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INCLUSION AND EQUITY
GEORGIA
David A. Thomas, PhD, has been named president of Morehouse College in Atlanta. He previously served as dean and the William R. Berkley Chair of Georgetown University’s McDonough School of Business in Washington, D.C.

ILLINOIS
Lisa C. Freeman, PhD, has been appointed the first female president of Northern Illinois University in DeKalb. She was most recently executive vice president and provost at the university.

MASSACHUSETTS
Crystal Williams has been named the inaugural associate provost for diversity and inclusion at Boston University. She previously served as the associate vice president for strategic initiatives and professor of English at Bates College in Lewiston, Maine.

MISSISSIPPI
Susan E. Powell, EdD, has been appointed associate vice president for student affairs at Jackson State University. She was most recently dean of students at Lincoln University in Pennsylvania.

NEBRASKA
H. Dele Davies, MD, has been named senior vice chancellor for academic affairs at the University of Nebraska Medical Center in Omaha. He retains his position as dean for graduate studies at the university.

NEW JERSEY
Barbara Gaba, PhD, was appointed the first female and the first African American president of Atlantic Cape Community College in Hamilton. She previously served as provost and associate vice president for academic affairs at Union County College in Cranford.

NEW YORK
Keith Jenkins, PhD, has been named vice president and associate provost for diversity and inclusion at Rochester Institute of Technology. He was most recently director of undergraduate degree programs in the School of Communication at the university.

RAFAEL ZAPATA has been named chief diversity officer, special adviser to the president for diversity, and associate vice president for academic affairs at Fordham University in New York City. He was most recently vice president and chief diversity officer at Providence College in Rhode Island.

NORTH CAROLINA
Clarence D. “Clay” Armbrister, JD, has been appointed president of Johnson C. Smith University in Charlotte. He previously served as president of Girard College in Philadelphia, Pa.

Constance “Connie” Ledoux Book, PhD, has been named the first female president of Elon University. She was most recently provost and dean of The Citadel, The Military College of South Carolina in Charleston.

Dana Patterson has been appointed director of the department of intercultural affairs at Western Carolina University in Cullowhee. She previously worked as a diversity and inclusion training consultant.

Pennsylvania
José Rodriguez has been named director of diversity initiatives for Cabrini University in Radnor. He was most recently director of diversity, equity, and inclusion at Penn State Abington.

SOUTH CAROLINA
Alphonso “Al” Atkins Jr., JD, was appointed chief diversity officer and special assistant to the chancellor for equity and inclusion at the University of South Carolina Upstate in Spartanburg. He previously served as director of institutional equity and Title IX coordinator for the Community College of Rhode Island in Warwick.

UTAH
Kyle A. Reyes, PhD, was appointed vice president of student affairs at Utah Valley University in Orem. He retains his position as chief diversity officer and special assistant to the president for inclusion.

VIRGINIA
Jame’l R. Hodges, EdD, was named associate vice president for student success and engagement at Virginia State University in Petersburg. He previously served as assistant vice president for administrative support at Tennessee State University in Nashville.

Ann Marie Klotz, EdD, was appointed vice president for student affairs at Radford University. She was most recently dean of students at New York Institute of Technology in New York City.

Carla Williams, PhD, was named director of athletics at the University of Virginia in Charlottesville. She is the first African American woman to be named an athletics director at a Power Five conference school. She previously served as deputy director of athletics at the University of Georgia in Athens.

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HEALTH PROFESSIONS SCHOOL DEANS

In each issue, INSIGHT Into Diversity features diverse professionals in higher education. To be featured in this section, email your bio and photo to editor@insightintodiversity.com.

Michelle A. Williams, ScD, is dean of the Harvard T.H. Chan School of Public Health. She previously served as chair of the Department of Epidemiology at the school and as program leader of the Population Health and Health Disparities Research Programs at Harvard’s Clinical and Translational Sciences Center. Before coming to Harvard, Williams had a distinguished career at the University of Washington School of Public Health. She has published over 450 peer-reviewed research papers and currently directs the National Institutes of Health-funded multidisciplinary research training program that facilitates undergraduate and graduate training at over 14 international research sites. Williams is the recipient of many honors, including the 2015 Outstanding Mentor Award from the Harvard T.H. Chan School of Public Health.

Nilda “Nena” Peragallo Montano, DrPH, RN, is dean of the School of Nursing at the University of North Carolina at Chapel Hill. Prior to this position, she served as dean of the University of Miami School of Nursing and Health Studies. Montano specializes in health disparities and culturally competent healthcare for minority populations. Her numerous recognitions include being selected by HispanicBusiness as one of the 100 Most Influential Leaders of 2012, as well as the 2014 In the Company of Women Award for her contributions to the community of South Florida.

Hugh E. Mighty, MD, is dean and vice president of clinical affairs at Howard University College of Medicine. Prior to his current position, he served as vice chancellor for clinical affairs at Louisiana State University Health Sciences Center, where he led the financial and strategic direction of both academic and hospital operations. His extensive background in academic leadership includes serving as chair of the Department of Obstetrics, Gynecology, and Reproductive Sciences at the University of Maryland School of Medicine in Baltimore. Mighty is also known for developing the Tamar’s Children program, which helped pregnant women in Maryland learn job and parenting skills as an alternative to incarceration for minor offenses.

Azita Emami, PhD, RN, is dean of the University of Washington (UW) School of Nursing. Over the past 25 years, she has served as dean of the College of Nursing at Seattle University; head of the Division of Nursing in the Department of Neurobiology, Care Sciences, and Society at Karolinska Institute (KI) in Sweden; and as academic leader in the Division of Elder Care in the Department of Nursing at KI. Emami has been published in more than 70 peer-reviewed journals and has collaborated on research projects around the world. She is a recent recipient of the UW Women’s Center’s WOMEN of COURAGE award.

Ali S. Khan, MD, is dean of the College of Public Health at the University of Nebraska Medical Center. From 1991 to 2014, he led a variety of initiatives at the Centers for Disease Control and Prevention (CDC), which included designing the laboratory component of the center’s field epidemiology and training program and designing and implementing the CDC component of the President’s Malaria Initiative. With a focus on emerging infectious diseases, bioterrorism, and global health security, Khan co-founded an innovative center, called the National Center for Zoonotic, Vector-borne, and Enteric Diseases, at the CDC to ensure health security from a vast array of infectious diseases. He has published extensively on the topic of infectious disease.

Talmadge E. King Jr., MD, is dean of the University of California, San Francisco (UCSF) School of Medicine and vice chancellor for medical affairs. From 2006 to 2015, he chaired the UCSF Department of Medicine, overseeing 29 percent of the university’s full-time faculty. During his time as chair, the UCSF School of Medicine was the top university recipient of research dollars from the National Institutes of Health. King has been published in more than 300 journals and has co-edited eight books focusing on inflammatory and immunologic lung injury. In 2007, he received the Trudeau Medal — the highest honor awarded by the American Lung Association and the American Thoracic Society.
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- Diverse Issue in Higher Education Top 100 Degree Producers for African American, Native American, Asian American, Latino and biracial/multiracial graduates (2014 and 2015)
- No. 1 in the nation among public land-grant colleges and universities for graduating Native American students five years in a row

The Division of Institutional Diversity helps OSU enrich its diverse community of students, faculty, and staff, and promotes the importance of broadening perspectives within Oklahoma and around the world.

OSU is focused on bright minds, building brighter futures and the brightest world for all.
Equity Resource Teams: A Project-Based Approach to Fostering a Climate of Inclusion

By James A. Felton III

Chief diversity officers (CDOs) play a vital role in fostering environments of diversity, equity, and inclusion on college and university campuses. As lead strategists, they are responsible for implementing a number of initiatives to promote effective organizational and cultural change. Too often, CDOs spend more time focusing on the “what” instead of the “how.” Thus, there is a greater need for practical and evidenced-based approaches to diversity that result in sustainable efforts in order to achieve long-term success.

One approach to strategic diversity leadership is the development of employee resource groups (ERGs). Shelton Goode, executive director of diversity and inclusion with the Metropolitan Atlanta Rapid Transit Authority, defines an ERG as a “voluntary, employee-led group made up of individuals who join together based on common interests, backgrounds, or demographic factors such as gender, race, or ethnicity.” ERGs have existed in the corporate sector for several decades and have helped corporations leverage the experiences and talent of their employees to create a competitive advantage. Building upon this approach to strategic diversity leadership, I was motivated to develop a similar diversity strategy around the concept of an equity resource team.

Analogous to an ERG, an equity resource team (ERT) is also composed of individuals who express an interest in working with different groups or dimensions of diversity. A unique feature of an ERT is that it is based on principles of project-based learning. This type of learning takes place when participants explore a particular topic through an applied and experiential approach. In turn, they apply what they learn to address the particular topic or issue. ERTs are specifically charged with addressing issues related to equity on campus.

I had an opportunity to establish an ERT initiative as part of my former institution’s participation in the Association of American Colleges and Universities’ project “Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success.” Through my involvement in this project, I was able to work with the vice president of academic affairs, various deans, and a group of faculty to address equity gaps in gateway courses (developmental, high-risk, or high-enrolled). This initiative linked the work of the Diversity Committee, the faculty-led Curriculum Transformation Project, and the new Center for Teaching and Learning, in addition to our strategic plan.

Working with institutional leaders, I established five ERTs, each composed of three to five faculty and instructional staff members. Teams were grouped by courses in which significant equity and achievement gaps existed for underrepresented student populations. Faculty met twice a month over a period of a year to develop and implement strategies that combined culturally responsive teaching and cross-cultural communication pedagogies with high-impact practices. At the same time, they worked to increase the academic completion and success of all students.

Additionally, teams participated in professional development workshops on topics such as unconscious bias, stereotype threat, and deficit model thinking to better understand how teaching and learning affect the experiences of different students in the classroom. Faculty received a one-credit stipend for their participation and were responsible for creating a tool kit of strategies that could be used by other faculty across the college.

There are a number of benefits to applying a project-based approach such as an ERT to diversity, equity, and inclusion efforts on campus, and institutions have much to gain from the experience. Some of these benefits include the following:

Resources. A major misconception about diversity initiatives is that they cost a lot of money. Although it is difficult to sustain diversity efforts without an intentional commitment of resources and support, one of the benefits of establishing an ERT is that it harnesses the expertise and talent of existing stakeholders to promote change from within the institution and thus does not cost anything.

Capacity Building. A major tenet of diversity and inclusion initiatives is that “diversity is everyone’s business.” To that end, cultural competence is a skill set that should extend beyond the CDO and other diversity officials on campus. ERTs provide a unique hands-on way for participants to develop the capacity to tackle equity issues across the campus.
**Collaboration.** ERTs offer a multidisciplinary approach due to members of the team coming from the various curricular, co-curricular, and administrative divisions of the college. It is important not to underestimate the experiences and expertise that internal and external stakeholders can lend to address issues of equity on campus.

**Engagement.** ERTs allow members of the college to engage in self-guided learning around complex issues of diversity, equity, and inclusion by exploring quantitative, qualitative, and anecdotal data, which in turn supports a culture of evidence for diversity efforts.

**Empowerment.** ERTs can serve as a tool for empowering members of the campus community to assume greater levels of accountability and responsibility for diversity efforts on campus. The more you can enable individuals to take ownership of diversity efforts, the more likely you are to increase the level of trust and participation for this work on campus.

There are a number of factors that you should consider before implementing an ERT initiative at your institution. Be sure to seek institutional support from senior leadership, as doing so will also affect their areas. Make sure you align the work of the ERT with the mission and vision of the institution in order to avoid a duplication of efforts. Furthermore, it is important to establish a clear line of communication about the timeline, outcomes, and process. Finally, consider how to use and account for campus and external stakeholders; this could include involving students and alumni in developing specific ERT initiatives.

CDOs are responsible for fostering environments of inclusive excellence on campuses. However, it is difficult to promote a climate of inclusion unless you are able to first identify and address issues of exclusion. When properly executed, ERTs provide CDOs and higher education leaders with the ability to use existing data, explore opportunities for collaboration and professional development, and create successful evidence-based approaches to achieve greater diversity and inclusion on campus.

James A. Felton III is the chief diversity officer at SUNY Cortland. He is also a member of the INSIGHT Into Diversity Editorial Board.

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One of most unusual queries that Sally Rubenstone, senior adviser for the college admissions counseling company College Confidential, ever received came from a young man who asked if he should apply as a mixed-race candidate. He had recently analyzed his DNA and discovered that although he was 96 percent Asian, he was also 2 percent African American and 2 percent Hispanic.

A common perception among Asian Americans is that they are at a disadvantage when applying to highly selective schools, explains Rubenstone, who is also a former college admissions counselor at Smith College. This perception leads some applicants to consider DNA analysis or other options that would allow them to identify as another race, she says. Many times, an insincere effort does not place an individual in a different racial or ethnic category because — as in the case of the student who had just discovered his “mixed-race” status — the student has an Asian surname or his or her parents attended schools in Asia, says Rubenstone.

“If students — Asian American or other — do identify as mixed-race applicants and can talk about how that background influences their lives and will add to the diverse thought on a campus, then it is appropriate [to identify with that aspect of their identity],” she says. However, she adds that colleges “pride themselves on creating a student population that is diverse in not only race, but also in socioeconomic, geographic, academic, and social backgrounds.”

Yet, the perception of bias in college admissions may ultimately cause some students to consider lying or to simply not reveal their race on applications. As a college counselor in a high school, Alyson Tom — associate director of college counseling at the Castilleja School in Palo Alto, Calif., and former assistant director of admissions at Rice University — always tells applicants to be honest and to disclose their race on college applications. “I believe it is unethical to actively hide who you are,” she says.

Despite some students’ belief that admissions decisions are biased against Asian Americans, OiYan A. Poon, PhD, assistant professor of higher education leadership in the School of Education at Colorado State University, says there is no evidence to support this claim. “Harvard and other highly selective schools do a good job publishing their demographics, and their admission numbers reflect the applicant pool,” explains OiYan, who is also chair of the American Education Research Association’s Special Interest Group on Research on the Education of Asian Pacific Americans. “Unfortunately, there is a perception that schools discriminate against Asian Americans, and many families assume that there is a quota set by admissions offices for certain groups.”

Poon says that when considering bias in the admissions process — for any group — it is important to understand the legal background. In 2003, the U.S. Supreme Court expanded upon Justice Lewis F. Powell Jr.’s controlling opinion in the Regents of the University of California v. Bakke case from 1978, which permitted the use of race as one “plus factor” in college admissions decisions — meaning that race can be considered as one of many aspects, but it cannot be a determining factor. Additionally, in the 2003 case Grutter v. Bollinger, Justice Sandra Day O’Connor wrote that the University of Michigan (UM) Law School’s affirmative action program was applied correctly in an effort to provide a diverse learning community. At the same time, UM’s undergraduate program, which awarded points to applicants solely on the basis of race, was invalidated, Poon points out.

“Unfortunately, there are students and parents who still believe that schools use a quota or point...
To ensure that decisions are not based solely on race, most colleges and universities in recent years have moved to a more holistic admissions process to create a diverse community. “There is a great deal of research that proves that a diverse learning environment with perspectives from people of different backgrounds and experiences provides the best education,” Poon says.

To achieve diversity, admissions officers evaluate applicants on their entire academic résumé, along with many other factors — only one of which may be race. “I had one dean of admissions for a selective, non-Ivy League school tell me that his office evaluates over 900 variables,” says Poon. Although she admits that she cannot imagine that many factors, Poon points out that the dean’s statement illustrates the complexity of the holistic review process.

Because students and parents often do not understand this process, Poon says it is not surprising if they notice that a high school classmate with a lower GPA was accepted at a school that rejected them. “They evaluate [their] classmates only on what they know, when there are many other factors that may have made a classmate’s application demonstrate a better fit for the college,” she explains. This is especially true when it comes to factors outside of test scores, grades, and school-based activities, she adds.

Admissions staffs are looking for applicants who stand out from others, says Brian Taylor, managing director of Ivy Coach, a private college counseling firm that specializes in helping students gain admission to Ivy League and other selective schools. “It is hard for an admissions officer who reviews a file in five minutes to see the differences among a group of students who all excel academically, hold first chair in the violin section, and are the math club president,” he explains. “All students, regardless of race, must use the application and the essays to present themselves as well-rounded, but with an interesting perspective that they will bring to the campus.”

Tom says one of the reasons Asian Americans may perceive bias is that they tend to apply to a short list of schools that they consider excellent because they are familiar with the institution’s name and reputation. “I encourage students to look for institutions that actively recruit Asian Americans. There are a number of selective schools
that [would love to have more] Asian Americans to improve diversity on their campuses,” she explains.

A survey of college admissions offices that Tom conducted gives her a list of options to discuss with her students and their parents to demonstrate the advantages of expanding the number and type of institutions to which they apply.

Schools such as Amherst College, Tulane University, Swarthmore College, George Washington University, and Rensselaer Polytechnic Institute are just a few that offer programs designed to attract specific groups of students. These and other institutions not only reach out to Asian Americans, but also to African Americans, Hispanics, first-generation students, and those from underrepresented socioeconomic groups.

Although the courts have upheld universities’ right to make admissions decisions based on a number of factors in order to create a diverse campus, Poon says the combination of a litigious society and a misunderstanding of the admissions process will continue to keep perceived biases — for or against certain groups — in the headlines.

“Poon says the combination of a litigious society and a misunderstanding of the admissions process will continue to keep perceived biases — for or against certain groups — in the headlines. “I believe that colleges need to do a better job explaining the holistic process, but that is difficult to do,” she says. Because admissions decisions are based on constantly changing requirements to manage enrollment — such as a new degree program, a need to add more liberal arts majors following an incoming class that was predominantly science- and math-focused, or new faculty — it is impossible to codify the process and guarantee that it will not change.

“The reality of the college admissions process is that it [changes] every year,” says Poon. “The campus setting ... and the applicants are different each year.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.

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College Athletes Speak Out

Student-athletes are using their platform to call out racial injustices as schools struggle with how to respond

By Alexandra Vollman

Long-time bastions of free expression and social justice, colleges and universities have recently — and not surprisingly — found themselves at the center of another nationwide debate over free speech, this time regarding athletes’ right to protest societal injustices. Ignited in fall 2016 by then San Francisco 49ers quarterback Colin Kaepernick, who began taking a knee during the singing of the national anthem at NFL games to protest racial injustice and police brutality in the U.S., this cause has been taken up by college athletes eager to shine a light on issues they otherwise feel powerless to confront.

And while this cause and the move by student-athletes to support it may seem new, according to Ellen Staurowsky, EdD, a professor of sports management at Drexel University, they are not. “In the span of college sports history, we’ve had protests that have gone back decades and taken a variety of forms,” she says. “In the 1960s there were vibrant protests around race issues, around the oppression of athletes’ rights at colleges and universities. So this is not the first time we’ve seen college athletes protest, and it’s not the first time we’ve seen [them] elect to express concerns about what is going on … in the country more broadly.”

Nationally, many sports commentators, fans, veterans, and even President Donald Trump himself have weighed in on the recent protests by professional athletes — Trump stating that NFL owners should fire any “son of a b----” who kneels during the anthem. Yet Americans are deeply divided on the issue: In a CNN poll, 49 percent of respondents said athletes kneeling during the anthem are doing the “wrong thing” to express their opinions, while 43 percent said they are doing the “right thing”; 8 percent said they don’t know or are undecided.

In higher education, the protests have included athletes kneeling, raising a fist, or locking arms during the singing of the “Star Spangled Banner.” And institutions’ and coaches’ reactions to the movement have been as varied as students’ demonstrations.

At Albright College, three football players were kicked off the team after kneeling during the anthem at an Oct. 7 game; the school, however, later offered to reinstate them. In Missouri, the College of the Ozarks instituted a policy called “No Pledge, No Play,” which states that all athletes and coaches — including their opponents — will stand during the national anthem or the college’s teams won’t play — a decision that led the National Association of Intercollegiate Athletics to change the location of the 2018 Men’s Division II Basketball Championship.

“In my view, one either subscribes to academic freedom or [doesn’t],” says Staurowsky, who is an internationally recognized expert on social justice issues in sport, including college athletes’ rights. “As hard as it may be to hear a variety of viewpoints, there is a high premium placed on the freedom to express those views. So to limit them, I think, would be to undermine the very essence of what colleges and universities are all about.”

At UCLA, however, the response to such protests has been one of support.

When Kaiya McCullough approached head coach of the UCLA women’s soccer team Amanda Cromwell about kneeling during the national anthem at the Bruins’ Sept. 28 game, Cromwell didn’t hesitate. “[She] approached me that Sunday. It was after things had kind of blown
up; Trump had said some things to really put more gasoline on the fire, so to speak, and that weekend you saw a lot of NFL teams kneel or stand in solidarity,” says Cromwell. “[McCullough said she] had been thinking about it since last year, and it just got to the point that she had to kneel; it wasn’t even a choice for her anymore. She wanted to see if I would support it and if the team would support it. I said, ‘absolutely.’

With two veterans on staff, Cromwell says that not everyone was on the “same page” in terms of how to show solidarity, but they discussed what to do as a team and came to a decision. “[McCullough] voiced the reasons why she felt like she had to do it, and I think it was important [for the team to] hear the ‘why’ behind it,” explains Cromwell. “I didn’t want to make it uncomfortable for anybody, so we talked about it and came up with something that everyone could support. We came to the conclusion that we really liked what the Dallas Cowboys did on that Sunday; they all came out and locked arms and kneeled together before the anthem, and then those who wanted to remain kneeling could, and those who wanted to stand for the anthem could.”

This collaborative approach is the one the team has taken since its Sept. 28 game. “In the end, [this] is what it’s about,” Cromwell adds. “Everyone’s not always going to agree on every issue, but you have to have the heart to be open and the mind to listen.”

For McCullough — who says she was “overwhelmed” by how much love and support her team, and the administration, showed her — this type of understanding is something that she hopes spreads beyond UCLA’s campus. “Because I identify as a black woman, it’s hard to miss the things that are going on in the country and in the world, specifically in America against black lives. It’s important that we look outside of ourselves and understand that people are going through these things,” McCullough explains. “I think a lot of the problems are coming from the fact that we’re not really understanding each other’s experiences; we’re not addressing the issue head-on.”

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McCullough isn’t ignorant of the fact that she could have experienced, and may still experience, backlash. “Whenever you’re standing up for something and trying to make change, there are going to be people who don’t want you to,” she says, adding, however, that she thinks the comments being made by those opposed to athletes’ protests “are not coming from a place of hatred, but from a place of ignorance.”

Cromwell agrees, adding that those who disagree are not seeing the big picture. “The people who don’t want to give the actual subject matter the attention, they’re trying to divert it to being about the military and [being] disrespectful, but that’s not what it’s about,” she says. “It is about giving attention to the issues at hand — racial equality and racial justice.”

On a national level, some — including Trump — have argued for policies that require professional athletes to stand during the national anthem and that punish those who don’t. While some teams and organizations have done so, colleges and universities have been more reluctant to implement such guidelines. Instead, most have dealt with situations individually. In some instances, schools have required that athletes who want to kneel do so in the locker room or in the tunnel leading to the field, and in the most severe cases, like at Albright College, students have been cut from teams.

However, in the case of the College of the Ozarks, the institution’s “No Pledge, No Play” policy now makes it mandatory that student-athletes at the private, Christian college stand during the national anthem. “We want to make it clear that we are not going to participate in a game where we think disrespect for the national anthem or the flag is being displayed,” President Jerry C. Davis told The Kansas City Star. “I don’t think it’s a partisan issue. It’s an American issue, how we feel about our country.”

Staurowsky, on the other hand, argues that student-athletes’ actions are not coming from a place of disrespect for the American flag or the country. “I don’t want to discount the level of passion that people have for the flag and for what it means to them, but at the same time, flags are a symbol that can mean many things to many different people,” says Staurowsky. “Honoring the flag can be expressed in different ways. Genuflecting is … a sacred gesture and one of the least confrontational that you can make.”

She believes that much of the way in which institutions are reacting to these protests is based on their perspective regarding the rights of student-athletes.

“There are some people who say very adamantly that because participating in college sports is not a right, but a privilege, that students give up some of their rights by being a member of a team, and as a result, there may be justification for disciplining players if they step outside the bounds of certain forms of conduct,” Staurowsky explains. “The argument on the other side is that simply because

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an athlete is competing on a team, that should not strip them of their rights as citizens and students.”

Although the long-standing debate around student-athletes’ rights is not likely to be resolved any time soon, Cromwell is quick to point out that they are expected to use their position for other less contentious — and, one could argue, less urgent — matters.

“I know sometimes people disagree with athletes using their platform, but they want us to use it when it’s [for] raising money or doing other things,” says Cromwell. “We need to be able to use our platform for social injustices as well and [calling] out [issues] in our country that need to have a spotlight on them.”

Beyond the field or court, these young people want to “have a meaningful impact on the world around them,” Staurowsky adds. “They’re people too, and they have great aspirations, many of them, and want to contribute to these discussions. I think we owe it to them to make sure that they have that chance.”

The Bruins women’s soccer team at UCLA, for example, has gotten involved in other ways, taking its acknowledgement of social and racial injustices a step further by working to remedy them. “We already do community service and things like that,” explains Cromwell, “but we’ve talked about being more intentional, like [assisting] inner-city families or doing clinics — which we’ve already done with the Los Angeles Police Department. So it’s a matter now of putting action behind the peaceful protest, bringing more attention and trying to help each other as a community.”

Cromwell believes that until every American takes time to listen to and acknowledge the injustices that athletes are protesting, the kneeling will continue. Staurowsky agrees, adding that the reason so many avoid the topic is that there is something “that maybe they don’t want to admit to.”

For McCullough, student-athletes’ right to protest is not only a freedom afforded by the First Amendment, but is also a critical part of their education. “Students should be able to speak their minds and stand up for things that are important to them,” she says. “That’s why we’re going to college. We’re going to get educated and to prepare ourselves to enter the real world.”

Alexandra Vollman is the editor of INSIGHT Into Diversity.
Spike in Racist, Bullying Behavior on Campuses Creates Opportunity for Discussion and Understanding

By Wendy Todd

Certain rhetoric and behavior by President Donald Trump has been cited as promoting racism, violence, sexism, and bullying. A central concern regarding the president’s public messaging is that it normalizes discriminatory beliefs and, at times, abusive or violent behaviors.

In addition to condoning — and thus effectively encouraging — violent behavior by his supporters at several of his campaign rallies, Trump has made derogatory and degrading comments about Mexicans, women, and Muslims. And this past summer, he was reluctant to condemn the racist and violent behavior at the white nationalist “Unite the Right” rally in Charlottesville, Va. To make matters worse, Trump remains unapologetic and largely unchecked by the Republican Party.

It has been argued that his unwillingness to take a definitive stand against such behavior, and the absence of accountability, has created a more public space for bigotry. Additionally, some believe Trump’s divisive and vitriolic messaging has contributed to increased hate-based speech and aggressive actions across the country — what the Southern Poverty Law Center (SPLC) calls the “Trump Effect.”

On college campuses in particular, there has been an increase in racism and bullying among students. Examples from nearly 30 institutions this year include students wearing blackface, using racial slurs, and writing racist and anti-Semitic graffiti on campuses. Lecia Brooks, outreach director for SPLC, believes the increase in this behavior can be traced directly to Trump’s own hateful messaging.

“The emboldenment of people with biased and bigoted thoughts … began during the 2016 presidential campaign,” says Brooks. “Then candidate Trump’s nativist and dehumanizing rhetoric about Mexicans and Muslims in particular played into existing biases. The fact that [he] won after repeated attacks on individuals and their identities was read as a blow to so-called ‘political correctness.’ People were now free to be as bold in their prejudice as he was.”

“The unprecedented uptick in bias-related incidents in the immediate aftermath of the election is a reflection of what was said and done during the campaign,” she adds.

In this new political and social climate, colleges and universities are struggling more than ever to ensure safe, inclusive, and respectful environments for all. So how are they addressing instances of racism and bullying on their campuses, at a time when hateful rhetoric is coming from our country’s highest office and the inclusion of marginalized groups doesn’t appear to be a priority of our nation’s leader?

Awareness and Responsiveness

This year, racist messaging was found on several campuses in Massachusetts. Graffiti that used the N-word and said “Whites only USA” was found at Salem State University; at Boston College, students walked out of classes to protest events that included the defamation of Black Lives Matter posters and the posting of racist images on Snapchat; and an African American student at Westfield State University found a sexist, vulgar, and racist message posted on her dorm room door.

President of Westfield State Ramon S. Torrecilha, PhD, took several steps to address the incident, which included launching an investigation, issuing multiple statements denouncing the event, and reiterating that acts of this nature “would not be tolerated and that those found responsible would be held accountable.”

Torrecilha says he also contacted the NAACP and the Anti-Defamation League for guidance and support, and the university implemented a cross-divisional
Bias Incident Response Team to assist students who have experienced such acts. Additionally, in an effort to be more proactive, beginning last semester, the Office of Academic Affairs launched a “Higher Ed/Higher Ground” lecture series, which enlists both university faculty and outside speakers to help promote healthy discourse on topics related to bias that are sometimes difficult to discuss candidly.

Although there is some agreement in academia that the election of Trump and his divisive rhetoric have contributed to the rise in racist and bullying events, Torrecilha is reluctant to make the correlation between this and the incident that occurred at Westfield State. “Any connection to the national election is unknown as we do not yet know who is behind these acts and their motivation,” he says.

Yet others, like Jessica Harris, PhD, associate professor in the Department of Historical Studies and director of black studies at Southern Illinois University Edwardsville (SIUE), maintain that there is a definitive connection. She believes Trump’s language and behavior have played a role in the increase of such incidents on SIUE’s campus. “The nature of our national political climate has an impact on our college campuses,” Harris explains. “During his campaign and since then, Trump has been slow to condemn the actions of white supremacists.”

When the president used the phrase “fine people on both sides” in reference to the Charlottesville white nationalist rally, many may have viewed it “as a signal of support for white supremacists and related biased activities and hate crimes,” she says.

While Harris says recent events at SIUE have created a “tense” environment on the campus, they have also “laid bare and brought to the surface racial issues that have adversely impacted [the] campus for a long time.” In addition to launching an investigation and creating a rapid-response team to address such situations, SIUE administrators began hosting bi-weekly campus-wide dialogues, which are facilitated by the provost or a faculty volunteer.

“The purpose of these dialogues has been to give members of our community a safe space to discuss the [effect] of these and other racial incidents and think through how we can [collectively] make our community safer and more inclusive,” Harris says. Topics of discussion have included the importance of clear communication from senior leaders when racial incidents occur, among others. The sessions, Harris says, have drawn as many as 75 attendees, including senior leadership, faculty, staff, and students.

In addition, these discussions have prompted senior leaders to create action items around some of the recommendations — as was the case with the rapid response team — and students have requested programming that includes a diversity requirement.

Creating more inclusive environments — both in higher education and the workplace — has been a growing concern in the U.S. over the last several years, but particularly since Trump has taken office. For college campuses grappling with this task, Harris believes awareness is key.

“Institutional awareness is when leaders have a clear understanding of where their organization is positioned relative to the external environment — recognizing that, in this case, universities don’t function and operate apart from broader societal trends and shifts,” explains Harris. “As painful as it is and as uncomfortable as it may be to face these problems, institutional awareness is paramount if systemic and sustainable change is to occur.”

Wendy Todd is a contributing writer for INSIGHT Into Diversity. Southern Illinois University Edwardsville is a 2014-2017 INSIGHT Into Diversity HEED Award recipient.
James Madison University (JMU) in Harrisonburg, Va., is founded on the belief that inclusion is at the heart of higher education. Under the guidance of President Jonathan Alger, JD, a national leader in affirmative action and civil rights litigation, the university has worked diligently to establish a culture in which civil discourse and the celebration of differences is the basis for educational excellence, personal development, and social progress.

Alger’s influence on JMU is evidenced by how faculty, staff, and students work together to create a community where all students not only have access to higher education, but are also actively encouraged to engage in addressing issues of equity and social justice. “Diversity, access, and inclusion are embedded in our strategic plan and listed as one of 11 core qualities of our university,” says Alger. “Leadership at all levels is key to creating opportunities, allocating resources, and demonstrating support for such initiatives.”

“We strive to provide conversations and opportunities for all people to feel valued and heard,” adds Art Dean, executive director for the Office of Access and Inclusion. “We’re on a mission to create a campus environment where a person [of] any social identity can feel they belong and can contribute to the vibrancy of the JMU experience.”

Task Force on Inclusion
In the wake of the 2016 presidential election and the country’s increasingly divisive political climate, Alger decided last spring to launch a university task force to help create a campus environment where “people from different backgrounds can learn with and from each other in a way that is safe and civil,” he says. “After the election, and particularly after [the “Unite the Right” rally in] Charlottesville, we decided that we at JMU have
an opportunity to model the kind of atmosphere of civil discourse that we would like to see in society.”

The Task Force on Inclusion is divided into four working groups focused on specific areas: campus climate for students, campus climate for employees, classroom inclusivity, and campus history and context. “[This type of work] requires active participation from faculty, staff, students, and the community, so the task force is quite large,” Alger explains. “It includes representatives from all different groups and perspectives because we have a very broad definition of diversity and inclusion at JMU.”

Perhaps the most innovative of the four, the history and context working group is designed to research and educate about JMU’s historical ties to segregation as well as create a better understanding of the legacy of oppression that has affected the university and the broader Harrisonburg community, says Alger.

“We are all shaped by our history, and we can’t change it, run from it, or ignore it,” he says. “What we can do is learn from it and think about where we go from here to change the story of our school and community to one that is inclusive and inviting of all voices.”

Dean says that one goal of the history and context working group is to research which building names, monuments, or other aspects of JMU’s campus may have historical connections to racism and white supremacy. “[Another one of our] goals is to understand how we can recognize the past while providing conversations that allow people from all sides to feel valued and heard,” he explains.

While it’s common knowledge that some of JMU’s buildings are named for leaders of the Confederacy, Dean says it’s important that the university community understand the context in which some naming occurred — as part of widespread southern resistance to the 1964 Civil Rights Act, for instance. “We believe knowing the truth behind these things on our campus is key to … having informed conversations about how to move forward as a community,” he says.

The history and context working group is expected to share its initial thoughts by spring 2018, at which time it will determine how to best inform the university community of its findings and what the next steps might be. According to Dean, this may include campus surveys or town-hall meetings.

Alger says that the most important priority for the working group is to educate the university and local community. He hopes the group’s findings will unite people in acknowledging and learning from the past, which may take the form of exhibits, presentations, publications, and even artwork. “It’s the job of all the different disciplines,” Alger says, “to think about how we can tell the story of our university.”

DEEP Impact
At JMU, helping students understand cultural equity and social justice isn’t just the responsibility of faculty members or diversity and inclusion administrators; it is a shared responsibility at all levels. For example, the university’s Diversity Education Empowerment Program, known as
DEEP Impact, employs undergraduate students to provide engaging, inclusive programming on the social justice issues that affect them and their peers. The program, which is overseen by the Center for Multicultural Student Services (CMSS), each year accepts eight to 10 student workers — or diversity educators, as they are called.

Before applying for the paid position of diversity educator, students must spend at least one semester volunteering with DEEP Impact and complete a three-credit-hour leadership course. CMSS staff members Valerie Ghant, Tonya Lazdowski, and Dani Lechner — along with Associate Professor of Education Oris Giffin, EdD — teach the course to train facilitators. Ghant, who is the CMSS director, says that diversity educators come from a variety of backgrounds and majors, but all share the common goal of wanting to “contribute to their community by being a change agent.”

“Students sign up for the course because they are passionate about equity and social justice and because they want to learn more about the ways in which power, privilege, and oppression manifest themselves in society and on our campus,” says Ghant.

The DEEP Impact leadership course covers current events, social identity theory and terminology, and practical skills such as how to facilitate discussions on culturally sensitive topics. The breadth of the curriculum, Ghant explains, allows students to better understand their own identities and to appreciate the complexity of issues like bigotry and homophobia. She believes that this awareness is necessary for diversity educators to be able to successfully guide other students in activities that often require self-reflection.

DEEP Impact’s diversity dialogues, for example, invite students to openly discuss current events and issues related to social justice and identity, such as the mass incarceration of African Americans or immigration reform. Diversity educators facilitate these conversations by providing a researched overview of the topic and establishing ground rules to ensure participants respect the opinions of others. Diversity dialogues occur regularly throughout the semester and are usually open only to students, which Ghant says helps create an environment where they can share personal stories and opinions without feeling they need to defer to the authority of a faculty or staff member.

“Students show a much higher comfort level when they’re engaging with their peers on these types of issues,” she says. “It takes the power dynamic out of the situation so that collaborative learning and conversation can truly happen.”

At the same time, the conversations are meant to help students challenge their beliefs and broaden their perspectives. “It’s our intent that students coming into this space will walk away with a little more understanding and empathy for others and a better [awareness] of their own identity,” Ghant explains. “It is a great opportunity to learn from one another, especially in a time when there is such a need to try to understand differences — and to do so in a way that is positive and respectful, rather than negative and dismissive.”

Ghant believes that part of what makes the dialogues so powerful is the ability to speak truthfully on timely topics that affect the daily lives of JMU’s students. For instance, the diversity educators recently held a session in response to President Donald Trump’s rescission of the Deferred Action for Childhood Arrivals (DACA) program. The event provided an opportunity for students protected by DACA to voice their concerns and to explain to their peers the effect that the rescission could have on them and their families.

DEEP Impact provides similar opportunities for open, honest conversation on difficult topics through its outreach programs, which are offered by request to individual classes and student organizations. In addition to facilitated discussions similar to the diversity dialogues, programs can include presentations, exercises, and workshops designed to meet specific learning outcomes. The diversity educators tailor the format and content for each class or group. One example would be a student service organization that wants to learn about the interplay of economic status and social privilege in order to better work with local disadvantaged populations, says Ghant.

“DEEP Impact’s programs are unique because they can be fluid and flexible to meet the needs of our
campus,” she says. “It helps us as administrators stay in tune with students and to reach those who are passionate about making change in society.”

**Professors in Residence**

In a community like Harrisonburg — where 56 percent of students are reportedly foreign-born and 30 percent of residents live in poverty, according to U.S. Census Bureau data — many young people believe that higher education is beyond their reach, says David Owusu-Ansah, PhD, a history professor and the executive director for faculty access and inclusion at JMU. To address this concern, in 2003, JMU’s faculty senate proposed the creation of a program that would allow the university to work directly with the city’s most underserved schools — those that have the highest percentage of free and reduced lunches — to empower and introduce sixth through 12th grade students to the possibility of postsecondary education.

Through the program, called Professors in Residence (PIR), Owusu-Ansah matches tenured faculty members with low-income middle and high schools where their particular areas of expertise can be of the most benefit; for example, a professor who specializes in reading and learning technologies may be matched with a school that has requested assistance with improving literacy. Professors in Residence take on reduced course loads, allowing them to spend at least one day a week working in their assigned schools, where their duties can include serving as consultants for administrators, helping teachers design curricula, or providing one-on-one advisement and tutoring for at-risk students.

PIR began by placing professors in Harrisonburg City Public Schools, but has since expanded to include underresourced schools in Richmond, Roanoke, and nearby rural communities. Owusu-Ansah says this expansion has only been possible because of the willingness of the entire university community to contribute to the program, including many faculty members who serve in roles other than as professors in residence. “The professors who serve in these schools become liaisons between them and the university and can let my office know of any extra needs [the schools] may have,” he explains. “If a history professor comes to me saying their school has a challenge with mathematics, I know I can go to our math department and find faculty willing to visit the school to help with this problem.”

PIR faculty who work in math, science, reading, and writing primarily work to increase students’ college readiness in these areas, says Owusu-Ansah. This often means finding ways to create innovative learning experiences that don’t require expensive materials, technology, or teacher training. At a nearby rural high school, for example, several JMU science faculty collaborated on a project that allowed students to raise local species of fish in classroom tanks, release them into their natural habitats, and perform research on the health of the fish in nearby streams. Beyond making learning more exciting and tangible, Owusu-Ansah says this type of experience shows disadvantaged students that they are capable of working with tenured professors on college-level coursework.

Some professors in residence work primarily in administrative roles in which they take on a variety of duties intended to increase the number of students who apply to and are prepared for college. This effort includes advising guidance counselors on how to help students determine a major and a career that suits their interests, arranging campus visits, or assisting with writing application essays and finding scholarships — whether students express interest in JMU or a different institution. “The idea is not just to get students to come to JMU, but to improve access to higher education for students across the state of Virginia,” says Owusu-Ansah.

Due to confidentiality, JMU does not have access to data regarding how many students from PIR partner schools go on to attend college — except for those who enroll at JMU. The participating professors and schools, however, have all noted a positive effect on students’ interest in pursuing higher education. “

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity. James Madison University is a 2017 INSIGHT Into Diversity HEED Award recipient.
SUMMER PROGRAMS OFFER UNDERREPRESENTED STUDENTS GRADUATE-LEVEL RESEARCH EXPERIENCE

By Mariah Bohanon

Unlike many healthcare fields, public health tends to attract individuals from a variety of ethnic, racial, and socioeconomic backgrounds. A recent report from the Association of Schools and Programs in Public Health shows that the field is diversifying at a significant rate, with the number of minority students majoring in public health increasing from 38 percent in 2003 to 47 percent in 2012. Experts have noted that individuals from disadvantaged backgrounds are drawn to the field because of their interest in community well-being and social justice, as well as their desire to address health disparities faced by vulnerable populations.

Thanks in part to funding from organizations like the National Institutes of Health and the Centers for Disease Control and Prevention, summer research opportunity programs (SROPs) have become a popular way for universities to introduce underrepresented students to public health education and careers. Through these programs, undergraduates are able to explore graduate-level research in health disparities, preparing them to become the public health advocates, policymakers, and scholars of tomorrow.

Johns Hopkins University

For more than 20 years, Johns Hopkins Bloomberg School of Public Health has supported underrepresented minority undergraduates in the exploration of public health research through its Diversity Summer Internship Program (DSIP). Like many SROPs, DSIP offers students 10 weeks of intensive, full-time research under the guidance of a faculty mentor. Several factors, however, set DSIP apart.

The program accepts students from all educational backgrounds and majors — not just public health or medicine. “The purpose of DSIP is to provide a graduate-level research experience and opportunities for [those] who are interested in public health but are perhaps still trying to decide if they can see themselves working in this field,” says Jessica Harrington, who oversees the program in her role as assistant director in the school’s Office of Student Life.

Rather than being selected based on experience or GPA, the approximately 20 underrepresented students accepted into the program each summer — who are minority, low-income, or first-generation — are largely chosen based on their research interests and their ability to persist academically. “We’re looking for students who have had an upward trajectory in academic performance, because … a lot of disadvantaged students may have trouble [adjusting] early in their college careers,” explains Harrington. “We’d take an applicant who can show they’ve acclimated and worked hard to stay in school over someone who happens to have a 3.9 GPA but little interest in public health.”

Another unique component of DSIP is its focus on personal and professional development. While students spend 35 to 40 hours a week on independent research, they also attend weekly seminars in which Harrington teaches leadership skills and guest speakers facilitate discussions on topics such as applying to graduate school and overcoming adversity. Additionally, Harrington works one on one with the students to help them align their personal values with their professional goals and establish steps for achieving those.

She says that the participants’ personal values are often reflected in their research topics. Many of them apply to the program because a social justice issue or health disparity — the water crisis in Flint, Mich., for example — has piqued their interest, Harrington adds. Often, this leads them to want to understand other public health issues that disproportionately affect vulnerable populations. Past research projects have included studying the effects...
of alcohol advertisements aimed at minorities, evaluating wellness programs for young people in local low-income neighborhoods and those in foster care, and studying HIV prevention for Native American populations.

**University of Maryland, College Park**

At the University of Maryland, College Park (UMD), the School of Public Health's Summer Research and Training (UM STAR) program provides up to 15 minority and first-generation undergraduate students with two consecutive summers of intensive research, professional development, and social support.

James Hagberg, PhD, a kinesiology professor who serves as co-director of the program, says its goal is to expose disadvantaged students to the experience of working in advanced public health settings with leading scholars. “One of our primary purposes is to show these students some of the professional opportunities that are out there that aren’t available at their home institutions,” he says, adding that the program prioritizes applicants from Minority-Serving Institutions and smaller schools. “When we get 1,200 applicants a year and can only accept eight to 10, one of the things we’re going to look for is where a student is coming from and if this program can help broaden their horizons.”

UM STAR students reside together in on-campus housing and participate in team-building exercises from the first day they arrive at UMD, which helps them establish a strong support network and shows them that being underrepresented doesn’t mean being alone, says Hagberg. “Students have told me that this program is a wonderful experience,” he says, “and the best part is being surrounded by these incredibly smart, motivated people from similar backgrounds.”

A requirement for admission to the program is a vested interest in pursuing public health or medicine at the graduate level, and participants come from a variety of academic majors. Hagberg encourages them to use the UM STAR experience as an opportunity to explore areas of public health they may be unfamiliar with. “I try to assign applicants to faculty mentors who match their research interests, but I also let them know that there are a lot [of public health issues] out there they may have never seen before,” he explains.

Program participants who have an interest in minority health disparities will often choose to research both the causes of and possible solutions to these issues. One popular topic, Hagberg says, has been examining why certain minority populations, including Asian Americans and African Americans,
don’t avail themselves of cancer screenings as early or as frequently as whites. Having the ability to explore this topic over the course of two summers has allowed students to dig deep and resulted in some of them helping to create local intervention initiatives; one such program involves working with African American churches to increase awareness of and access to cancer screenings.

Columbia University

At Columbia University Mailman School of Public Health (MSPH), minority students from colleges across New York City are able to participate in graduate-level research at an Ivy League university. The school’s Program to Inspire Minority Undergraduates in Environmental Health Science Research (PrIMER) provides two full years of funding, advisement, and professional development training for college juniors and seniors from the City University of New York City College, Hunter College, and John Jay College of Criminal Justice.

“Ideally, students start PrIMER the summer before their junior year, so they have two summers of full-time research,” explains Nina Kulacki, director of academic programs at MSPH. “They also have the opportunity, but are not required, to work a few hours each week during the academic year in addition to a number of other professional development opportunities we offer.”

PrIMER students are from underrepresented racial and ethnic backgrounds; have strong academic coursework experience in math, biology, and chemistry; and are interested in exploring environmental health science. However, experience in the discipline is not required. “We want to offer [participants] the chance to get exposed to the idea of environmental health science with the hope that they go on to pursue it at the graduate level,” explains Kulacki.

Through the program, students explore the health disparities that typically affect minority populations in urban settings. Additionally, many of their research projects take an in-depth look at the complex factors that contribute to environmental health risks for underserved New York City communities.

One student’s ongoing project is a study on the health effects of large distribution centers — those that bring a multitude of trucks, buses, and industrial activity — on underserved residential neighborhoods in the Bronx, Kulacki says. “It’s a large project, and the hope is that the student will continue pursuing the topic in a graduate program,” she says. “He’s gaining valuable insight into how underrepresented populations have to be diligent about fighting for their neighborhoods, why data collection is so important, and how to present this information to legislators to show that the community is being harmed.”

In addition to research support, PrIMER consists of weekly professional development seminars throughout the summer, where students work with MSPH faculty to prepare conference abstracts, cover letters, and research presentations. “Essentially, we want these undergraduates to have a graduate-level research portfolio that many students at their level may not have,” Kulacki says. “We treat them just like graduate students so they can really experience what it’s like to have these types of professional interactions.”

During the academic year, when PrIMER participants return to their home institutions, they can receive funding to continue working on their projects up to five hours per week. They also attend regular, one-on-one meetings with Kulacki to discuss personal goals and communication skills, as well as stay connected with the university through optional weekly seminars and on-campus social activities — an important focus of the program.

“We know that schools like Columbia may feel unapproachable because of their Ivy League status,” says Kulacki, “but this program allows us to show these students that we really want them to spend time with us, do research, and learn about some of the environmental health effects issues going on in the world around them.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
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By Sheryl S. Jackson

In 1915, the Welch-Rose Report became the template for public health professional education in the United States. The report established a public health education model that combined the laboratory mindset with the methods of public health administration and epidemiologic fieldwork. Rather than focus on diagnosing and treating a single individual, public health professionals are concerned with threats to the health of populations — as small as a handful of individuals or as large as a continent of people. Subfields of public health include environmental health, community health, behavioral health, health economics, public policy, mental health, and occupational safety and health.

Today, public health professionals find careers in a broad range of industries. They can be found in clinical settings or wellness and prevention programs acting as administrators, managers, researchers, policy leaders, and community outreach coordinators.

To recognize the 100th anniversary of the Welch-Rose Report, the Association of Schools and Programs of Public Health (ASPPH), which is the accrediting body for schools of public health, began re-examining the design of academic public health programs and developing a revised curriculum that reflects the changing roles of public health professionals.

As these graduates enter a variety of fields that include healthcare, consulting, and pharmaceuticals, they need to possess a variety of skills, such as collaboration and strategic thinking. The changing demographics of U.S. communities also create an increased need for public health students to understand the health challenges of underrepresented and underserved populations, the factors that contribute to health disparities, and strategies for reducing health inequities.

ASPPH’s Framing the Future Initiative kicked off in 2011 with an effort to produce a framework that would transform public health education, says Donna J. Petersen, ScD, dean of the College of Public Health at the University of South Florida, chair of the Framing the Future Task Force, and chair of the ASPPH Board of Directors.

The most significant change is the elimination of traditional core stand-alone courses and the integration of multiple core concepts into courses that better reflect the real world, says Petersen. She explains that previously, students would take a biostatistics class one semester and an epidemiology class another semester and never see how the lessons learned in each might come together to form a health policy.

Boston University
At Boston University (BU), the transformation of the public health curriculum reflects the changing demographics of students as well as the variety of settings in which they will work, says Lisa M. Sullivan, PhD, associate dean for education in the BU School of Public Health. Not only are students planning to work in the healthcare or pharmaceutical industries rather than traditional public health settings, such as local and state health departments or federal agencies like the National Institutes of Health, but they often are not waiting to pursue a master’s degree after gaining work experience, she says.

“We have a lot more students coming into our master’s program directly from their undergraduate studies,” says Sullivan. “We do not have an undergraduate public health program, so most of them hold degrees in related
By Sheryl S. Jackson

fields but have not been exposed to public-health-specific courses.”

This presents a challenge because courses must be designed to bring these students up to speed while still teaching new information to those who may have worked in the public health field before entering the master’s program, says Sullivan. “We also learned from our employer surveys that students were not prepared to think strategically and did not possess the soft skills that employers want — collaboration, teamwork, communication, and leadership,” she explains.

BU’s redesigned curriculum, which launched in fall 2016 for the master’s program, eliminated the six traditional stand-alone core courses that included biostatistics and epidemiology and created four integrated courses that combine related knowledge and skills. For example, Quantitative Methods for Public Health teaches biostatistics but demonstrates how this knowledge is used in correlation with epidemiology and environmental health to design programs or develop policy.

“It is a challenge for faculty who were accustomed to teaching one course,” says Sullivan. “I taught biostatistics and have had to change the way I teach the core course, but it is exciting, and we work together as a team to support each other.”

She also points out that the redesigned curriculum is the result of faculty work groups providing input throughout the five years prior to its implementation. The process of discussion, compromise, and consensus, she says, was integral to its successful launch.

Once students have completed the core curriculum, they can choose specialties that are also interdisciplinary and focus on specific skills such as project management, community assessment, and health communications. The final step in the program is a practicum that now requires a minimum of 240 hours of hands-on experience working in a public health setting versus the previous minimum of 112 hours.

Sullivan points out that although students typically exceeded the minimum number of hours, faculty believed that requiring more hours for the practicum would expose students to additional opportunities to interact with diverse people and situations.

Because many students do not have professional experience and because of feedback from employers, BU’s public health program added another innovative course: a career prep class that provides information and tools to help students interview for and get that first job, as well as information on how to build a career.

University of Pittsburgh
At the University of Pittsburgh (Pitt) Graduate School of Public Health, curriculum changes as a result of ASPPH’s Framing the Future Initiative have focused on adding to the base of scientific courses and knowledge in the master’s program. This has included offering classes that give students the opportunity to integrate the knowledge gained in all courses into one semester-long project or case study, says Eleanor Lisa Sullivan leads a public health class at Boston University.
Feingold, PhD, senior associate dean and associate dean for education. “We added a new community and public health course that is case-based,” she says.

In this class, students are presented with a problem that must be solved — for example, designing a food bank for a specific community. They must evaluate demographics, assess needs, write grants, develop communications plans, and identify staffing or volunteer needs. “Instead of only writing a paper describing what they would do, they must produce deliverables such as strategic plans and grant applications,” Feingold says.

“We also redesigned the capstone course … to require production of all elements of the development of a public health program from beginning to end, including items such as budgets, human resource plans, communications strategies, and tactical plans,” she adds.

Additionally, cultural competence and population differences are incorporated throughout all of Pitt’s new and existing public health courses. Capstone assignments are based on cases in which there are cultural or socioeconomic differences in populations; these require final products geared to each population represented in the case, explains Feingold. For example, one part of the project would be a communication plan that identifies specific messages and methods to reach the different populations served.

“A case may include a population that is 50 percent Hispanic and 50 percent African American, and the student is expected to take language, cultural, educational, and economic differences into account when addressing the assignment,” says Feingold. Because access to care — as a result of financial or logistical issues, such as transportation — can cause healthcare disparities, acknowledging and recommending solutions to these issues is also critical.

Cultural differences in public health, however, are not always related solely to the client population, Feingold says. “A case might also include a situation with a boss who is of a different culture or gender,” she explains, “and the student must determine the most effective way to work with the individual as policies or public health programs are proposed.”

At this time, both BU and Pitt have focused on changes to their master’s degree curricula, as neither school offers an undergraduate degree in public health. However, both institutions report that they are constantly evaluating their programs.

“Changing the curriculum is a challenge, but it is the right thing to do,” says Sullivan. “I remind people that this is a work in progress.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
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Schools Address Need for Increased Focus on LGBTQ Community in Public Health Research

By Mariah Bohanon

America’s LGBTQ population faces a multitude of increased health risks compared with their heterosexual and cis-gendered peers. Experts point to systemic inequality and discrimination as two of the root causes of many of the health issues sexual and gender minority (SGM) populations experience, including high rates of depression, alcohol and drug use, and stress-related conditions such as cardiovascular disease.

Historically, public health research has overlooked the special needs of and the risk factors affecting the LGBTQ community. It wasn’t until 2010 that the National Institutes of Health (NIH) commissioned the first report on the state of LGBTQ health research. Six years later, NIH formally designated this group a health disparity population, stating: “Mounting evidence indicates that SGM populations have less access to healthcare and higher burdens of certain diseases, such as depression, cancer, and HIV/AIDS. But the extent and causes of these health disparities are not fully understood, and research on how to close these gaps is lacking.”

Other major health organizations, including the Centers for Disease Control and Prevention and the U.S. Department of Health and Human Services, are addressing the urgent need for further research in this area. And in recent years, some schools of public health have developed innovative courses, programs, and centers to help establish a foundation for the field of LGBTQ health research and to educate students who seek to improve health outcomes for SGM populations.

Drexel University Dornsife School of Public Health
Randall Sell, ScD, an associate professor in the Drexel University Dornsife School of Public Health (DSPH), has been a forerunner in SGM health research and a longtime advocate for increased education in this area. “I have been working in this field for 30 years, and for the first decade, I didn’t meet anyone else doing this kind of work,” he says. “The field is surprisingly still in its infancy, … but there really isn’t any health-related topic where sexual orientation or gender identity isn’t relevant.”

Sell directs DSPH’s Program for LGBT Health, which he and a colleague launched in 2013. Offered completely online, it provides current and future medical and public health professionals the knowledge to better serve LGBTQ patients. The only requirement for admission to the program — which offers three courses and a graduate-level certificate — is a bachelor’s degree from an accredited institution.

“The certificate is for students who want to get into this field and for people
who already work in public health, like nurses, who want additional expertise,” explains Sell. “[It prepares] people … to be culturally competent enough to work in this area, whether [they want to do] their own research or … work directly with these communities.” He adds that many nurses, community-based advocates, and graduate students from institutions across the U.S. enroll in the program.

Additionally, Drexel graduate students — those in public health or related disciplines — can add LGBT Health as a graduate minor. “It’s amazing, the message that a university sends by having this type of program,” says Sell. “I think there are faculty and students at a lot of research institutions who want to be doing a lot more in this area, but it’s hard when you don’t have the support system.”

DSPH’s program consists of three courses — which typically enroll at least 10 students at a time — that concentrate on research methods, major issues in LGBT health, and intersectionality. In the first course, students learn how to assess the validity of existing research — a difficult task because so much about the field is still unknown, Sell says. “There are a lot of specific issues that need to be addressed when you’re dealing with populations that are somewhat rare or stigmatized,” he explains. “You have to be concerned any time you’re looking at these results whether they are reliable. That’s why we teach people how to use and critique the existing literature and how to add to it by conducting their own research.”

In the second course, participants receive an overview of some of the most pressing health issues for the LGBTQ+ population, including access to services, mental and emotional well-being, and diseases that disproportionately affect SGM populations. In the final class, students learn about “how sexual or gender minority status interacts with all the other aspects of a person’s identity, including race, ethnicity, and disability,” says Sell. “We look at how LGBT status can have a much broader context when it comes to health outcomes, which gets at the heart of what a school of public health is supposed to do.”

Sell stresses that this type of work is essential to advancing public understanding of how and why LGBT+ individuals may be more at risk for certain health conditions. As an example, he notes the spike in SGM youth who sought mental health and suicide prevention services immediately following the 2016 presidential election and the rescission of an Obama-era rule allowing transgender students to use bathrooms that correspond with their gender identity.

Recently, Sell personally helped one suicide prevention organization for LGBTQ youth — the Trevor Project — create a list of survey questions to gather information on risk factors for these young people. “That’s what the academic expertise adds to this area, … especially when the current political environment is affecting [this] vulnerable community,” he says.
University of Pittsburgh Center for LGBT Health Research

Through its Center for LGBT Health Research, the University of Pittsburgh Graduate School of Public Health (Pitt Public Health) supports faculty in their efforts to develop new methods for understanding and resolving SGM health disparities. While the school has long conducted research into HIV/AIDS prevention and treatment for homosexual men, it wasn’t until the early 2000s that it began seriously investigating other LGBTQ health topics, according to Ronald Stall, PhD, director of the center.

“In terms of sexual minority health, a majority of public funding has always gone to HIV/AIDS research, and other disparities for [gay men] were relatively unaddressed,” he explains. “For other populations, like trans women and lesbian or bisexual populations, the basic research had never even been done.”

The university established the Center for LGBT Health Research so that Pitt Public Health scholars as well as faculty in dentistry, medicine, and social work could develop a basic understanding of SGM health issues. The school also created a LGBT Health Certificate program to help further grow the field, says Stall. “We realized it was going to take a generation of researchers to do this work, but there was nothing in place to provide the basic training and mentoring required to help students become independent investigators [in this discipline],” he says.

The certificate is available to graduate students, who typically go on to work in community or government-based organizations, and PhD candidates who will further their research at the postdoctoral level.

In addition to learning the history of LGBTQ health issues and studying the psychosocial, viral, and stress-related conditions affecting these populations today, program participants develop their own research projects. “In their first course, students complete a literature review of a specific health disparity for a sexual minority population, so they become experts on that specific topic,” says Stall. “In the next course, I show them how to take their topic and turn it into a grant proposal for a research project. By the end of the class, many of them have developed applications that actually get funded.”

Past research projects have included tracking rates of smoking in lesbian women, the correlation between rates of disease and state laws governing LGBTQ citizenship rights, and the largest study to date of behavioral health risks in homosexual African American men.

“The health disparities in sexual minority populations are astounding, but when we look closely at these issues, we can see that [there’s] not something wrong with the populations themselves,” Stall says. “It [has to do with] the discrimination, exclusion, and violence victimization that results from a lack of understanding of these issues.”

Having a community of dedicated researchers and students and the backing of a major university like Pitt — although not yet common assets in the field of public health — are essential to addressing the health issues faced by the LGBTQ community, he says. By continuing to develop new knowledge, test prevention and treatment methods, and train future scholars, Stall says he hopes to see the field grow exponentially in the coming years.

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
The National Institute of General Medical Sciences awarded a grant to Rochester Institute of Technology (RIT) that is expected to provide $1.025 million in funding over five years to develop a scientists-in-training program for deaf and hard-of-hearing undergraduates. The award is funded through the Research Initiative for Scientific Enhancement (RISE) program. The RIT-RISE program is a groundbreaking achievement because it is the first RISE program designed to specifically serve students who are deaf or hard of hearing.

The RIT-RISE program will offer a suite of scientific enrichment workshops, presentations and activities that are tailored to the needs of scientists who are deaf or hard of hearing. These events will help students who desire to enrich their research skills to stay abreast of hot topics in biomedical and behavioral fields, sharpen their presentation skills and receive help applying to graduate schools. Faculty workshops also will be provided through RIT-RISE, sharing best practices for promoting effective communication between researchers who are hard of hearing or deaf in the lab. The RIT-RISE leadership team will help match supported scholars with participating research mentors in their fields of interest. Scholars also will attend local and national conferences, present papers and posters and publish or co-publish their work.

Scott Smith, a medical doctor and health scientist who is deaf, will lead the program along with Paul Craig, a chemistry professor and the head of RIT’s School of Chemistry and Material Science, and Vincent Samar, a cognitive science professor. Additionally, more than 40 members of the RIT faculty (both deaf and hearing) have volunteered to serve as science mentors, and 15 external mentors (both deaf and hard of hearing) have been identified for the research experiences. The National Technical Institute for the Deaf (NTID) at RIT leads the RIT-RISE cross-college partnership, which includes the College of Science, College of Health Sciences and Technology, College of Liberal Arts, Golisano College of Computing and Information Sciences and the Kate Gleason College of Engineering. Smith expects the RIT-RISE program to “trigger a cultural change that will open the laboratory doors so that deaf and hard-of-hearing students can engage in robust undergraduate research experiences that will enable them to become successful scientists.”

The impetus for the RIT-RISE program emerged from the National Task Force on Health Care Careers for the Deaf and Hard-of-Hearing Community, a partnership of RIT, Gallaudet University, University of Rochester Medical Center and Rochester General Health System to examine the potential for deaf and hard-of-hearing people to assume their rightful place in the rapidly growing health care field. The Task Force Final Report introduced the concept of establishing Rochester, N.Y., as a National Hub of Excellence and Innovation for Deaf and Hard-of-Hearing Healthcare Professionals and Scientists.

TO LEARN MORE ABOUT RIT-RISE, VISIT WWW.NTID.RIT.EDU/RISE
While schools of public health around the country continuously engage in research regarding the effects of societal issues on marginalized populations, many of them are taking their scholarly work and turning it into action. At some schools, faculty members are now on the front lines of everything from mitigating water contamination to reducing gun violence, attempting to make a difference in the underserved and underrepresented communities they so often study.

Flint Water Crisis
In April 2014, the city of Flint, Mich., began drawing its water from the nearby Flint River, which, unbeknownst to residents, had not been properly tested and treated for lead — resulting in widespread contamination in the area and criminal charges filed against several public officials. The situation would also catapult the Michigan city of about 100,000 people into the media spotlight.

The situation in Flint is a public health crisis Dana Thomas has grappled with since it began. As director of public health practice in the University of Michigan’s (UM) School of Public Health, Thomas is one of the many academics and researchers who have been helping Flint’s citizens understand why their water became saturated with dangerous toxins and how they can continue moving forward post-exposure. “Flint residents are now experts on how this works,” Thomas says.

Although the story of the Flint water crisis has deep roots in the region, it essentially began in 2011, when the state of Michigan took over the city’s troubled finances. With a water supply fund $9 million in the red, Flint switched from using water from Lake Huron to drawing it directly from the river — a move residents vehemently protested because of pollution issues with the waterway over the years.

In an effort to save money, a state official decided not to treat the water with certain anti-corrosives before distributing it to residents; this failure caused lead to leak from municipal service lines and the pipes of older homes. Even after residents began noticing the water’s strange color and foul smell, they were told it was safe to drink. Third-party testing eventually revealed it wasn’t.

Although no level of lead is considered acceptable in drinking water, the EPA sets the maximum at 15 parts per billion (ppb). At one point, testing revealed that Flint’s water contained a massive 13,000 ppb.

To address the crisis, UM’s School of Public Health has been working with community organizations, state and local officials, and other colleges and universities. The University of Michigan-Flint, UM’s Ann Arbor campus, and Michigan State University partnered to establish the Healthy Flint Coordinating Center to help guard against the city’s becoming one big laboratory. Together they work to prevent duplication of research efforts and build bridges in a place where a deep sense of betrayal has prevailed.

“We found that the biggest issue in Flint, then and now, is trust,” Thomas says.

The city’s population is majority African American, and 40 percent live in poverty, causing some observers to call the situation in Flint an act of environmental racism and leading the school to proceed cautiously. “When the crisis became national, that was an interesting time for us,” Thomas says. “We wanted to be careful in how we approached the work.”

Allaying distrust happens in a variety of ways. One of UM’s approaches involves a training piece called “See for Yourself What’s in Your Water” that seeks to empower residents. The School of Public Health put it together with the help of an Environmental Protection Agency grant. Another module shows people how they can mitigate lead exposure by eating leafy green vegetables and incorporating more calcium into their diets.

UM students, faculty, staff, and alumni are volunteering in the community to provide this and additional education and support to those whose water is contaminated. In addition to offering training modules...
on how the local water system functions and what to do after being exposed to lead, Thomas and others have listened extensively to community partners’ concerns and reacted with the short, intermediate, and long term in mind. They also regularly partner with area churches to hand out bottled water to those who still don’t trust what is coming out of their faucets.

Furthermore, UM has created a liaison position to make sure residents have accurate information about their water and recently hosted an environmental justice summit.

**Gun Violence**

It’s a scene that’s become increasingly common: A gunman opens fire on a crowd of innocent people, killing dozens and wounding many more. The twist: The victims on this occasion were at a gay nightclub favored by Latinos in Orlando, Fla., and the perpetrator was a first-generation American who claimed ties to ISIS.

Outraged and saddened by the tragic event at Pulse nightclub in June 2016 — which at the time was considered the worst mass shooting in modern U.S. history — faculty members at Boston University (BU) School of Public Health, nearly 1,200 miles away, mobilized to launch a social media campaign calling for an end to gun violence in America — particularly against members of the LGBTQ community.

Called “Enough,” the campaign was intended to disrupt acceptance of gun violence as well as call attention to the high number of gun-related deaths in the U.S. each year, says Emily Barbo, a communications specialist in the School of Public Health’s Activist Lab, where the campaign originated.

“Enough” kicked off with a guest column published in the *Boston Globe*, titled “After Orlando: Will We Say ‘Enough?’,” by Sandro Galea, MD, DrPH, the Robert A. Knox professor and dean of BU School of Public Health. In it, she cited the 133 mass shootings that had occurred in the U.S. up to that point in 2016, as well as the 6,000 firearm-related deaths and the more than 12,000 gun-

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supplanted Orlando’s and Sandy Hook’s in the national and international spotlight — more recently the tragedies that took place in Las Vegas and Sutherland Springs, Texas — but BU is far from finished trying to, at the very least, call attention to the issue.

Cox, who is also director of the Activist Lab, says department planning continues, and the campaign could be extended or reignited in the coming year. “We would like to continue,” he says. “There’s certainly an interest in doing so.”

Since the initial campaign launched last year, the school has held a closed-door meeting with representatives from 42 schools of public health to, as Barbo puts it, “stake the claim that gun violence can no longer be ignored as a public health threat.” She said the group released a paper right before President Donald Trump took office in January, issuing a call to action for gun safety, and has hosted a campus-wide event called Gun Violence: Stories Behind the Numbers.

Should BU launch another leg of “Enough,” Barbo says it’s likely to share stories such as this — of people who have been affected by gun violence, including healthcare workers, community members, and victims and their families.

As the incidences of gun-related violence increase in the U.S., BU School of Public Health’s message is no less pertinent today than it was when the campaign was first launched — nor is Cox’s plea for change.

“Today, speak out,” Cox says in the closing of his video, “and most importantly, write to your congressperson and say to them ‘Enough.’”

Lindsay Jones is a contributing writer for INSIGHT Into Diversity.

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By Alexandra Vollman

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With a responsibility to prepare the next generation of healthcare providers, health professions schools are tasked with not only ensuring that individuals of all backgrounds and identities have access to health professions programs and careers, but that graduates are prepared to provide equitable, culturally competent care to all patient populations. The ability of these schools to deliver on this commitment is critical to their continued success — and that of their students — as well as to maintaining our nation’s health and its reputation as a leader in medical education and research.

At INSIGHT Into Diversity, we know that this work requires a comprehensive and strategic approach. Ensuring a diverse, equitable, and inclusive campus for all and culturally competent, knowledgeable care for patients involves a commitment to members of the campus and surrounding community, the investment of resources, continuous dialogue and education, awareness of and attention to the campus climate, and opportunities for celebrating differences.

This year, we are pleased to announce that 24 health professions schools have demonstrated this commitment and are being awarded the INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award for their efforts.

Now in its second year, the Health Professions HEED Award recognizes U.S. medical, dental, pharmacy, osteopathic, nursing, veterinary, and allied health schools as well as medical centers that demonstrate an outstanding commitment to diversity and inclusion on their campuses. Schools are evaluated through a variety of lenses, and recipients proactively work to ensure the representation and inclusion of people of all backgrounds and circumstances, including those of different races, ethnicities, religions, nationalities, abilities, veteran statuses, socioeconomic statuses, sexual orientations, and gender identities.

Each facing distinct challenges in their area of healthcare, 2017 Health Professions HEED Award institutions have developed unique and thoughtful approaches to addressing the needs of their diverse constituents. Through the creation of a range of programs, services, scholarships, events, forums, centers, student and faculty groups, trainings, and policies — and with support from senior leaders — these schools provide spaces that foster the academic, professional, social, cultural, and personal lives of every member of their campus communities.
In an effort to ensure a robust pipeline of future healthcare professionals, many of these institutions offer pipeline programs targeted at diverse and underrepresented groups. Students in elementary school through college gain exposure to medical fields, get hands-on research experience, engage with faculty and graduate students, and learn about the graduate school admissions process through a range of innovative programs.

The health of the community is also important to these institutions. Via educational workshops, health screenings, and service work, they partner with local neighborhoods and organizations to improve health literacy and ensure the well-being of all members of their communities, particularly those who are underserved.

Strategic initiatives, policies, diversity committees, campaigns, and dialogues have informed many of these schools’ efforts around improving equity and inclusion on their campuses and in health professions in general. Students, faculty, staff, and administrators collaborate to not only discuss issues of diversity, social justice, bias, and discrimination in order to increase understanding, but to also take action to address these critical areas.

All of these efforts and more are what set Health Professions HEED Award institutions apart. Their commitment to preparing the next generation of diverse, culturally competent healthcare providers is witnessed by the ways in which they invest in members of their campus communities. By not taking their responsibility to their students and our nation’s future lightly, these 24 schools have proven themselves worthy of national recognition.

Alexandra Vollman is the editor of INSIGHT Into Diversity.
RECIPIENTS OF THE 2017 INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2017 HEALTH PROFESSIONS HEED AWARD RECIPIENTS

A.T. Still University of Health Sciences
Augusta University, Health Sciences Colleges
California State University, Los Angeles School of Nursing
Columbia University College of Dental Medicine
Florida State University College of Medicine
Icahn School of Medicine at Mount Sinai
MGH Institute of Health Professions
Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center
Philadelphia College of Osteopathic Medicine
Purdue University College of Veterinary Medicine
Texas A&M College of Veterinary Medicine and Biomedical Sciences
The Medical University of South Carolina
The Ohio State University College of Medicine
The Ohio State University College of Nursing
The Ohio State University College of Veterinary Medicine
University of Cincinnati College of Nursing
University of Florida College of Dentistry
University of Houston College of Nursing
University of Memphis Loewenberg College of Nursing
University of Minnesota School of Nursing
University of Rochester School of Nursing
University of Tennessee Health Science Center College of Pharmacy
University of Virginia School of Medicine
University of Washington School of Nursing
Access to Animal-Related Careers

A two-week summer residential experience designed to recruit underrepresented minority pre-veterinary undergraduates, Access to Animal-Related Careers (A2RC) provides an opportunity to experience life as a first-year doctor of veterinary medicine (DVM) student at Purdue University College of Veterinary Medicine. The program consists of interactive sessions on topics such as small animal, food animal, and equine medicine. A2RC also includes activities designed to increase participants’ competitiveness for entry into a DVM program, including mock interview sessions.

Leadership 2.0

The University of Cincinnati College of Nursing’s Leadership 2.0 Program is a comprehensive initiative that seeks to increase the number of first-generation, underrepresented minority, and disadvantaged students in the college while helping these individuals achieve excellence in higher education and beyond. Leadership 2.0 includes a pre-college outreach program that provides pre-admission advising and ACT prep, a summer bridge program to help ease students’ adjustment to college life, and year-round academic and social support.

Doctoral Experience

The University of Rochester School of Nursing awards students in the Accelerated Program for Non-Nurses the Dean’s Pre-Doctoral Faculty Award, which provides full financial support for individuals from underrepresented groups to pursue doctoral education. The school also established a postdoctoral to assistant professor position to recruit strong faculty candidates by allowing these individuals to obtain postdoctoral experience; the school then commits to hiring them directly to a tenure-track position. Through this path, the school has already hired two new faculty members from underrepresented groups.

Community Health

University of Memphis Loewenberg College of Nursing prepares future nurses to serve vulnerable populations by undergoing a poverty simulation—a situation that forces students to leave their comfort zones and confront the conditions that lead to major socioeconomic and health disparities. The experience provides students with the knowledge and skills necessary to effectively and compassionately treat underserved populations.

The Ask a Buckeye Nurse program ensures that students at The Ohio State University College of Nursing have the opportunity to engage with elderly populations within their own neighborhoods. In partnership with local business owners, the program brings faculty and students to inner-city barbershops and salons where they offer on-site information sessions, blood pressure checks, and biometric screenings.

Latinx residents in Charlottesville, Va., benefit from the dedicated outreach efforts of the University of Virginia School of Medicine. The school’s Latino Health Initiative offers regular education sessions and disease screenings for residents and training for Latino community health workers. Through these efforts, the school hopes to increase health literacy and outcomes among the Hispanic and Latinx communities.
Educating Tomorrow’s Health Care Leaders

- Nursing
- Occupational Therapy
- Physical Therapy
- Physician Assistant Studies
- Speech-Language Pathology

Today’s diverse patient population requires health professionals who are culturally competent and able to function effectively across an array of situations. Educating leaders to meet this challenge is part of our mission, and part of our everyday practice.

www.mghihp.edu
PIPELINE PROGRAMS

Scientific Research Experience
Through the Summer Bio-medical Research Program at Augusta University, high school students age 16 or older learn more about scientific research. Participants gain experience conducting cutting-edge research on sickle cell disease, develop scientific-reasoning and problem-solving skills, benefit from a one-on-one relationship with a research mentor in a field of their choice, explore health sciences career opportunities, and prepare for enrollment and academic success in college. Students who successfully complete the program receive a $600 honorarium for participating.

Graduate School Prep
The Summer Pre-Health Education Program (SHPEP) — formerly the Summer Medical and Dental Education Program — at Columbia University College of Dental Medicine prepares undergraduate students who are underrepresented in the health professions to pursue graduate studies in these fields. During this six-week summer enrichment experience, participants engage in intense coursework that includes labs, skills training, and career-development to help improve their chances of being accepted into the health professions school of their choice. Clinical experiences are also a large part of the program; for dental students, these include weekly lab visits. SHPEP students receive a stipend, meals, travel assistance, and complimentary housing.

Serving the Underserved
Launched by Florida State University College of Medicine in 1993 to widen the medical school applicant pool with candidates from underserved backgrounds, STRiDE (Science Students Together Reaching Instructional Diversity and Excellence) identifies individuals as early as seventh grade who have an aptitude for and an interest in pursuing a career in science, engineering, mathematics, health, or medicine. These students are provided the support services — including mentoring — to help them develop a sense of responsibility and the focus and motivation needed to succeed in a healthcare career. STRiDE has both a pre-college and college component.

An Introduction to Health Professions
The Dreamline Program at A.T. Still University of Health Sciences (ATSU) — facilitated by the Office for Diversity and Inclusion — is part of an early recruitment strategy that introduces K-12 students to graduate health professions programs offered by the university. ATSU works with local school districts to identify high-performing students who can apply for one of 50 spots in the program. These young people participate in on-campus learning and engagement activities that expose them to career opportunities in the health professions. Each year, Dreamline highlights one academic degree program at ATSU. Students and their families are subsequently invited to participate in broader outreach efforts to nurture their desire to pursue a health professions career.

The Real World of Medicine
A six-week summer academic enrichment experience, the Summer Medical Leadership Program (SMLP) at the University of Virginia School of Medicine brings together 30 undergraduates from disadvantaged backgrounds and groups underrepresented in medicine who are interested in pursuing medical careers. The main goal of SMLP is to expose participants to the real world of medicine in order to prepare them for admission to medical school and to assume future leadership positions in the field. Participants receive mentoring from physicians and biomedical researchers, attend lectures on leadership and health-related topics, visit clinical settings, engage in community outreach, learn about the medical school admissions process, and more.

A Path to Advanced Degrees
The California State University, Los Angeles School of Nursing (Cal State LA SON) partners with area community colleges to assist students with the transition from an associate degree in nursing (ADN) program to the bachelor of science in nursing (BSN) program at Cal State LA SON. Part of an effort to help California achieve the national goal of 80 percent of nurses having a BSN degree or higher by 2020, the ADN to BSN Collaborative Program enrolls multi-ethnic students from 13 diverse community colleges. The curriculum builds on the ADN foundation with post-licensure content and allows the school to graduate 80 additional students each year.

Eliminating Health Disparities
The Philadelphia College of Osteopathic Medicine’s (PCOM) Science and Math Summer Academy is a rigorous summer program designed to increase interest in science, technology, engineering, math, and medicine (STEM+M) among minority high school students. The goal of the academy is to alleviate healthcare disparities by increasing diversity in STEM+M fields. The two-week program brings together PCOM students and faculty to work with area high school students on research projects in on-campus laboratories. Participants also learn about the medical school admissions process and explore career possibilities.

Opening Doors to Nursing
A weeklong experience, the University of Washington (UW) School of Nursing’s UW Nurse Camp creates opportunities in nursing for underrepresented and first-generation high school students. The camp not only teaches students about nursing, but also provides encouragement and support for those who might not have believed it was possible for them to pursue a career in this field. Since the program’s inception in 2009, 51 percent of former campers have entered nursing programs, and 96 percent have enrolled in college; prior to students attending the camp, less than 12 percent of parents and guardians reported anticipating that their child would attend college.
ATSU is honored to be a 2017 HEED Award recipient

We believe our healthcare workforce should reflect the diversity of America. In fact, we were one of the first to accept women to study medicine in 1892. We understand diversity encompasses not just race, but gender, culture, financial background, and sexual orientation. The possibilities are endless.

ATSU offers an array of health professions degrees in medical, dental, and allied health programs.

For more information about our degree programs, visit atsudiversity.com. For information about our diversity initiatives, contact diversity@atsu.edu.

> History of inclusion since 1892
> Campuses in Kirksville, Missouri, Mesa, Arizona, and online
Student & Faculty Groups

Latinx and Native American students, employees, and their allies at the Medical University of South Carolina (MUSC) are responsible for establishing the first professional chapter of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science. Dedicated to supporting the recruitment and development of these populations in Charleston and beyond, the MUSC chapter is also the first in the U.S. to incorporate multiple organizations and institutions.

The University of Washington (UW) School of Nursing is the co-founder and co-sponsor of the Western Washington chapter of the National Association of Hispanic Nurses (WW-NAHN). Together, UW School of Nursing and WW-NAHN work to recruit, advise, and mentor Latinx students, including those who are undocumented immigrants. By supporting these students in their pursuit of nursing degrees, the school advances its goal of increasing diversity in the medical workforce in order to eliminate health disparities for underserved minority and immigrant populations.

Community Outreach & Partnerships

Underrepresented students are introduced to a variety of health professions and given the opportunity to work in state-of-the-art research laboratories through the Distance Learning Center (DLC), of which Philadelphia College of Osteopathic Medicine (PCOM) is a partner. Part of the school’s community outreach efforts, the DLC’s STEMprep Project Training Program enrolls gifted students from disadvantaged backgrounds in ongoing health science training from seventh through 12th grade. Every summer, those in the ninth and 10th grades work in PCOM’s laboratories under the guidance of a student mentor.

At Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center, the institution’s focus on inclusion extends beyond its campus. In 2016, in an effort to ensure all students feel welcome within the community, the college partnered with area organizations and city government to host a series of educational and social events centered on understanding and celebrating local diversity. The college also surveyed community members to see how the events affected their perceptions of diverse populations and is working with the city to continue the series. (photo via Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center)

Since 2015, The Ohio State University College of Medicine has participated in a joint initiative with Columbus City Schools and Partners Achieving Community Transformation (PACT) to transform educational outcomes for K-12 students who live in the Near East Side neighborhood. Through the K-12 PACT initiative, the college provides faculty, professional, and undergraduate support for those entering the area’s Health Sciences Academies, which introduce students to a variety of science and medicine-related careers.

87.5% of Health Professions HEED Award recipients have academically themed diverse student organizations.
Kansas State University:
Level playing field, springboard for career success

The responsibility to create effective, diverse communities lies with everyone. At Kansas State University, everyone bears this weight equally, from students to faculty to leadership.

The K-State family takes every possible step to foster an inclusive, inspiring environment that is conducive for success. No matter your field or expertise or professional goals, Kansas State University offers an unbeatable combination of opportunity and support. Our recent national accomplishments include:

- **No. 15 best-run college**  
  *(Princeton Review, 2016)*

- **No. 8 college town**  
  *(American Institute for Economic Research, 2016)*

- **Multi-year recipient of the Higher Education Excellence in Diversity Award**

Upcoming leadership opportunities:

Chief Information Officer
Dean Global Campus

Learn more about beginning a rewarding career at K-State by visiting [k-state.edu/jobs](http://k-state.edu/jobs).
**FINANCIAL SUPPORT**

**DIVERSITY IN MEDICINE SCHOLARSHIP**

The Drs. Frank Rumph and John T. Harper Sr. Diversity in Medicine Scholarship provides **$80,000 annually** to students in the Medical College of Georgia at [Augusta University](https://www.augusta.edu). Named after the first African American students to graduate from the school, the scholarship targets those from minority and economically disadvantaged backgrounds.

**GRADUATE HEALTH PROFESSIONS PROGRAM**

The [A.T. Still University of Health Sciences](https://www.atsu.edu) provides funding to help students historically underrepresented in medical fields pursue their dreams through the Graduate Health Professions (GPS) program. Since 2015, GPS has generated a nearly **$3 million endowment** to support 17 students across multiple degree programs.

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**EDUCATIONAL CENTERS**

Established in 2013, the Center of Excellence for Diversity and Inclusion in Veterinary Medicine at [Purdue University](https://www.purdue.edu) is the first large-scale educational endeavor of its kind. In collaboration with leading veterinary associations, it provides diversity education to schools and professionals nationwide. Currently, more than 440 students, faculty, staff, practitioners, and technicians from across the U.S. are enrolled in the center's online certificate program.

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**MENTAL HEALTH & WELLNESS**

The Texas A&M College of Veterinary Medicine and Biomedical Sciences takes a proactive approach to ensuring the mental health and well-being of its students and employees. The college offers a range of programs and services designed to prevent and treat stress-related conditions, including wellness programs focused on everything from time management to physical fitness. It also offers counseling services for students, interns, and residents. The school has even undertaken structural changes — such as designated test days — to help students manage their academic responsibilities.

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**LEADERSHIP & DEVELOPMENT**

**UNIVERSITY OF ROCHESTER SCHOOL OF NURSING** prepares students to do more than provide treatment — it trains them to become advocates and leaders who can transform the future of healthcare. The Leading with Integrity for Tomorrow program, a student-led endeavor that’s financially supported by the school, includes professional development activities and discussions focused on patient advocacy and workplace diversity.

**STRENGTH QUEST** is a series of trainings for all first-year students at the [UNIVERSITY OF FLORIDA COLLEGE OF DENTISTRY](https://www.ufl.edu). Also offered on an optional basis for employees, the trainings concentrate on identifying and developing individual character strengths and talents in order to improve student outcomes. An innovative addition to the program focused on helping faculty understand and support the new generation of dental school students will launch in spring 2018.

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58.3% of Health Professions HEED Award recipients require diversity training for senior administrators.
WE ARE THOUGHTFULLY AND INTENTIONALLY WORKING TO CREATE AN INCLUSIVE CAMPUS CLIMATE

Less than 20 universities, nationwide have received the prestigious Higher Education Excellence in Diversity Award for six consecutive years. Just because IUPUI is one of those institutions does not mean our work is done. Every day, IUPUI, faculty representing 18 Schools, collaborate across academic disciplines and with our nearly 30,000 students on a beautiful, urban campus in downtown Indianapolis. The IUPUI mission, vision and strategic plan make clear our commitment to community engagement and diversity. We are looking for scholars who share our passion for engaging the city, state, nation and beyond through teaching, research and service as we prepare our graduates to enter and lead an increasingly complex world.

- OUR STUDENTS HAVE THE OPPORTUNITY TO EARN DEGREES FROM INDIANA UNIVERSITY & PURDUE UNIVERSITY ON ONE CAMPUS
- TOP 200 NATIONAL UNIVERSITIES AS RANKED BY U.S. NEWS AND WORLD REPORT
- 30,000 UNDERGRADUATE & GRADUATE STUDENTS
- 27% OF OUR STUDENTS ARE STUDENTS OF COLOR
- 100+ RESEARCH CENTERS
- $299M FOR RESEARCH IN 2016

SIX TIME RECIPIENT HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD, INSIGHT INTO DIVERSITY

CHANCELLOR-LEVEL AWARDS AND RECOGNITION FOR EXCELLENCE IN MULTICULTURAL TEACHING, RESEARCH & SERVICE

55 PATENTS AWARDED IN 2016

AT IUPUI WE STRIVE TO MAKE DIVERSITY A THOUGHT, NOT AN AFTERTHOUGHT; AN ACTION, NOT A REACTION

For the most current list of available positions, please visit: http://go.iupui.edu/facjobs

IUPUI is an Equal Opportunity Employer
Applicants to Columbia University College of Dental Medicine are made to feel like part of the university community before they ever set foot on campus. The college assigns applicants — those who get invited to interview for admission — to a host student who serves as a point of contact throughout the application process. This person even helps students find accommodations near campus or hosts them in his or her own home during campus interviews and visits.

Florida State University College of Medicine (FSCM) provides applicants from underserved backgrounds with a unique and often life-changing opportunity to transition to medical school. Underrepresented students whose MCAT scores or GPAs fall short of FSCM’s admission requirements are invited to enroll in the Bridge to Clinical Medicine program, which allows them to complete many of the same trainings and courses as FSCM first-year students. Those who complete the program — which includes a special research project on health equity — often go on to become highly skilled physicians and are more likely to work in underserved communities.

Through the MEDPATH Premedical program, college graduates from disadvantaged backgrounds are annually provided the academic and financial support necessary to matriculate into The Ohio State University College of Medicine. Since 1991, the program has provided dedicated staff and approximately $215,000 in annual tuition support to help participants become top-ranking students. In 2016, MEDPATH students had average MCAT scores in the 79th percentile.

The parents of K-12 students play an integral role in developing the next generation of diverse healthcare professionals through the University of Cincinnati College of Nursing’s Helping Emerging Adolescents Transform Healthcare (HEALTH) Pathways program. This initiative is designed to increase the number of underrepresented students who are prepared for healthcare and medical degree programs. In addition to improving students’ STEM skills, HEALTH Pathways engages parents to help them be ongoing sources of support and encouragement for their children’s success.

In an effort to help struggling students stay in school, the University of Tennessee Health Science Center College of Pharmacy uses an early-warning system to identify those who are underperforming and at risk of dropping out. A specially designated associate dean for academic affairs meets one on one with these individuals to connect them with the appropriate resources and services through the Office of Student Academic Support Services and Inclusion. Beyond free tutoring and study-skills training, students also benefit from disability testing and accommodation.

All members of the University of Florida College of Dentistry are invited to showcase their hidden talents in support of a good cause through the annual Acid Etch Talent Show. Hosted by Dental Ambassadors, a student-run service organization, the event offers a chance for the college to come together to celebrate what makes its members unique. Each year, the talent show raises money through ticket sales, sponsorships, and a baking contest to fund charitable dental services for low-income children.

After Hurricane Harvey devastated the Houston area in August 2017, faculty and students from the University of Houston College of Nursing dedicated 700 volunteer hours to provide emergency relief services to area residents. Sixty-four members of the college community worked with aid organizations to serve those displaced by or injured during the storm, including many low-income and underserved residents who sought refuge at the city’s shelters.
Coming to America

Your road to success at MSU Denver starts “wherever you are.” Mathias Mukooba came to Denver from Uganda seven years ago with a thick accent and a drive to succeed.

“I felt like some other places judged me because I have a strong accent. But at MSU Denver it never mattered. The teachers walk with you from wherever you are – molding you into what you need to be to find success,” Mukooba says.

Hit the ground running

Mukooba completed his nursing degree in just 17 months through the Accelerated Nursing Option. He got a job right after graduation working in acute care at Denver Health.

“Our teachers knew that we were up to the task and could move ahead quickly. They did such a good job of getting me ready for my career,” Mukooba says. “My favorite part of my job is connecting with people. I like that I make a positive difference in someone’s day.”

Diverse paths, diverse community

We’re located in the heart of Denver and are one of the leaders in diverse enrollment among Colorado’s four-year universities with 7,812 students of color. At MSU Denver, we celebrate that each person’s road is different. Where will yours take you?

msudenver.edu/mukooba
Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center have undertaken a proven strategy to increase the representation of women, minorities, veterans, and individuals with disabilities among the college’s leadership. By implementing the Rooney Rule — which requires that at least one diverse candidate be included in the applicant pool for every new hire — the school has succeeded in hiring five administrators from underrepresented groups since 2016. The effectiveness of the strategy has led to its recently being expanded to include all new future hires for the position of director or above.

Icahn School of Medicine at Mount Sinai’s Racism and Bias Initiative has resulted in several large-scale measures aimed at recognizing historic and systemic discrimination in medical education and practice. Launched in 2015, the initiative has allowed the school to take a broad approach to working to improve equity and inclusion, which has included developing a wellness task force for students and the local community and supporting the #WhatADoctorLooksLike social media campaign to combat stereotypes of medical professionals. To recognize those students who have played an integral role in fulfilling the initiative’s mission, the school launched the Anti-Racism Changemaker award this year.

Students in the California State University, Los Angeles School of Nursing are able to learn about and share their concerns regarding the country’s most pressing political and social issues through the university’s Democracy in Action series. Launched immediately after the 2016 presidential election, the series has included campus-wide forums and national speakers in an attempt to address the issues directly impacting students, including citizenship rights for Muslim immigrants and the future of the Deferred Action for Childhood Arrivals (DACA) program.

An institution-wide Diversity Council, annual diversity scorecard, and regular town-hall-style meetings are all part of the MGH Institute of Health Professions’ approach to ensuring that its inclusion efforts are collaborative and transparent. Because diversity and inclusion are embedded in the institution’s core values, these efforts are supported by everyone from senior leaders down to students. President Paula Milone-Nuzzo leads the Diversity Council and leads the town-hall meetings, where all students and employees are able to share their ideas and concerns.

To best serve its student population, The Ohio State University College of Veterinary Medicine’s Diversity Committee includes student representatives from all levels — from freshmen to doctoral students. The committee also works closely with the student group Veterinary Students As One in Culture and Ethnicity (VOICE), which is focused on ensuring equity and inclusiveness for all future veterinary professionals. Together, the two entities work to develop strategies, events, and outreach efforts to create a unified campus where all students are welcome.

58.3% of Health Professions HEED Award recipients release an annual diversity report to the public.
MUSC seeks diverse, talented students, faculty and workforce

As the largest non-federal employer in Charleston, the Medical University of South Carolina recognizes the value and importance of embracing diversity and inclusion.

- It is who we should be as an institution. We are committed to creating an environment where all individuals – students, faculty, staff, patients and visitors – truly believe they are in the right place, and they belong here.

- It is how we build upon who we are and what we can achieve together. MUSC aspires to change the future through innovation in all of our domains – education, research and patient care.

- It affects the bottom line. It is about being our most productive and effective. People who feel valued are empowered to contribute and to be at their best.

Discover challenging opportunities in education, research and clinical care at MUSC.
For careers, please visit musc.edu/careers.
Future students, please visit musc.edu/admissions.
The Medical University of South Carolina (MUSC) has distinguished itself as a national leader in supporting small and minority- and women-owned businesses. In constructing the new MUSC Shawn Jenkins Children’s Hospital, the school is set to spend $52 million with these types of businesses statewide — including $13 million with African American-owned businesses in the first phases of construction alone. The National Association of Minority Contractors recently recognized the hospital as Project of the Year for Supplier Diversity.

At Texas A&M College of Veterinary Medicine and Biomedical Sciences, cultural competency is prioritized throughout the entire educational experience. From student orientation to clinical rotations, the ability to effectively communicate and serve diverse populations is taught as a foundation of ethical veterinary practice. Through mock scenarios, students learn to communicate with clients who are English language learners or have disabilities. During rotations at community organizations, students acquire hands-on experience working with and for clients from a multitude of backgrounds.

Through a collaborative partnership with Swansea University in Wales, the University of Houston (UH) College of Nursing is able to provide its students the opportunity to learn about international models of healthcare. Swansea University undergraduates regularly visit and take courses at UH, which allows students from both schools to explore and compare approaches to patient advocacy and treatment, as well as ways to increase health equity for underserved populations in the U.S. and the United Kingdom.

Faculty members at the University of Memphis Loewenberg College of Nursing (LCON) have participated in an innovative global partnership with the Jining Medical University in China for the past six years. Professors from both schools are able to spend one or more semesters living and working at the partner institutions, where they can teach courses and compare best practices on issues such as increasing student engagement. The program has been so successful that LCON expanded its partnership to include SanDa University in Shanghai.

83.3% of Health Professions HEED Award recipients offer diversity courses for students.
The University of Virginia School of Medicine is committed to Inclusion as a Strategy for Excellence.
Diversity Education & Dialogue

Advocating for Equality
At The Ohio State University College of Nursing, students and employees who want to contribute to the push for equality in medical education and the professions have the opportunity to do so via the Diversity and Inclusion in Healthcare Certificate program. Participants can earn the certificate through a variety of approved educational methods, including online learning modules, outreach and volunteerism, and on-campus diversity learning events. The certificate includes three levels of expertise: ally, advocate, and champion.

Tackling Issues
Faculty, staff, students, and alumni learn alongside one another during the University of Minnesota School of Nursing’s annual Deep Dive Initiative. Each year, the program offers a range of opportunities for participants to dive deep into the complex issues surrounding diversity-related topics such as implicit bias and poverty. Past events have included guest lectures, book studies, and dialogues.

Fostering Leadership
The Community of Inclusion Certificate program at The Ohio State University College of Veterinary Medicine is built around empowering students, faculty, and staff to become campus leaders in diversity education. Individuals pursuing the certificate can complete up to three levels of learning, engagement, and training. The final two levels concentrate on learning how to lead campus events and facilitate discussions about issues of equity and identity in society and the veterinary profession.

Increasing Awareness
Each spring, student organizations at the University of Florida College of Dentistry (UFCD) partner with the Office of Student Advocacy and Inclusion Affairs to host the annual UFCD Diversity Series. This includes student-led events focused on broadening awareness through the discussion of topics related to diversity and equity, such as the representation of women in dentistry and minority access to healthcare.

The Council of Diversity of Inclusiveness (CoDI) at the University of Rochester School of Nursing consists of faculty, staff, and student diversity officers who are appointed by the dean or elected by their peers. The CoDI is charged with ensuring that the campus remains a welcoming, supportive place for students and employees of all identities and backgrounds. This work includes hosting education and training programs, such as a recent Safe Space Training to build awareness of the issues facing individuals and patients who identify as LGBTQ.

Over 75% of Health Professions HEED Award recipients administer some type of campus climate survey.
A. B. FREEMAN SCHOOL OF BUSINESS
TULANE UNIVERSITY

The A. B. Freeman School of Business and Dean Ira Solomon are seeking research-oriented faculty to fill the following positions beginning fall 2018:

**ACCOUNTING**

- **Tenure System Faculty (Professor/Associate Professor)**
  APPLY: http://apply.interfolio.com/42408

- **Tenure System Faculty (Assistant Professor)**
  APPLY: http://apply.interfolio.com/42505

- **Non-Tenure System Faculty (Professor of Practice)**
  APPLY: http://apply.interfolio.com/42430

- **Non-Tenure System Faculty (Lecturer)**
  APPLY: http://apply.interfolio.com/42497

- **Visiting Faculty (Visiting Assistant Professor)**
  APPLY: http://apply.interfolio.com/42452

**FINANCE**

- **Tenure System Faculty (Professor/Associate Professor)**
  APPLY: http://apply.interfolio.com/42422

- **Tenure System Faculty (Assistant Professor)**
  APPLY: http://apply.interfolio.com/42530

- **Non-Tenure System Faculty (Professor of Practice)**
  APPLY: http://apply.interfolio.com/42431

- **Non-Tenure System Faculty (Lecturer)**
  APPLY: http://apply.interfolio.com/42536

- **Visiting Faculty (Visiting Assistant Professor)**
  APPLY: http://apply.interfolio.com/42454

- **Visiting Faculty (Visiting Lecturer)**
  APPLY: http://apply.interfolio.com/41644

**MANAGEMENT**

- **Tenure System Faculty (Professor/Associate Professor)**
  APPLY: http://apply.interfolio.com/42426

- **Tenure System Faculty (Assistant Professor)**
  APPLY: http://apply.interfolio.com/42539

- **Non-Tenure System Faculty (Professor of Practice)**
  APPLY: http://apply.interfolio.com/42432

- **Non-Tenure System Faculty (Lecturer)**
  APPLY: http://apply.interfolio.com/42543

- **Visiting Faculty (Visiting Assistant Professor)**
  APPLY: http://apply.interfolio.com/42456

- **Visiting Faculty (Visiting Assistant Professor)**
  APPLY: http://apply.interfolio.com/42458

**MANAGEMENT SCIENCE**

- **Tenure System Faculty (Professor/Associate Professor)**
  APPLY: http://apply.interfolio.com/42427

- **Tenure System Faculty (Assistant Professor)**
  APPLY: http://apply.interfolio.com/42544

- **Non-Tenure System Faculty (Professor of Practice)**
  APPLY: http://apply.interfolio.com/42447

- **Non-Tenure System Faculty (Lecturer)**
  APPLY: http://apply.interfolio.com/42548

- **Visiting Faculty (Visiting Assistant Professor)**
  APPLY: http://apply.interfolio.com/42459

**MARKETING**

- **Tenure System Faculty (Professor/Associate Professor)**
  APPLY: http://apply.interfolio.com/42428

- **Tenure System Faculty (Assistant Professor)**
  APPLY: http://apply.interfolio.com/42549

- **Non-Tenure System Faculty (Professor of Practice)**
  APPLY: http://apply.interfolio.com/42448

- **Non-Tenure System Faculty (Lecturer)**
  APPLY: http://apply.interfolio.com/42550

- **Visiting Faculty (Visiting Assistant Professor)**
  APPLY: http://apply.interfolio.com/42461

Candidates are expected to hold a PhD in a relevant business discipline, or have a graduate degree and extensive professional experience in the practice of business.

Women and minorities are encouraged to apply.

Ultimate recruitment for this position is subject to final budgetary approval by the University.

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New Orleans, Louisiana
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

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An Extraordinary Opportunity for a Visionary Leader

SELECTED QUALIFICATIONS
The Board of Trustees seeks a proven leader committed to student and institutional excellence. The Chancellor serves as Chief Executive Officer and reports directly to the board. The successful candidate will have at least:

- An earned master’s degree from an accredited college or university in business or public administration or related field. Doctorate preferred.
- Five years of senior level experience at a large and complex organization, preferably a multi-campus higher educational institution.
- Experience in teaching or student services, and/or providing support or the roles of faculty, instruction and student services, in a higher education environment.
- Experience working with a diverse board in an effective governance model including collective bargaining.
- Experience in and/or demonstrated knowledge of the role of community colleges in economic and workforce development.

ABOUT OUR DISTRICT
The district was founded in 1967, serves more than 60,000 students, employs 3,000 staff, and has three campuses: Saddleback College (Mission Viejo); Irvine Valley College (Irvine); Advanced Technology & Education Park (Tustin).

OUR COMMUNITY
The district stretches over a 350-square-mile area with nearly one million residents. Orange County enjoys a temperate climate, world-class beaches, theme parks, and cultural sites.

FOR MORE INFORMATION
www.socccd.edu

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AN EQUAL OPPORTUNITY EMPLOYER

Reasons to choose INSIGHT’s
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INSIGHT Into Diversity’s online Career Center is the premier job board for attracting top-notch diverse candidates.

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Visit careers.insightintodiversity.com for details and pricing.
Full, Associate and/or Assistant Professor
Cancer Biology

The Department of Cancer Biology at the Perelman School of Medicine at the University of Pennsylvania seeks candidates for a Full, Associate, and/or Assistant Professor position in the tenure track.

The successful applicant will have experience in the field of cancer biology, including but not limited to tumor immunology, chemical biology, cancer metabolism, cancer genetics and epigenetics, cancer cell biology, tumor microenvironment, stem cells, and metastasis.

Responsibilities include maintenance of an externally funded independent research program, as well as teaching and mentoring of students.

Applicants must have an Ph.D. and/or M.D. degree and have demonstrated excellent qualifications in research and education.

We seek candidates who embrace and reflect diversity in the broadest sense. The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

To apply:  http://www.med.upenn.edu/apps/faculty_ad/inp/g/d4794

Faculty, Integrated Digital Media at New York University, Tandon School of Engineering, Brooklyn, NY

The Department of Technology, Culture and Society at the NYU Tandon School of Engineering invites applications for a full time, non-tenured, renewable faculty position in Integrated Digital Media, with a start date of January 1, 2018. New York University (NYU) is one of the top private universities in the United States, and the Tandon School of Engineering has the distinct history of having been known previously as Brooklyn Poly and the NYU Polytechnic School of Engineering.

The NYU Tandon School of Engineering is part of a major research university, and is deeply committed to excellence in teaching and learning. Tandon fosters student and faculty innovation and entrepreneurship that make a difference in the world. We invite applications from candidates who have a strong commitment to excellence in teaching and curricular development to lead the development of our online undergraduate and graduate degrees in Integrated Digital Media.

This position is for a faculty member who will teach online and who will have administrative responsibilities for managing online programs in integrated digital media. The successful candidate should have experience in online curriculum development and teaching. We will consider applicants in all areas of digital media, but prefer individuals with interests at the intersection of engineering and creative practice, including, but not limited to: human-computer interaction, virtual and augmented reality, creative coding, interactive performance and installation, assistive technology, digital fabrication, physical and wearable computing, or machine learning and applied media. The candidate should be committed to all levels of teaching, from introductory undergraduates to graduate students.

Candidates must have a terminal degree in digital media or a related field, such as an M.F.A., M.P.S., or D.M.A. Candidates holding a Ph.D. are preferred.

Applicants should include a cover letter, current CV, web portfolio, a teaching statement describing experience and teaching philosophy, and contact information for three professional references. All application materials should be submitted electronically via https://apply.interfolio.com/46031

The position will be open until filled. Review of candidates will begin on October 15, 2017.

Simulation Lab Director

The Patricia A. Chin School of Nursing is looking for an innovative leader to design, coordinate, manage and assist with the implementation of meaningful educational experiences for undergraduate and graduate Nursing students in a new state-of-the-art facility. Teaching, scholarship and community engagement for this tenure-track position will be grounded in evidence based simulation technologies, knowledge, skills and practice.

CHALLENGES TO THE DREAM

The Martin Luther King Jr. Writing Awards at Carnegie Mellon University presents an annual opportunity for young people to express through poetry and prose their personal struggles with issues of race and discrimination. A new book, titled Challenges to the Dream, highlights some of the best work submitted by these young authors over the years. The following are excerpts from some of these pieces.

One Person Wonder
Ashley Birt
First place for college prose, 2006 (tie)

Sitting next to the kid who “never really had any black friends” is a new experience for me, one I should probably cherish. Perhaps he likes whiny white boys with guitars, too, or maybe he’s secretly a hip-hop aficionado and, in my ignorance, I missed this. That farm girl in front of me could transcend the idea of the country bumpkin and prove to be politically educated. I could teach this person about my personal experiences, and we could both learn something. Notice I said personal. I’m not here to teach anybody about “the black experience.” There isn’t one, just like there isn’t really a “suburban experience,” a “female experience,” or any other type of experience. For all certain people have in common, whether it be location or race or gender, we are not the same.

Segregation
Frances Ruiz
Honorable mention for college poetry, 2005

Freshman year, orientation, “minorities” in a newly carpeted room. “We, as people of color,” the director begins. Then she pauses, looks at me, her eyebrows raise, her eyes ask what kind of a minority are you? “We, as people of color, must come together to support one another.” Her gaze falls on me again. We, as people of color, C-O-L-O-R, color. Not you, no, you’re too white to be cubana, too white to know how to dance salsa, too white unless, of course, your first language is Spanish and you grew up barefoot, picking grapes with Mexican migrant workers.

Tobacco and Curry Leaves
Indhu Sekar
Second place for college poetry, 2001

I am West and East; I live among pickup trucks and bull carts, breathe rhododendron and jasmine, eat pizza and curry and seek the shelter of all my homes.

some assembly required
Javier Spivey
Third place for college poetry, 2017

so Abuela and Mamí, i never intended to lose who i was but i was sick of no one understanding: perdona me, jota’s like an h, this aint no french cuz i just wanted to uphold the hold on our third generation of american education and the missing puzzle piece seemed to be assimilation

Black Girls
Cecilia Westbrook
First place for college prose, 2009

I think if he were to see our world today, Dr. Martin Luther King, Jr. would have mixed feelings. Our nation now is one still deeply divided, and the division largely follows racial lines. But the line itself is not a racial one: it is a line of under-education, of marginalization, of poverty. Nowadays, anybody can be successful, can have any job they like, can be involved in politics and shape the national conversation, but only if they speak our language. To all the people who were never taught it — no matter what race they are — those doors are largely closed.
OUR PURPOSE IS TO HELP YOU FIND YOURS

PURPOSE. IT’S THAT SENSE OF CALLING THAT TAKES YOU FROM A STUDENT OF LIFE TO A PERSON OF IMPACT.

Fundamental in everything we do here at Kent State, it’s what powers Golden Flashes on. It’s why we keep on. It’s what drives us and unites us — not just here on campus but across the nation and around the globe. With purpose as our guide, we open our minds, uncover new paths and transform the world around us.
The University of Cincinnati College of Nursing is committed to equipping a diverse and culturally competent group of nurses to lead and provide excellent care to all.

We are honored to receive the HEED Award, and congratulate our fellow recipients that, like us, provide strong support for campus diversity and inclusion.