Nursing and Pharmacy
How the professions are working to increase diversity, ensure equity, and improve health outcomes

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IN THIS ISSUE | January/February 2017

Special Report: Nursing and Pharmacy

42 Schools, Hospitals Work to Overcome Nursing Shortages with Financial, Educational Incentives
By Lauren Healey

52 Healthcare Inequality in the Era of Trump
By Alexandra Vollman

46 BEST Summer Institute Prepares Underrepresented High School Students for Careers in Pharmacy
By Kelley R. Taylor

50 Improving Health Equity for Native Populations: A Conversation with Researcher John Lowe
By Alexandra Vollman

56 Embracing Diversity in Nursing to Improve Healthcare
By Lee Anne Lightfoot, MSN, and Danielle M. Quintana, MSN

62 Patented Medicine: Universities Are Receiving Patent Royalties, but Where Does the Money Go?
By Gary M. Stern

EXTRA!

24 The Missing Piece in Diverse Faculty Hiring: Professional Development on Implicit Biases
By Pauline E. Kayes

34 Trans Students Welcome: Is Your University Truly Inclusive?
By Alice Pettway

26 The Key to Successful Diversity Training Is Creativity and Flexibility
By Sheryl S. Jackson

36 In the Name of Progress: The Potential Implications of a Trump Presidency
By Alexandra Vollman

ON THE COVER: Students participate in a simulation with a mannequin in the University of Houston School of Nursing’s 27-bed lab.

Correction in the December issue (page 16): Willette Burnham-Williams is the university chief diversity officer at the Medical University of South Carolina.
SMU’s commitment to students is to educate and train them to become highly skilled, compassionate healthcare professionals who meet the needs of diverse communities.

Offering degrees in nursing, occupational therapy, physician assistant, physical therapy, and podiatric medicine.
In Brief

6 Diversity and Inclusion News Roundup

New Directions

10 Leaders on the Move

This Month's Celebration

12 A Collective Voice: Celebrating African American History Month

HEED Award Spotlight

14 Diversity Inspires University of New Mexico Colleges of Pharmacy and Nursing's Approach to Education
   By Madeline Szrom

CDO Corner

16 Emerging from Within: How Chief Diversity Officers Can Use Organizational Sagas to Advance Diversity
   By Erik Malewski, PhD, and Nathalia Jaramillo, PhD

Diversity Champion Spotlight

20 Virginia Tech Fulfills Mission Through Service to Community
   By Alexandra Vollman

30 University of Central Florida Prepares Students for Success Via Access and Opportunity
   By Lauren Healey

Careers

66 Job Opportunities

Closing INSIGHT

74 Discussions of Diversity
Rutgers Nursing School to Expand Spanish Language Study Abroad Program

Rutgers School of Nursing–Camden has received funding to begin work on a program to improve health equity for underserved Latino and immigrant populations by strengthening Spanish language skills among its students and faculty.

The Department of Education grant from the U.S. Department of Education’s International and Foreign Language Education office, the project will focus on enhancing Rutgers-Camden’s Learning Abroad programs to Spanish-speaking countries via partnerships at the school and affiliated institutions like Atlantic Cape Community College. The grant will also go toward strengthening enrollment in the school’s Spanish for Healthcare Professionals course, which nursing students are encouraged to take prior to studying in Spanish-speaking countries.

Serving as the grant’s primary investigator is Nancy Pontes, an assistant professor of nursing at Rutgers-Camden and a family nurse practitioner who leads the school’s Learning Abroad programs. In the past, nursing students who study abroad have not always spoken the language of their host country, but Pontes believes this ability is critical for connecting with patients both at home and abroad.

Improving Spanish language skills, Pontes said, is “perfect for Camden,” as nearly 40 percent of the city’s residents speak Spanish, according to data from the U.S. Census Bureau.

“We need to train nurses to better communicate in the languages of wherever they work,” Pontes told Rutgers-Camden NewsNow. “This needs to be broadened and become a standard of practice.”

The Department of Education grant will also allow the school to expand its study abroad program to other Latin American countries, including Bolivia, Guatemala, and Cuba. Rutgers-Camden’s partnership with the University of Havana will provide students the opportunity to study the country’s community-centered approach to population health, which Pontes said could be “transformative” for the U.S. as well as other countries.

“Cuba has a unique healthcare system and one of the longer life expectancies for humans in the world,” she said. “Our students will learn from their community-based healthcare and have the opportunity for cultural interaction.”

— Alexandra Vollman

LGBTQ Resource Guide Helps Pharmacies Provide Inclusive Care

This past summer, the Human Rights Campaign (HRC) in partnership with Walgreens released a resource guide to help the company’s 70,000 pharmacists and pharmacy staff understand and attend to the unique needs of the LGBTQ community. HRC is the largest LGBTQ civil rights advocacy group in the U.S.

“LGBTQ people often experience barriers to care, and for many, their most frequent interaction with a healthcare professional occurs right in their own neighborhood pharmacy,” Tari Hanneman, director of the HRC Foundation’s Health Equality Project, said in a statement. “This guide will help ensure that they are treated with dignity, respected in their identities, and able to gain the necessary and inclusive healthcare we all need to live and thrive.”

The guide recommends steps pharmacies should take to ensure LGBTQ-inclusive care, including training staff on different identities, terminology, and health disparities. It also provides recommendations on how to avoid stereotypes and assumptions about patients’ sexual orientations and gender identities “to facilitate respectful communication.”

Furthermore, the guidelines suggest implementing inclusive restroom policies and emphasize the importance of LGBTQ community outreach, in addition to providing information regarding transition-related services for transgender people seeking hormone replacement therapy.

“With almost 8,200 drugstores nationwide, touching the lives of 8 million customers daily in stores and online, we have a tremendous opportunity to serve as a model of quality and individualized care for people of all sexual orientations and gender identities,” President of Pharmacy and Retail Operations for Walgreens Richard Ashworth said in a statement. “By making training materials available to all of our pharmacists and healthcare service providers, we can do even more to create a welcoming environment and build LGBTQ patients’ confidence and trust that the healthcare advice we provide is sensitive to their unique needs and concerns.”

The creation of the resource guide follows the implementation of federal regulations by the U.S. Department of Health and Human Services that ban healthcare programs and companies from discriminating based on sexual orientation and gender identity.

Walgreens is the first major pharmacy chain to engage in efforts to become more LGBTQ-inclusive.

— Lauren Healey
Diverse People. Diverse Ideas.

The University of Texas at Austin’s Thematic Faculty Initiative brings diverse people and scholarship to campus.

Dr. Kentya Ford  
School of Pharmacy  
Assistant Professor

Dr. Miyong Kim  
School of Nursing  
Vice President for Community Health Engagement

Dr. Fatima Varner  
College of Natural Sciences  
Assistant Professor

diversity.utexas.edu/
Government Initiative Provides Low-Income Students Greater Access to Higher Education Via Nontraditional Means

The share of jobs requiring some postsecondary education is expected to increase rapidly over the next decade, with 11 of the 15 fastest-growing occupations projected to call for some education beyond high school. To provide more low-income American students access to higher education and better career opportunities, the U.S. Department of Education invited eight colleges and universities to participate in its Educational Quality through Innovation Partnerships (EQUIP) program.

An experimental pilot program, EQUIP offers eligible students federal financial aid to pay for a limited number of educational and career-focused programs that partner colleges and universities with nontraditional, for-profit education providers. The federal government will give $17 million in financial aid to students in 2017 through the program.

The goal of EQUIP is to promote and measure college access, affordability, and student outcomes in nontraditional programs including coding boot camps, MOOCs (massive online open courses), and personalized online programs. The hope is that the initiative will provide students greater skills, knowledge, and training to better prepare them for future employment.

EQUIP partners include General Electric and several coding schools and software development organizations, as well as online and alternative learning platforms. Through the initiative, they are working to make education and training more flexible by offering students more affordable options than have been traditionally offered at higher education institutions. An independent quality-assurance entity will monitor each partnership to assess the management of programs and student outcomes, including placement rates and student satisfaction.

One institution selected to participate in EQUIP is the University of Texas at Austin (UT Austin). Through the TEXAS Extended Campus and the Center for Lifelong Education, UT Austin is partnering with coding and software boot camp school MakerSquare to offer a 13-week certificate program in web development to prepare students for careers as mid-level software engineers. The university hopes to host seven courses during the first year and serve a total of 120 to 200 students.

“UT Austin must play a critical role in expanding access to high-quality educational programs for students outside traditional degree programs [who] could benefit from [those] that more directly prepare them for gainful employment,” says Stephen Walls, PhD, deputy director of the TEXAS Extended Campus at UT Austin.

Some educators, however, doubt the efficacy of short-term coding boot camps, arguing that these experiences — which typically last 13 weeks — are not long enough to train people to become software engineers. They believe these camps are better suited for retraining working professionals.

Other EQUIP participants include Colorado State University’s global campus, Dallas Community College System, Marylhurst University, Northeastern University, SUNY Empire State College, Thomas Edison State University, and Wilmington University. Applications were evaluated on several criteria, including innovative approach; equity and access, especially for low-income students; the proposed quality-assurance process; affordability; and the strength of proposed student and taxpayer protections.

To find out more, visit tech.ed.gov/equip.

— Lauren Healey

New Year Celebrations Around the World

Cultures and religions around the world observe and celebrate the new year at different times and in a variety of ways.

January 12–15:
Mahayana New Year is celebrated on the first day of the full moon in January by members of the Mahayana Buddhist branch. They bathe statues of Buddha as a sign of respect.

January 28–February 11:
The Lunar New Year, also known as Spring Festival, is the day that China, Korea, Vietnam, and other Asian nations celebrate the new year, which emphasizes spending time with family. Dates are determined by the lunar calendar, and the event culminates in a Lantern Festival.

February 27–March 1:
Losar, the Tibetan word for “new year,” observes the Tibetan Buddhist new year and is considered the most important holiday in Tibet. It features ancient ceremonies that represent the struggle between good and evil.
A dynamic, competitive, elite research institution, Florida State University is world-renowned for the quality of its faculty, academic programs and a focus on developing graduates who are innovators and leaders.

Florida State is proud of its rich heritage and core values that champion excellence. From top national rankings in the sciences and a thriving technology transfer sector to internationally celebrated programs in the fine and performing arts, Florida State’s service-learning mission continues to be a model for the nation.

More than 300 undergraduate, graduate and professional programs, including law and medicine

More than 41,000 undergraduate and graduate students in 16 colleges

More than 6,000 faculty and staff

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ALABAMA  
Cornellus Carter has been named a Marilyn Williams Elmore and John Durr Elmore Endowed Professor in dance in the College of Arts and Sciences at the University of Alabama in Tuscaloosa. He retains his position as director of the dance program at the university.

CONNECTICUT  
Darin Latimore, MD, has been appointed deputy dean for diversity and inclusion at Yale School of Medicine in New Haven. He was most recently the associate dean for student and resident diversity at the University of California Davis School of Medicine in Sacramento.

KANSAS  
Victoria Haynes has been named the first coordinator of diversity and cultural competency at MidAmerica Nazarene University in Olathe. She retains her position as an associate professor of nursing at the university.

KENTUCKY  
Michele Foster, EdD, has been appointed the Henry Heuser Jr. Endowed Chair for Urban Education Partnerships at the University of Louisville. She previously served as the Sherman Family Endowed Chair in Urban Education Research and executive director of the Urban Education Research Center at the University of Missouri–Kansas City.

MARYLAND  
Natalie Gillard has been named assistant vice president of multicultural experience at Stevenson University. She was previously director of student leadership and inclusion at Notre Dame of Maryland University in Baltimore.

MASSACHUSETTS  
Mark Brimhall-Vargas, PhD, has been named the first chief diversity officer and vice president for diversity, equity, and inclusion at Brandeis University in Waltham. He was previously the chief diversity officer and associate provost at Tufts University in Medford.

MISSISSIPPI  
Katrina Caldwell, PhD, has been appointed the inaugural vice chancellor for diversity and community engagement at the University of Mississippi in Oxford. She was most recently the assistant vice president for diversity and equity at Northern Illinois University in DeKalb.

NEW YORK  
Elliott Dawes, JD, has been appointed the inaugural chief diversity officer for institutional equity and inclusion at SUNY Empire State College in Saratoga Springs. He was previously director of the Black Male Initiative for the City University of New York System.

NORTH CAROLINA  
Dwayne Pinkney, PhD, has been named senior associate vice chancellor for finance and administration and chief financial officer for the University of North Carolina at Chapel Hill. He had been serving as vice provost for finance and academic planning and secretary at the university.

OHIO  
Michael Joseph Brown, PhD, has been named president of Payne Theological Seminary in Wilberforce. He was most recently academic dean and interim president at the seminary.

TENNESSEE  
Peter Edmund Millet, PhD, has been appointed executive vice president of Meharry Medical College in Nashville. He was previously the president of Stillman College in Tuscaloosa, Ala.

TEXAS  
Raphael X. Moffett, EdD, has been named vice president for student services and dean of students at Texas Southern University in Houston. He was previously the vice president for student affairs at Langston University in Oklahoma.

WASHINGTON  
Ay Saechao has been appointed associate dean for student development, retention, and conduct at Highline College in Des Moines. He retains his position as the director of the TRiO program at the college.

Has your campus recently hired a new diversity administrator? INSIGHT Into Diversity would like to publish your news. Please email: editor@insightintodiversity.com.
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For more information on Pre-Professional Health Careers visit www.pphc.ttu.edu
“I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality. … I believe that unarmed truth and unconditional love will have the final word.”
Martin Luther King Jr.

“Impossible is just a big word thrown around by small men who find it easier to live in the world they’ve been given than to explore the power they have to change it. Impossible is not a fact; it’s an opinion. Impossible is not a declaration; it’s a dare. Impossible is potential. Impossible is temporary. Impossible is nothing.”
Muhammad Ali

“If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one, or it may be a physical one, or it may be both moral and physical — but it must be a struggle. Power concedes nothing without a demand. It never did, and it never will.”
Frederick Douglass

“If you don’t stand for something, you will fall for anything.”
Malcolm X

“If I would like to be remembered as a person who wanted to be free ... so other people would be also free.”
Rosa Parks

“I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has had to overcome while trying to succeed.”
Booker T. Washington

“Freedom is never given; it is won.”
A. Philip Randolph
What Makes Us Different Makes Us Strong

We are a community of individuals with unique perspectives who work as one to improve the lives of all.

Our strength comes from our 70-year commitment to fostering diversity in our students, faculty and staff to better prepare new generations of pharmacists to meet the healthcare needs of a diverse world.
New Mexico comprises a burgeoning mix of cultures, with the second largest percentage of Native Americans and the largest percentage of Hispanics of any state. Its multicultural makeup has even earned it the designation as the sixth most diverse state in the U.S., according to the U.S. Census Bureau’s American Community Survey.

With this diversity, however, comes a responsibility to ensure that health professionals are equipped to respond to and treat the unique healthcare needs of all segments of the state’s population. To help achieve this goal, the University of New Mexico’s (UNM) College of Pharmacy and College of Nursing are both working to attract and prepare underrepresented students to serve individuals of all backgrounds and lifestyles.

“Ideally, we would like the healthcare workforce to mirror the diverse communities that make up our state,” says Lynda Welage, PharmD, dean of the UNM College of Pharmacy.

Early Exposure to Healthcare Careers

Toward that end, both colleges partner with the UNM Health Sciences Center Office for Diversity to host a series of pipeline programs. Beginning with the Dream Makers Health Careers Program (DMHCP), they offer middle school students the opportunity to embark on the path to careers in healthcare.

Ten to 15 middle schools throughout the state participate annually in the program, which brings students to UNM’s campus year-round to engage in after-school, health-related activities. Students can sign up for DMHCP through their science or math teacher or school counselor, and those with at least a 2.5 GPA, positive teacher recommendations, good attendance record, and expressed interest in learning more about healthcare are eligible to participate.

DMHCP is also open to high school students; they have the additional option to apply for a six-week summer program in which they will prepare for the ACT, take rigorous math and science courses, and engage in education around “cultural humility.”

Welage says the program has been an effective source of recruitment for the pharmacy school, specifically helping increase its enrollment of minority and underrepresented students.

Sensitive Healthcare for the LGBTQ Community

Historically, the LGBTQ community has not always been respected by the healthcare community. In fact, according to the Center for American Progress, 8 percent of gay people and 27 percent of transgender individuals have...
been refused healthcare services, while 11 percent and 15 percent, respectively, report they have experienced abusive language from a healthcare provider.

UNM’s College of Nursing is committed to addressing and reducing these barriers to care for this community and increasing the sensitivity of healthcare providers. It works to do so by graduating culturally competent, respectful nurses — something that is partially achieved via trainings.

Trainings vary in length depending on level. LGBTQ 101 is a 1.5-hour introductory session that focuses on microaggressions, basic terminology, and how to become an ally. The course gives participants the knowledge necessary to go on to the four-hour training, which educates on hate, homophobia, negativity, and advocacy.

“I learned about terminology I had not yet been exposed to and how the intricacies of language and words are powerful and matter in our interactions with communities and those in need of our care,” says Lisa Marie Turk, a PhD candidate in the College of Nursing who is also a first-generation college student.

However, the College of Nursing delves deeper by educating students, faculty, and staff on the importance of nurses becoming advocates for these marginalized individuals. The school does this by bringing guest speakers to campus and encouraging open discussions of personal experiences.

“Community members came and spoke about their experiences, told their stories, and reflected on what healthcare providers could have done differently to make them feel more comfortable,” Montoya says. “It was the most insightful part of the training.”

Trainings vary in length depending on level. LGBTQ 101 is a 1.5-hour introductory session that focuses on there’s so much you don’t know and need to ask,” she says. “For example, providers need to be aware that someone going through gender transition — from female to male, for instance — may continue to need pap smears at the recommended intervals depending on their individualized transition plan. The bottom line, regardless of the situation or patient, is that nurses need to be respectful in the way they communicate and provide care.”

Safe Zone trainings.

Carolyn Montoya, the associate dean of academic affairs and an associate professor in the UNM College of Nursing, explains that two years ago, the college began encouraging faculty and students to attend Safe Zone, a tolerance training program provided by UNM’s LBGTQ Resource Center. Part of a national initiative, it aims to give participants a deeper understanding and awareness of the LGBTQ community through workshops, class presentations, and a terminology introduction.

However, the College of Nursing delves deeper by educating students, faculty, and staff on the importance of nurses becoming advocates for these marginalized individuals. The school does this by bringing guest speakers to campus and encouraging open discussions of personal experiences.

“If I hadn’t heard these stories before, I don’t think I would have been able to ask the right questions in a respectful manner,” Montoya says. “This is exactly what happened in the training.”

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“One thing that I learned from the training is the importance of asking questions,” Montoya says. “It’s not about being perfect; it’s about being willing to learn.”

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However, the College of Nursing delves deeper by educating students, faculty, and staff on the importance of nurses becoming advocates for these marginalized individuals. The school does this by bringing guest speakers to campus and encouraging open discussions of personal experiences.

“There are so many things that nurses need to be aware of,” Montoya says. “For example, providers need to be aware that someone going through gender transition — from female to male, for instance — may continue to need pap smears at the recommended intervals depending on their individualized transition plan. The bottom line, regardless of the situation or patient, is that nurses need to be respectful in the way they communicate and provide care.”

These lessons, Turk believes, are universal — and provide the key to addressing healthcare disparities.

“The concepts [of] familiarity, acceptance, and understanding comprise the cornerstone of not only the profession of nursing, but humanity as well,” Turk says. “It is imperative that healthcare professionals have an accurate understanding of the specific needs of those experiencing health inequities.”

Madeline Szrom is a contributing writer for INSIGHT Into Diversity. The University of New Mexico’s College of Pharmacy and College of Nursing are 2016 INSIGHT Into Diversity Health Professions HEED Award recipients.
Emerging from Within: How Chief Diversity Officers Can Use Organizational Sagas to Advance Diversity

By Erik Malewski, PhD, and Nathalia Jaramillo, PhD

As diversity scholars and leaders in higher education, we recognize that the role of chief diversity officers (CDOs) builds upon the efforts of our academic ancestors, the change agents who preceded us and paved the way for our work today.

According to the National Association of Chief Diversity Officers in Higher Education (NADOHE), there are now more than 600 members in the organization — 35 percent growth in one year. Over 90 new CDO positions were created on college campuses in the past 15 to 18 months and, barring the dissolution of diversity offices at Purdue University and the University of Tennessee, it is unlikely this trend will change. The role of the CDO is becoming more integral to campus leadership, and yet we often do little to acknowledge those faculty and staff who laid the foundations for such roles. Understanding the work of our diversity forebearers can help us advance diversity efforts in our colleges and universities.

So we ask, what role do CDOs play in the collection of testimonies and oral histories of those who came before us? How can those testimonies and oral histories support diversity initiatives that meet the needs of our ever-changing society? Necessarily, CDOs are responsible for historically marginalized peoples and their stories. If CDOs do not play a central role in capturing the stories of historical change agents on their respective campuses, likely no one will. And if we don’t have these histories, we can’t use them to inform and strengthen our work.

Reimagining Institutional Histories Through Diversity
At Kennesaw State University, we, as CDOs, joined together to reimagine our institutional history through two initiatives. Our model, titled “Emerging from Within,” aimed to document the stories of change agents who transformed the campus culture for women, people of color, LGBTQ individuals, veterans, and individuals with disabilities. Our vision of diversity is intentionally broad, and we recognize the importance of creating an inclusive collegiate experience across social difference.

Through a CDO and deputy CDO who acted as institutional historians, video production staff who recorded the interviews, and a professional photographer who captured images of our change agents, we leveraged historical efforts toward justice to engage the broader campus community around how institutional, social, and cultural change works. “Emerging from Within” focused on the life histories of our change agents, as we wanted to understand the beliefs and teachings that anchored their strong identities and subsequent advocacy.

We asked our participants to recollect the early days of their tenure at the university, when they were often the first staff or faculty member of color in their respective divisions, or when they became allies to and advocates for historically marginalized groups. They candidly revealed both the support and opposition they experienced in their efforts to advance the campus toward inclusivity. They discussed their legacy and the hope they maintained for the future of a university to which they
committed so much time and effort. 

The project sought to create a parallel historical archive — to the traditional celebrations of presidents and institutional governing bodies — that captured the stories and memories of those who challenged the university to grapple with its own exclusions, faults, and limitations.

**Portraiture and Oral Histories**

At a spring 2013 planning meeting during a weeklong celebration of the 50th anniversary of Kennesaw State, we brought to the group’s attention the university’s exclusive focus on able-bodied, heterosexual white male administrators, faculty, and staff. The university president shared our dismay and asked that we work on creating an event called “The Evolution of Inclusion,” which would spotlight key historical figures who had moved the institution forward on a series of diversity fronts.

Evaluations from the event suggested it was a huge success and were used to guide the expansion of the panel into the two-year study of diversity leaders at the university, “Emerging from Within.” We conducted and recorded video interviews that chronicled their compelling stories, and we commissioned portraits of each participant. Every aspect of the initiative was strategic. We wanted our community to understand the transformation of the university culture, as well as the culture at large. The portraits served to parallel and complement the conventional portraits found at colleges and universities that often depict leadership as relatively homogeneous in regard to race, ethnicity, and gender.

In spring 2016, we held a reception called “Emerging from Within: The Kennesaw State Diversity Collection.” It marked the first contribution to what will be an ever-expanding archive of interviews and images that document diversity and inclusion at Kennesaw State. After the reception, the portraits were displayed in the lobby of one of the main buildings on campus, and QR codes were used to direct people to the interviews, which were placed online. The portraits have since been on display at our alumni house to showcase the diverse historical figures who have championed diversity at Kennesaw State.

Author Burton R. Clark’s notion of organizational saga captures the idea of collective understandings of unique accomplishments within an organization and how they are reflected in organizational practices and values. We believe it’s necessary for CDOs to become archivists and for best practices to be contextualized within the unique cultures and histories of each institution. Through capturing the experiences and challenges of those who come before us, we also create platforms for our work and, in the process, build new traditions. We believe that celebrating our diversity forebears — and acknowledging that the bridges we build were done so on their backs — should be a central responsibility of CDOs and should underwrite an institution’s diversity vision and mission.

Erik Malewski, PhD, is the chief diversity officer at Kennesaw State University. Nathalia Jaramillo, PhD, is the deputy chief diversity officer at the university. Kennesaw State University is an INSIGHT Into Diversity Diversity Champion and a 2015 and 2016 HEED Award recipient.
While Martin Luther King Jr. was taking his movement for equality to the nation's capital, Kennesaw State University was opening its doors in the suburbs of his Atlanta hometown.

For the last half century, Dr. King’s resounding “I Have a Dream” speech has been an inspiration and contributed to our University’s evolution as a welcoming and inclusive campus community. We have achieved significant milestones, reaching triple-digit growth in the number of multicultural and international students in the past few years. And we’re pushing new boundaries in our academic programs — from business and science to engineering and big data analytics — providing cutting-edge preparation for an increasingly interconnected and diverse world.

Our doors are open wide for all who dare to dream. When thousands of our students — a new generation of “drum majors” — stood boldly to create a human affirmation of peace, we were proud to demonstrate that the dream lives on at Kennesaw State University.

diversity.kennesaw.edu
University of Kansas School of Pharmacy student Pamela Maynez translated our Pharm.D. Program brochure so Spanish-speaking parents like hers could take a more active role in their children’s education. Inclusivity is more than a policy.
Virginia Tech Fulfills Mission Through Service to Community

By Alexandra Vollman

Established in 1872 as a land-grant university to extend higher education to broader segments of the population, Virginia Polytechnic Institute and State University, located in Blacksburg, remains committed to its roots. But while the institution's mission has not changed since that time, the surrounding community has — leading the university to adjust in order to better connect with those it aims to serve.

By acknowledging the rapidly evolving demographics of the commonwealth and the unique needs of the diverse groups that it comprises, Virginia Tech is working to ensure a bright future for all residents. In fact, serving the community is a foundational pillar of the university; its motto, Ut Prosim, is Latin for “that I may serve.”

Accountability and Awareness
Diversity and inclusion at Virginia Tech are integrated into all aspects of university life — from community outreach and the curriculum to recruitment and retention efforts. More than words, InclusiveVT translates to action and accountability, with each unit responsible for ensuring diversity,
Much of this responsibility falls on individual deans, provosts, and department heads, but they are not alone in this work. Every college has a diversity committee “charged with thinking strategically about the work of advancing diversity and inclusion in [its division],” according to Pratt-Clarke. Each college also has a designated InclusiveVT representative who works to promote a welcoming, inclusive climate in his or her respective school.

“They’re charged with understanding what different populations need to be successful,” Pratt-Clarke says. “They are thinking about inclusive pedagogy that reflects the challenges multiple populations might face.”

Virginia Tech is also working to engage students in understanding the challenges, as well as the privileges, that some groups face. The university is in the process of reviewing and updating its core Pathways curriculum to increase students’ awareness of issues of difference and identity through education and interaction with others.

If the process goes as planned, beginning in fall 2018, the general education curriculum will include an expanded focus on intersectional diversity, identity, the human condition, and life chances. Pratt-Clarke says the proposal is a way for the university to address diversity in a more meaningful, intentional, and educational way. It’s also another example of how Virginia Tech remains true to its mission.

“Their motto is that if we’re going to effectively prepare students to lead and serve in a global world, they have to do so with an understanding of issues of identity,” says Pratt-Clarke.

Beyond the classroom, she and her team in the Office of Inclusion and Diversity have also created opportunities for members of the campus community to engage in discussions around identity and difference, a project called #VTUnfinished. In a series of “sharing sessions” at War Memorial Chapel, students, faculty, staff, and community members came together this fall to share and reflect on their experiences in these areas.

The series culminated in a daylong workshop led by master diversity trainer and renowned documentary filmmaker, author, and educator Lee Mun Wah. Hundreds of people attended the event, which focused on how to build community across difference.

“I don’t think [these issues are] unique to Virginia Tech,” Pratt-Clarke says. “They’re unfinished conversations that America has not been having about issues of difference, identity, race, class, gender, gender identity, sexual orientation, and religion. The stories that were shared in the chapel are representative, in my mind, of the stories of America. … I think it was a microcosm of our country and experiences of diversity.”

**Recruitment and Outreach**

With the ever-increasing diversity of Virginia’s general population, Virginia Tech recognizes the need to keep pace. Through an umbrella initiative called InclusiveVT Project 2022 — part of Beyond Boundaries, the university-wide strategic plan — Virginia Tech President Timothy Sands has set goals around increasing the enrollment of minority and underserved students.

Over the next six years, the university aims to increase underrepresented minority student enrollment from 13 to 25 percent of the entering class, as well as the enrollment of underserved students, including those who are first-
generation and low-income, from 23 to 40 percent. To do so, Virginia Tech is engaging members of the campus and local community, including alumni, in Project 2022.

“The initial outreach component is alums contacting high school students and encouraging them to apply [to Virginia Tech]; then there will be a special campus visit day where alums and prospective students can connect,” Pratt-Clarke says. “There’s also an effort around Project 2022 that involves the Native American indigenous population and creating more substantial, meaningful relationships with the 11 tribal nations in Virginia.”

Another approach to recruitment by Virginia Tech involves community outreach via a program called College Access Collaborative (CAC), launched in July 2016. Modeled after a successful collaborative initiative with An Achievable Dream Academy — an elementary, middle, and high school in Newport News, Va. — CAC is characterized by partnerships with secondary schools and college access organizations in the state.

Associate Vice Provost for CAC Karen Eley-Sanders, PhD, and her staff evaluated institutions from across the state, in both urban and suburban areas, and selected 10 schools based on several factors: availability of free or reduced lunch, parents’ educational level, low college attendance, and the presence of underrepresented racial minorities.

“Those are the populations that are underrepresented in higher education,” says Eley-Sanders, who is also the chief diversity officer for the Virginia Tech Carilion School of Medicine. “[The initiative] is to help show students and their families that college is an option, that no matter your background, you can advance educationally.”

The challenges faced by each school, region, and set of students vary greatly; therefore, CAC takes a customized approach to the services and support it provides. “While we have a menu of options we can offer, Virginia Tech never goes into a school or community and says, ‘This is what you need; therefore we’re going to do X, Y, and Z,’” Eley-Sanders says. “We start by having a conversation with the superintendent, principal, and other leadership to find out what the school’s needs are.”

Programming may include SAT or ACT preparation, mentoring, teaching assistance and training, STEM education, scholarship and financial aid workshops for parents, or any other number of things.

While Eley-Sanders says that students learn a lot about Virginia Tech through the program, the focus is on encouraging them to apply to and attend any college. However, CAC guarantees that of the students who choose to attend Virginia Tech, at least five will receive a full-ride scholarship that covers tuition, room, board, and fees for up to five years.

Eley-Sanders is hopeful the initiative will be as effective as the university’s partnership with An Achievable Dream Academy. Since establishing that partnership 10 years ago, Virginia Tech went from enrolling only two students from the school to enrolling 24.

**Faculty Advancement**

Another way in which the university engages its members is through its AdvanceVT/InclusiveVT team, a group of senior faculty who advise their colleges and departments on issues related to faculty recruitment, hiring, and retention.
Lucinda Roy, an alumni distinguished professor in the College of Liberal Arts and Human Sciences at Virginia Tech, represents her college on the team. Beyond conversations about faculty, Roy says they discuss issues related to students and campus climate as they act as a “sounding board” for Pratt-Clarke.

“[Pratt-Clarke] made sure she chose people from all over [the university] who come with different experiences,” Roy says. “All of us have been at Virginia Tech for some time and understand how it works, have institutional history, and because we’ve been in administration, know something about what it takes to make something work.”

AdvanceVT is focused specifically on the preparation, recruitment, and retention of high-quality diverse faculty. It began in 2003 as a National Science Foundation-funded initiative to promote and enhance the careers of female faculty in science and engineering. Since the grant ended in 2010, Virginia Tech has continued to fund the project while expanding its focus to different areas and groups.

“We put a lot of emphasis on work-life balance, so we have reviewed university policies around tenure-clock extension, and we drafted and implemented new policies for modified duties and dual-career support to help faculty members balance their personal and professional life,” says Peggy Layne, assistant provost for faculty development in the Office of the Executive Vice President and Provost at Virginia Tech. “Those are available not just for women in science and engineering, but also for all faculty across the university.”

Beyond their implementation, Layne says, policies are actually being used — the importance of which should not be overlooked. “You can have policies on the books,” she says, “but if people are not comfortable using them, if they feel like they’re going to be penalized for taking advantage of [them], then that’s not accomplishing the goal.”

AdvanceVT also works to ensure transparency in the tenure process and equity in faculty searches, in addition to encouraging mentorship beyond campus.

“We recognize that to be successful at the level we expect our faculty to be, they need to develop relationships with leaders in their field outside of our university, so we provide some funding and guidance for early-career faculty members to encourage them to do that,” Layne says. “They have to develop a proposal before we give them money to support their activities. It’s really an incentive for them to think strategically about what they need to do to be successful as scholars.”

AdvanceVT also hosts a number of events throughout the year to support the advancement of faculty and promote diversity, such as its Advancing Diversity Workshop, which features sessions on different aspects of diversity and inclusion — from LGBTQ issues to diverse faculty searches. However, another purpose of the event, which typically draws about 300 Virginia Tech faculty, staff, and administrators, is to promote the university’s diversity efforts.

“It’s a chance for people who are working on diversity and inclusion across campus to come together, share their knowledge and experiences, and [help] people who aren’t actively involved in supporting [these efforts] find ways to participate,” Layne says.

For her, AdvanceVT is a key part of Virginia Tech’s investment in the success of its faculty. “Hiring a faculty member is a big investment for the university,” she says. “It takes a lot of time on the part of search committees and administrators, and it takes a lot of money. So once we get people here, we want to do what we can do help them be successful.”

This initiative, like the others, is just one component of Virginia Tech’s approach to ensuring access to higher education for all. However, it exemplifies the university’s commitment to serving and supporting Virginia’s diverse community.

“We’re focused on creating structures that institutionalize diversity. That includes organizational structures, that includes increasing actual diversity, it includes making sure [we are] a welcoming climate — and the curricular piece,” says Pratt-Clarke. “Each of these efforts is part of our larger vision. … [Diversity] is part of how we live, breathe, exist, and prepare students.”

Alexandra Vollman is the editor of INSIGHT Into Diversity. Virginia Tech is a 2013-2016 INSIGHT Into Diversity HEED Award recipient.
The Missing Piece in Diverse Faculty Hiring: Professional Development on Implicit Biases

By Pauline E. Kayes

In an article published in *The Hechinger Report* in September, Marybeth Gasman, a professor of higher education at the University of Pennsylvania, said, “The reason we don’t have more faculty of color among college faculty is that we don’t want them — we simply don’t want them.” Gasman’s blunt assessment is supported by the lack of progress in diverse hiring over the last 15 years, with statistics showing that whites still comprise 80 to 90 percent of all faculty members and administrators.

So, what is blocking progress on diverse hiring in higher education? Gasman’s answer: “Faculty search committees are part of the problem. They are not trained in recruitment, are rarely diverse in makeup, and are often more interested in hiring people just like them rather than expanding the diversity of their department.”

Adding to the complexity of the problem is the lack of professional development for search committees on how implicit biases shape expectations, perceptions, and decisions about hiring — what John Dovidio, the Carl I. Hovland Professor of Psychology and dean of academic affairs of the Faculty of Arts and Sciences at Yale University, characterized in 1997 as “aversive racism.” This is because the myth that members of search committees — by virtue of their academic degrees, achievements, and reputations — do not taint the search and hiring process with their biases is still firmly entrenched in academic culture. It is also believed that search committees always magically select the “best” and “most qualified” candidate regardless of race, gender, or ethnicity.

The viewpoints of Gasman and Dovidio make it clear that all those involved in the search and hiring process, especially search committees, need comprehensive training to identify implicit biases that stymie or lead to the rejection of culturally diverse and minority candidates for academic positions. Moreover, a train-the-trainer initiative should also be in place to ensure that as many people as possible involved in the search and hiring process receive this kind of training. The overall purpose of this model is to minimize these obstacles in order to achieve real success in recruiting, hiring, and retaining faculty, administrators, and staff of color. More important, it empowers everyone involved to make the hiring process more inclusive, proactive, and accountable.

A major advantage of this approach is that it is comprehensive and thorough — not just a single-shot workshop or seminar, but rather regular, uniform training across an entire campus that addresses the missing piece of the diverse hiring puzzle in higher education.

Often, programs for increasing the number of faculty and administrators of color are undertaken because of a climate study or student demands. However, results are limited because addressing diverse hiring only once, for example, is insufficient to build the kind of momentum necessary for long-term changes in the composition of faculty and administration. Just as training on computers was essential for people to move into a new age of information technology, knowledge of multicultural education and intercultural competence is key to negotiating a new era in human resources.

One useful theory around why search committees are unable to make advancements is Milton Bennett’s “Developmental Model of Intercultural Sensitivity,” which can be used to understand the nature of overt and covert resistance to diverse hiring. His model is an effective tool for determining the levels of intercultural sensitivity of faculty, staff, and administrators who participate in decision-making in the search and hiring process. For example, search committee members “in defense” about cultural differences might equate diverse hiring with incompetence, affirmative action, and special treatment, while those “in minimization” would prefer to emphasize cultural similarities and
favor someone like them who “fits in.”

Another essential factor in the functioning, deliberations, and decision-making of a predominantly white search committee is ethnic, racial, and cultural identity. Both Bill Cross’ “Stages of Nigrescence” and Janet Helm’s “Stages of Racial Consciousness” are useful for analyzing the relational dynamics between search committee members and candidates of color. When institutions are aware of crucial theories such as these for assessing the stages of cultural identity and racial consciousness among their employees, they are more likely to design effective professional development for diverse hiring. When that professional development is approached correctly, we should expect to see a steady increase in the number of personnel from historically excluded groups who empower diverse employees to participate fully in institutional decision-making and include diverse faculty and staff fully in every aspect of university life.

There are three paradigms I use to analyze why so many colleges and universities fail at recruiting, hiring, and retaining diverse faculty members and administrators. The first is “Five Dimensions of Faculty and Staff Diversity,” which provides new insights into the relationship between education and scholarship, community connections, climate and culture, representation and voice, institutional transformation, and the hiring process — all of which are illustrated by video interviews of faculty and administrators of color.

The second paradigm is “Four Frameworks on Differences,” which assesses institutional and departmental cultures with respect to differences such as employee groups, departments, disciplines, teaching styles, and research methods; this is in addition to differences related to race, gender, ethnicity, sexual orientation, or socioeconomic status.

The final paradigm is “Individualism/Collectivism/Intercultural Competence.” This examines not only how cultural orientations affect daily relational dynamics, interactions, perceptions, and judgments in the academic workplace, but also how intercultural competence skills can rectify discriminatory search and hiring practices, deliberations, perceptions, and decisions.

These paradigms support Gasman’s and Dovidio’s theories, and they challenge higher education to address, as Gasman said, “the five things no one will tell you about why colleges don’t hire more faculty of color.”

Transferring belief in this work is thought to be the overriding challenge for all diversity advocates. Yet, even armed with the findings of employee assessments and climate research data, colleges and universities will still need to build and implement customized strategies that work in their respective institutionalized culture. There will be some people who will never change — because of denial and defense — but to move even half of your organization forward toward addressing implicit biases in the search and hiring process will result in concrete change.®

Pauline E. Kayes is the president of DiversityWorks Inc., a comprehensive diversity education company. For more information, visit diversityworksinc.net.
The Key to Successful Diversity Training Is Creativity and Flexibility

By Sheryl S. Jackson

More than 80 percent of faculty members who participated in a focus group studying the effects of the Summer Diversity Training Institute at the University of North Carolina (UNC) at Charlotte agreed that the program positively affected their ability to develop syllabi that included all segments of the student population.

Gloria Campbell-Whatley, EdD, an associate professor in the Cato College of Education at UNC Charlotte, co-authored a report based on this research titled “The Effects of Diversity Training on Faculty and Students’ Classroom Experiences.” She and her colleagues researched the effectiveness of the university’s one-week diversity training seminar — taking lessons learned from focus groups, participant evaluations, and classroom observations regarding the utilization of strategies — in hopes of implementing similar programs at other UNC campuses.

Launched nearly 10 years ago, UNC Charlotte’s Summer Diversity Training Institute — which ceased after this year but has been adopted by other campuses — accepted between 25 and 40 faculty members each summer. The weeklong seminar addressed ways to ensure classroom inclusion by welcoming speakers to campus who presented strategies for including students of different nationalities, religions, genders, physical abilities, gender identities, and sexual orientations.

In addition, participating faculty members received a stipend — ranging from $680 in the first year of the program to $980 in recent years — to purchase materials to support changes in curricula following the seminar, according to Campbell-Whatley. “Participants actively worked on their syllabi during the week to incorporate lessons learned from a variety of speakers and interactive discussions,” she says.

Although the summer program has been successful at UNC Charlotte — which is why other campuses have considered adopting it — Campbell-Whatley says that because it had been in place so long, the university decided it was time to “do something new” and divert resources into other programs.

While faculty members who teach literature or social studies might find easier, more direct ways to address diversity in their classrooms by teaching specific books or periods of history, Campbell-Whatley says that she was pleasantly surprised to see professors in other academic areas embrace the challenge.

“I observed an engineering class learning about a system that is used globally but is designed differently to reflect other countries’ needs, climate, or geography,” she explains. “I also sat in on an architecture class where the professor presented examples of how the design of buildings throughout history has been used to separate socioeconomic classes.”

At Case Western Reserve University (CWRU) in Cleveland, 1,405 faculty and staff members — representing 22 percent of university employees — have attended Diversity 360, the school’s campus-wide diversity and inclusion professional education program, since its inception in fall 2015. The training is offered as a series of modules, presented by CWRU staff, that can be customized for each department or audience to address inclusion-related topics such as nationality, gender, race, and religion, as well as broader topics such as implicit bias or inclusion in the curriculum. The goal of Diversity 360 is to create awareness of microaggressions and identify ways for individuals to become change agents for diversity.

The program, which is mandatory for members of the leadership team as well as new hires, is also required by some colleges within the university. Faculty and staff for whom the program is mandatory have three years to complete it.

“We developed this program...”

Gloria Campbell-Whatley
ourselves using information from campus climate surveys and focusing on the specific needs of our population,” says Marilyn Sanders Mobley, PhD, the vice president for inclusion, diversity, and equal opportunity at CWRU. She says the university has received positive feedback from faculty and staff — and very little pushback. In fact, to supplement the initial training module, CWRU launched a Power of Diversity speaker series that features thought leaders, authors, and researchers from outside the university.

While some units request that the training be facilitated at a departmental level, Sanders Mobley says that employees should also have the option of attending “open” sessions that include participants from a wide range of departments. “Some people may be more likely to open up and participate in discussions if they are not with their supervisors or co-workers,” she says.

Although the expectation is that all faculty and staff participate in Diversity 360, Sanders Mobley says that a combination of factors — including society’s focus on inclusion, positive word-of-mouth promotion of the training, and positioning the program as a reflection of the university’s core values — has resulted in CWRU’s success in training such a large number of employees to date.

Sanders Mobley also emphasizes the importance of being “flexible in the design of your program.” For example, while CWRU’s medical school wanted to make the program mandatory for all faculty and staff in teaching roles, the length of the program — three hours — was difficult for them to accommodate, she says. “We looked at shortening the training to different lengths and found that 90 minutes was too rushed and did not allow enough time for interactive discussion,” she says. “We settled on a two-hour program that achieved our goals and fit the medical school’s needs.”

Flexibility to meet everyone’s schedule is the foundation of Brown University’s diversity and inclusion training program as well. University leaders chose not to make the professional development program mandatory because research has shown that requiring such programming leads to a “check-off-the-box” mentality.
This is the story of a truly epic friendship between two men who, in different ways, were giants of courage and commitment. Moses Viney escaped the bonds of slavery and was embraced, literally and figuratively, by the long-serving president of Union College, Eliphalet Nott. As this fascinating account (more history than fiction) makes clear, both men protected one another through danger, crisis, physical pain, and personal loss. Their friendship continues to be celebrated in New York and particularly in the Union College community as an enduring example of how differences in race, social background, and professional status fade to the vanishing point in the presence of mutual trust, caring, and respect.

ABOUT THE AUTHOR: Gretchen Linnice Hathaway, PhD, is Dean of Diversity and Inclusion and Chief Diversity Officer at Union College, Schenectady, New York. A BONDED FRIENDSHIP has been a project years in the making and is Dr. Hathaway’s first novel of historical fiction. She is an avid fan of jazz and gospel music. Readers who wish to contact Dr. Hathaway should feel invited to do so by sending all communication through her publisher, www.lexingfordpublishingllc.com.

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This is the story of a truly epic friendship between two men who, in different ways, were giants of courage and commitment. Moses Viney escaped the bonds of slavery and was embraced, literally and figuratively, by the long-serving president of Union College, Eliphalet Nott. As this fascinating account (more history than fiction) makes clear, both men protected one another through danger, crisis, physical pain, and personal loss. Their friendship continues to be celebrated in New York and particularly in the Union College community as an enduring example of how differences in race, social background, and professional status fade to the vanishing point in the presence of mutual trust, caring, and respect.

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Available on Amazon at http://a.co/3YCFLZ0

In addition to the lunchtime sessions and the lecture series, her office is called upon to present department-specific training to address the needs identified by faculty and staff as part of individual units’ diversity action plans. “The issues faced by one department differ from another department,” she says, “so offering expertise in order to tailor training is a critical component of the overall program.”

According to Sanders Mobley, diversity training and the decision of how to implement it — voluntary versus mandatory — must reflect a university’s actual population and diversity needs. “Most importantly, be flexible,” she says. “Every program has a shelf life that will expire; be ready to adapt your program to changing needs.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
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University of Central Florida Prepares Students for Success Via Access and Opportunity

By Lauren Healey

Diversity Champions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities, across academic programs, and at the highest administrative levels. INSIGHT Into Diversity selected institutions that rank in the top tier of past Higher Education Excellence in Diversity (HEED) Award recipients.

A public, multi-campus research university in Orlando, the University of Central Florida (UCF) has one of the largest enrollments of any U.S. university, with nearly 65,000 students. Recognizing the diversity and the varying needs of its student body, the university works to ensure that all students have the opportunity to thrive.

“UCF has long [designated] increasing inclusion and diversity as one of its most visible and important goals,” says Chief Diversity Officer for UCF Karen Morrison. “With over 64,000 students and 11,000 faculty and staff, we have focused on building communication networks, campus and community collaborative partnerships, support services for students, and educational opportunities for our entire community.”

Undocumented Students
With a focus on the nation's sizable immigrant population, UCF recently partnered with TheDream.US — the nation's largest college access and success program for undocumented students — to provide scholarships to highly motivated undocumented immigrants who were brought to the United States as children.

Called DREAMers, these students are recipients of the DREAM Act, which enables hardworking immigrant children to earn legal status, and even permanent residency, by meeting certain educational criteria and demonstrating good moral character as evidenced by a rigorous criminal background check.

Undocumented college students face many unique challenges; although they are legally able to enroll in college, they are not eligible for federal financial aid, student loans, and most scholarships. Through TheDream.US scholarship, offered for the first time in fall 2016, UCF is filling a critical need for DREAMers.

“The scholarship opportunity has changed their lives,” says Cyndia Morales Muñiz, EdD, assistant director of Multicultural Academic and Support
Services at UCF. “Before, they had to plan in the short term. Now they can plan their future because they have a mechanism that helps them complete their degree. They don’t have to work long hours to cover the cost of tuition; they can truly focus on being a successful student.”

Scholarships range from $12,500 for an associate degree to $25,000 for a bachelor’s degree. This money also includes a $1,000 annual stipend for books and other educational materials. The funds cannot be used for housing costs, but Muñiz says many of the current UCF DREAMers, of which there are 30, live at home with their parents.

Madelin Flores, a recipient of the scholarship and a first-generation college student, says the award made higher education more of a possibility for her. “Going to college, no matter what, was a goal I had set for myself, but how was I going to pay for it? Without this scholarship, it would have been very hard to attend college,” she says, adding that had it not been for the award, she would have only been able to afford to take one or two classes per semester.

“I work right now, but I don’t have to make that money in order to continue my education,” she says. “I’m setting a good example for my sister and other [undocumented students] who might be able to get the scholarship. I want them to realize that if you work hard enough, you can accomplish your goals.”

Latino Success
In a state where Latinos make up nearly half of the population, UCF understands the importance of supporting this growing segment. In addition to TheDream.US scholarships for undocumented students, many of whom are Latino, the Latino Faculty and Staff Association (LaFaSA) at UCF acquired a $30,000 grant from the Hispanic Federation to implement a peer-mentoring program for these students. Through CREAR Futuros, LaFaSA pairs Latino juniors and seniors with Latino freshmen and sophomores.

“Peer mentoring is a high-impact practice [in regard to] student success; students learn a great deal from each other’s experiences,” Muñiz says. “They are very excited about pushing students to live out their full potential and work hard for the betterment of their communities. They’re taking great pride in who they are and what their success means in the Latino community, and they’re instilling that in the other students.”

Furthermore, Muñiz says the university recently reached the minimum undergraduate enrollment of Latino students that is required to become a federally designated Hispanic-Serving Institution, which is 25 percent. A campus committee is currently looking into the process of applying for the designation, as well as considering ways of expanding programs and services to better serve this demographic.

“Serving is the key word,” Muñiz says. “How do we serve this population of students? How can we be intentional about meeting their needs? There is a lot of training necessary as far as cultural competence and educating everyone on the values and experiences of the Latino community.”

Disability Inclusion
Students with intellectual disabilities are also an
important part of UCF’s campus community, where a new initiative is helping them develop the competencies necessary to thrive in the workforce and world. Launched in fall 2015, Inclusive Education Services (IES) offers these students a three-year, non-degree academic experience with a vocational focus.

“They are official, recognized UCF students, and by virtue of that, they have full access to everything on campus, including the more than 500 student clubs and organizations,” says Student Accessibility Services (SAS) and IES Executive Director Adam Meyer. “We want them to have the same desires and goals [as other UCF students], but the path to get there looks different. We feel that the students, by going through this experience and participating in the activities, will be in a place to get a better-paying job than they would have had they not come to UCF.”

IES participants take two classes per semester — typically freshman- and sophomore-level general education or liberal arts courses — alongside their non-IES peers. While they have the same deadlines and work at a similar pace as their classmates, Meyer says that in most instances, students audit the class and do not earn a grade. Auditing gives IES more flexibility in terms of modifying assignments according to each student’s abilities.

One way UCF helps meet the unique needs of these students is through accessible technology. “They come to us with low reading grade levels, as low as kindergarten,” Meyer says. “We make available to students … text-to-speech technology. It will read to [them] so that they can still gather a lot of information [without] reading. They can hear it and move at a faster pace.”

Although IES students do not earn credit, Meyer says they develop self-confidence and self-advocacy skills. Additionally, UCF plans to create a university-recognized credential for these students within the next 18 months. “It will probably parallel what you think of as a certificate, but we’re still in discussions regarding what that may look like,” Meyer says. “The students are more capable and are growing in ways that will allow them to be more successful in different opportunities that wouldn’t have been on their radar in the past.”

Because many IES students live on campus, they are learning how to live and get by on their own. “Being out of the house, having to make their own decisions, find their own friends, and decide what clubs to join opens the opportunity for them to have different experiences from what they may have had in high school,” Meyer says. “[Having] that level of independence away from their parents, having to figure out how to deal with roommate conflicts and disagreements, how to manage time on their own — making sure they’re on time — has created a tremendous opportunity for them to grow as individuals. They learn so much by living on campus and being part of the campus community.”

“Parents who never would have entertained the idea of their child having his or her own apartment are now having those conversations,” he adds.

IES is also helping these students develop the work ethic and skills they will need to join the
workforce. Meyer says that, currently, at least six students have paid jobs on campus, and two of them, who work in the UCF Student Union, have been promoted. Additionally, one student has a paid job off-campus, and another six students have unpaid on-campus internships.

Furthermore, IES students each receive a $7,000 annual scholarship from the Florida Center for Students with Unique Abilities, regardless of financial need.

**LGBTQ+ Mentorship**

In an effort to provide support, encouragement, and guidance as well as role models to LGBTQ+ students, UCF developed the Alliance Mentoring Program (AMP) three years ago in partnership with LGBTQ+ Services and the Pride Faculty and Staff Association, an on-campus LGBTQ+ advocacy group.

Through both on- and off-campus events, such as lunches and community service projects, AMP facilitates “the mentee’s journey toward self-acceptance, empowerment, and comfort, while also contributing to a positive overall experience at UCF,” according to the program’s web page.

LGBTQ+ Services kicks off the fall semester with its Lavender Lunch, where students learn about LGBTQ+ involvement opportunities available on campus and are able to apply to participate in AMP. Following this event, office staff work to create mentor-mentee matches; LGBTQ+ and ally faculty and staff members are paired with LGBTQ students based on interests, personal goals, and field of study.

“A big piece of [pairing compatibility] is identity, so we ask mentees how they would like their mentors to identify, and we pair them with mentors who have a deep knowledge of whatever it is they need,” says LGBTQ+ Services Coordinator Justin Andrade.

“AMP creates a sense of community on campus [for] an oftentimes invisible community.”

Andrade says many LGBTQ students come to UCF questioning their identities and may be uncomfortable coming out. “Our mentors are able to show [their mentees] their own experience and how they navigated that journey,” he says. “It gives them a sense of security to know there are professionals on campus who understand and value their experience and are there to provide them resources. … AMP makes them feel validated and helps them understand there’s a support system on campus.”

Since its inception, AMP has attracted more students and mentors each year, growing from 20 pairs in the first year to 53 this year. But Andrade says that mentees are not the only ones who benefit from the program.

“For a lot of the mentors, it provides a sense of relief to see so many youth coming out earlier, seeking these support services, and being so in tune with their identities, whereas maybe that wasn’t the case for [the mentors],” Andrade says.

By ensuring that underrepresented and disadvantaged students have the same opportunities to thrive as their peers, UCF demonstrates that regardless of its size, no student is forgotten.

Lauren Healey is a senior staff writer for *INSIGHT Into Diversity*. The University of Central Florida is a 2012 and 2016 *INSIGHT Into Diversity* HEED Award recipient.
“We want you, you belong here, we’re ready for you.”

This was not the message Brian Buford received when he came out as a graduate student in 1988, but it is the message he’s determined to send to transgender students at the University of Louisville today in his role as director of the university’s LGBT Center.

He’s not alone. Increasingly, colleges and universities are implementing policies and programs to better support trans students. According to Campus Pride’s Trans Policy Clearinghouse, at least 1,000 colleges now have nondiscrimination policies that include gender identity and gender expression, 207 have gender-inclusive housing, and 156 allow students to use a chosen first name on campus records and documents.

The question is, what’s driving these positive changes?

Buford says it’s a “chicken or egg” dilemma. Are universities creating safer spaces, causing more trans students to feel comfortable disclosing their identity? Or are trans students demanding more support, forcing universities to modify their policies? In Buford’s opinion, it’s a little bit of both.

He says that in the early days of the University of Louisville’s LGBT Center, there were a few active trans students who served as trailblazers. As these students pushed for policy changes, Buford says, it sent a message to students that the University of Louisville was a welcoming space for trans students — so more came.

Discovering how many more exactly, or how many trans students attend institutions that don’t make an active effort to support them, is a bit difficult, though. Genny Beemyn, coordinator of the Trans Policy Clearinghouse and director of the University of Massachusetts Amherst’s Stonewall Center, says that because institutions haven’t been asking about gender identity, it’s difficult to know exactly how many transgender students are currently enrolled in universities across the United States.

“I think the assumption is that it’s a very small population,” says Beemyn. “I’m sure it is relatively small, but I think it’s a lot larger than people recognize because we’re not giving people the ability to self-identify, nor are we creating an environment where people feel like they can disclose.”

What we do know, according to a 2016 report by The Williams Institute, is that about 0.66 percent of people 18 to 24 years old self-identify as transgender nationwide. That’s more than 200,000 people. And, in 2014, the U.S. Department of Education Office for Civil Rights released guidelines clarifying that Title IX prohibitions against sex discrimination also protect against discrimination based on gender identity. As Beemyn puts it, respecting the needs of trans students is becoming “not simply the ethical and moral thing to [do], but also the legal thing to [do].”

But even for institutions with good intentions, learning how to change campus culture to be more trans-inclusive can be difficult. “We are so used to making gender assumptions, and not only making those assumptions, but calling out those assumptions by assigning gender pronouns to people — by saying ‘sir’ and ‘ma’am,’ ‘mister’ and ‘miss,’ and sometimes by just saying ‘man’ and ‘woman’ in a way that we don’t call out other aspects of someone’s identity, like their race,” says Beemyn. “Trying to get away from that gender binary is really difficult, [as is] trying to change campus culture so we recognize that there are more than two genders.”

According to Buford, the change starts with training faculty, staff, and administrators. When he gives workshops, he focuses on simple things faculty can do to send a message of support or inclusion, such as using appropriate names and pronouns, including a diversity statement in the syllabus and explaining it the first day of class, or making sure LGBTQ perspectives are included in course content.

On a larger level, colleges and universities need to look at policies. Rebecca Grant, a student at Sullivan University in Louisville, says that policies relating to dress codes,
restrooms, ID cards, email accounts, housing, and healthcare are the ones that can potentially be the most treacherous for trans students.

When it comes to housing, Beemyn says it’s simple: Old-school men’s and women’s dorms have to go. Even if a university allows students to live in the dorms that align with their gender identity, students who don’t identify as male or female are excluded. Beemyn believes the answer is to provide housing where students can choose roommates of any gender and live in most housing facilities on campus. Similarly, Beemyn advises that universities provide gender-inclusive bathrooms — either private, single-user facilities or multi-user facilities with individualized showers and toilets and a public sink area.

Policies and procedures regarding ID cards and email accounts are slightly more complicated. Providing a space on applications for students to self-identify as transgender is a good start. But, since some students don’t feel safe disclosing their identity to their family, universities need to make sure that even if a student doesn’t provide this information on an application, systems are in place to affirm their identity once they arrive on campus. That’s why the University of Louisville allows students to choose the name used on their ID cards and class rosters after they arrive on campus, says Buford.

Grant knows how important this choice can be for trans students because she wasn’t given the same opportunity. Even when she began going by the name Rebecca and using female pronouns, she says her school refused to recognize her gender identity until she legally changed her name.

Students at the University of Louisville are also given an opportunity to choose separately which name they would like to appear on their diploma and to be called at graduation. “Some students, when they come here, are not ready to [disclose their identity],” Buford says, “and some students, when they leave here, are not ready. We try to make sure they have the option to … take steps as they are ready to take them.”

Training faculty and staff and evaluating and improving campus policies are key toward creating a trans-inclusive campus environment. But these steps don’t happen on their own, and Buford says the responsibility for making changes of this scope shouldn’t rest on the shoulders of students. “You have to hire somebody to do the long-term work,” he says.

Fortunately, this is happening at a number of universities across the country, and Buford says he is seeing more schools opening LGBT centers. “It’s finding its way into institutions as part of the life of a campus,” he says, “and that’s a really good thing.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
IN THE NAME OF PROGRESS:
The Potential Implications of a Trump Presidency

By Alexandra Vollman

If the election of Donald Trump as our next president has done nothing else, it has left the nation with more questions than answers. His rhetoric and divisiveness during the campaign have already spilled over into communities and onto college campuses across the country, and many are concerned about whether the president-elect will deliver on some of his most controversial campaign promises.

While Trump has proved to be anything but predictable, his policy proposals and cabinet appointments thus far provide some insight into what is at stake and who has the most to lose under a Trump administration.

Higher Education

During the campaign, Trump's higher education platform was vague at best. However, he is known for his criticism of the U.S. Department of Education, which he has suggested eradicating. For Julie Ajinkya, PhD, vice president of applied research at the Institute of Higher Education Policy, this proposal is disconcerting as the department helps ensure access to a quality, affordable higher education for many low-income and underserved students, particularly through the Pell Grant program.

"Even suggesting that we dismantle an agency [whose] sole purpose is to protect and uphold the quality of education … really concerns me about how important education will be to this administration," says Ajinkya.

Perhaps Trump’s pick of GOP donor and school-choice activist Betsy DeVos as secretary of education indicates his intent to sustain the department. Yet little is known about where DeVos stands on issues related to higher education.

“We don’t know much about DeVos’ priorities in higher education because of her primary focus on the K-12 space,” Ajinkya says. But DeVos’ connections with certain organizations have sparked worry among “some advocates in higher education who are..."
particularly focused on closing equity gaps and improving access and success for underserved students.”

“She has, at times, supported groups that have sought to ease the regulation of for-profit colleges despite the research that shows us that students at these institutions suffer a disproportionate level of student debt,” says Ajinkya.

Furthermore, DeVos’ family foundation reportedly donated $10,000 to an advocacy group that has fought against Title IX, arguing that the law’s directives trample accused students’ rights. As secretary of education, DeVos has the potential to rescind the Dear Colleague letters from the Department of Education that have pushed for greater enforcement of the gender equity law. This, along with stories of Trump’s own actions, has some people questioning how much of a priority upholding Title IX will be under the new administration.

“We’ve made an incredible amount of progress toward making sure that all students feel safe and protected on college campuses, and I would really like to see that stay a priority for the Department of Education,” says Ajinkya.

When it comes to affordability and student loans, it’s likely we’ll see colleges and universities held more accountable by Trump, Ajinkya says she hopes he “will focus on student outcomes and maintain an expectation that in order to receive federal funding, all colleges must serve their students well.”

Although DeVos is “a big question mark for the higher education policy space,” Ajinkya says she hopes that DeVos’ history of supporting school vouchers will translate to improving underserved students’ access to higher education.

“Pell Grants are incredibly important for helping low-income students access postsecondary education,” she says, “and we know that DeVos has been a staunch advocate for vouchers in the K-12 space, so I think it’s interesting to highlight that. Pell Grants essentially act as a voucher [for these students].”

**Immigrants**

Undocumented immigrants also face an uncertain future following the election. Although President Barack Obama has deported more illegal immigrants than any other president before him, Trump may rival those figures come January, when he’s promised to immediately deport up to 3 million immigrants with criminal records. Estimates, however, put the number of such individuals at only 1.9 million.

“Despite what Trump said during the campaign, changes in immigration are based on policy memorandum, regulations, and executive actions,” says David Garabedian, an immigration law attorney. “Any dramatic legislative changes require approval of bills by both parts of Congress, and as we have seen, Obama’s Comprehensive Immigration Reform took years to implement, and even then, most of the reforms never went through.”

In spite of legislative hurdles, Garabedian says that with a Republican controlled Congress, there has never been a better opportunity for changes to immigration policy. Yet he believes Trump will “trend toward a restrictionist platform that limits benefits and lessens the options currently available.”

For now, according to Garabedian, Trump will likely focus on deporting criminals and repeat offenders, as well as repealing the Differed Action for Childhood Arrivals (DACA) program. Established by the Obama administration to allow undocumented immigrants who were brought to the U.S. as children to obtain work permits, DACA is on Trump’s hit list. In fact, terminating the executive order is No. 5 on the president-elect’s list of 10 steps he’ll take regarding immigration.

Many immigrant advocates are now warning DACA-eligible individuals against traveling outside of the U.S. at the time of or following Trump’s inauguration, fearing they may be refused re-entry.

Muslims hoping to emigrate to the U.S. under a Trump presidency may also find themselves locked out. During the campaign, he suggested proposals such as banning all Muslims’ entry into the U.S. and creating a Muslim registry.

“Current immigration laws give enormous power to the president to determine who and how many immigrants to allow into the U.S. Therefore, if Trump wanted to ban immigration from certain nations to keep out Muslim newcomers, he could probably do so,” says Garabedian. “Whether he will actually implement such a ban is hard to tell, and if he does, the national and international backlash will be swift, and it will certainly be challenged on legal grounds.”

Furthermore, Garabedian says the Trump administration will likely make changes to nonimmigrant employment visas like the NAFTA TN visa, which allows professionals from Mexico and Canada to work in the U.S., and the H-1B visa, which gives employers the ability to recruit and employ foreign professionals in specialty occupations.

While international students and professors are in the clear for now, a Trump administration may have a negative effect on colleges’ ability to recruit international students. According to a pre-election survey of 40,000 students from 118 countries, 60 percent said they’d be less inclined to come to the U.S. if Trump was elected; in Mexico, this percentage was even higher at 79.8 percent.

**Women’s Rights**

Many women across the country fear the repercussions of a Trump presidency, with reproductive rights the focus of their concern.

“We are definitely in a critical time, and I don’t think anybody should underestimate the threat that we are facing right now when it comes to reproductive rights under a Trump administration,” says Kelly Baden,
interim senior director of U.S. policy and advocacy at the Center for Reproductive Rights.

While Baden believes the threat to Roe v. Wade — the 1973 U.S. Supreme Court decision that protects a woman’s right to an abortion — is real, she says women face many short-term battles.

One such fight, Baden says, involves the defunding of Planned Parenthood and other reproductive care centers, the 20-week abortion ban, and the no copay contraceptive coverage provided by the Affordable Care Act (ACA). Specifically, Trump’s pick for secretary of the U.S. Department of Health and Human Services (HHS), Tom Price, poses a “serious threat to women’s health and rights,” she says.

“We know Price is an opponent of the ACA. He … has said that he does not believe there are any women who have trouble paying for birth control,” Baden says. “This is somebody who is now going to have a lot of power when it comes to what our country’s healthcare system looks like and what our reproductive healthcare provisions look like. So it’s an incredibly problematic appointment [for women].”

As secretary of HHS, Price would have the ability to completely remove the no copay contraceptive coverage, as well as other preventive health services requirements for women. Should this happen, along with widespread abortion bans, Baden says that women of color, young women, and those who live in rural areas will pay the highest price.

“We’ve already seen that some states are feeling emboldened by a Trump election and are threatening to pass abortion bans or, in the case of Ohio, are already passing abortion bans,” she says. “Unfortunately, we know that those most impacted by restrictive reproductive rights laws are those who can’t afford to travel farther to a clinic.”

For Baden, the threat the country now faces in terms of women’s reproductive rights demonstrates the responsibility Americans have as voters. But with the progress made in recent years, she says that despite the path ahead for women, they are prepared to fight.

“We are coming off an incredible win in the Supreme Court with our case Whole Woman’s Health v. Hellerstedt that … really reaffirmed our constitutional right to abortion and the priority that women’s health should take,” says Baden. “Now, just a few months later, to be concerned about losing contraceptive access — it’s an incredible reminder of how important the positions of our elected officials are and how closely we need to pay attention to politics.”

LGBTQ Individuals

When it comes to policies and protections for the LGBTQ community, Trump has swayed while never showing outright support. Initially criticizing the Supreme Court’s ruling on same-sex marriage last year, saying he would consider appointing a justice to overrule the decision, he has since called the issue “settled.”

Perhaps more concerning for LGBTQ Americans is the record of Trump’s conservative running mate, Mike Pence. As governor of Indiana, Pence garnered widespread criticism when he signed a religious freedom bill into law that many say legalized discrimination against the LGBTQ community.

As such, many advocates are worried about what a Trump administration will mean for this already marginalized group. Stephen Peters, press secretary for the Human Rights Campaign, the largest LGBTQ civil rights advocacy group in the country, says that much uncertainty lies ahead for this community.

“Based on the fact that Donald Trump and Mike Pence intentionally sowed fear and division for political purposes during the election, the most important question we now face is whether they will also govern that way,” says Peters.

While great progress has been made in recent years in terms of marriage equality, transgender rights, and access to healthcare for LGBTQ individuals, Trump has the ability to undo much of this forward movement. Should the ACA be repealed, the nondiscrimination provision that includes gender identity and sexual orientation as protected classes would go away as well. Some also speculate that we’ll see more “bathroom bills” under Trump, like North Carolina’s controversial HB2, which made it illegal for people to use public restrooms that don’t align with the sex on their birth certificate.

Fortunately, LGBTQ students are largely protected under Title IX, which forbids discrimination based on gender and which court rulings have interpreted to cover sexual orientation and gender identity as well.

Regardless of all the speculation and divisive rhetoric, Peters says “the tide has irreversibly turned in favor of LGBTQ equality” — a fact he believes is illustrated by the defeat of North Carolina incumbent Gov. Pat McCrory.

Despite the many uncertainties that currently beset a Trump presidency, Peters and Baden are convinced that Americans will not so easily concede the advances made in recent years.

“We know just how high the stakes are, and our work is more important now than ever before. When we stand together, we are a force to be reckoned with,” Peters says. “The far majority of Americans are on the side of fairness and equality, and we will hold the Trump administration accountable at every step along the way.”

Alexandra Vollman is the editor of INSIGHT Into Diversity.
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Expressions of King's Legacy launched a 35-year conversation on diversity and race relations that’s brought defining changes to RIT and the greater Rochester community.

“RIT has long recognized the remarkable influence of Dr. Martin Luther King, and our Expressions programs have been important in helping to start conversations that, to some may be difficult to begin—but are necessary,” said Keith Jenkins, interim vice president and associate provost for diversity and inclusion. “Our campus has opened its doors and welcomed individuals from Greater Rochester to our programs because we are all part of this community, and what happens within it affects us all.”

The community event is one of the longest running programs in Rochester commemorating King. Over the years, it has evolved from a small gathering to a day-long series of events that draws more than 2,500 people to hear a speaker, experience music and dance, talk about the issues of the day.

The Alvin Ailey II and Garth Fagan Dance ensembles inspired audiences with their artistry, as did the Three Mo’ Tenors, virtuoso violinist Kelly Hall Tompkins and the 2013 Martin Luther King, Jr. oratory competition winner, Curtis Babers, a 4th grade student from Houston. Distinguished speakers included psychiatrist and educator Alvin Poussaint, poet Nikki Giovanni, broadcast journalist Soledad O’Brien, philosopher Cornel West, who sparked academic focus in RIT’s Philosophy department and human rights activist Nontombi Naomi Tutu, the daughter of South African bishop and apartheid opponent, Desmond Tutu. Each presenter incorporated King’s hopeful vision of equality and gave it context in today’s world. In addition to their speaking engagement, each guest was asked to participate in classes with students or community activities. In 2014, talk show host and political commentator Tavis Smiley touched on Civil Rights Era riots taking place across the country. Later the same day, he moderated a panel of regional leaders who lived through that racial unrest in Rochester in 1964.

Having men and women who were by King’s side during Civil Rights demonstrations in the 1960s, like U.S. Ambassador Andrew Young, brought history to life for some RIT students who were not yet born. These same students are challenging the status quo today in support of #BlackLivesMatter initiatives. They have organized multi-denominational vigils to remember lives lost in international events in Paris, Yemen and Syria, and have reached out to local law enforcement to discuss community-police relations. These are reminiscent of, and influenced by, King’s methods of non-violent social change.

RIT’s events and diversity initiatives are intertwined and intended to encourage inclusion and equity on campus, whether through faculty and staff hires, student recruitment or through the broader acknowledgment of diverse ideas. Progress has been made, but many acknowledge that there are still challenges ahead. RIT will continue to do its part to raise awareness of the value of diversity on campus and within Rochester inspiring important dialogues regarding race and equity.

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Schools, Hospitals Work to Overcome Nursing Shortages with Financial, Educational Incentives

By Lauren Healey
Despite the current 2.7-million-strong nursing workforce, the United States is in the midst of a nursing shortage, with nearly 315,000 positions needing to be filled. Projections paint a far worse picture, with the country expected to face a shortage of 1.2 million nurses by 2030, according to the U.S. Registered Nurse Workforce Report Card.

Much of this issue comes down to one large segment of the population: baby boomers. Nearly 10,000 individuals between ages 52 and 70 are retiring each year, and many of those are nurses; in fact, close to half of the nursing workforce is composed of baby boomers. Furthermore, the medical needs of this sizable, rapidly aging population continue to increase.

Not all communities are experiencing this shortage, however. The true problem is the distribution of nurses across the country. Per 100 residents, the U.S. has 0.85 registered nurses (RNs) in rural areas compared with 0.93 in urban areas, according to 2014 data from the American Nurses Association. Additionally, RNs in urban areas tend to have higher levels of education than those in rural areas.

Since the early 2000s, when the shortage peaked, U.S. nursing schools have more than doubled the number of graduates and maintained that figure ever since, according to Joanne Spetz, PhD, a professor at the University of California San Francisco School of Nursing and Health Professions and the Philip R. Lee Institute for Health Policy Studies.

“The national forecast from the federal government estimates that overall, as a nation, we are graduating slightly more than enough nurses to deal with baby boomers’ retirement. It’s easy to say we have enough nurses all over the country, but that doesn’t mean they are where they are most needed or where the most jobs are,” Spetz says, adding that in some parts of the country, the shortage never went away, and in other areas, there is a glut of nurses who can’t find jobs. “It varies a lot both within and across states.”

This “uneven” distribution of nurses, Spetz says, has led to too few nurses in rural, low-income, and some inner-city areas and too many in higher-income, more densely populated regions.

Another issue facing the profession is that as older nurses retire, “they are taking with them decades of experience and clinical expertise,” Spetz says. “There’s been some concern that employers don’t want to hire the new graduates because they think they don’t have enough experience to fill [certain roles], but if no one hires the new graduates, they will never become the experienced nurses that [employers] want.”

To help provide nurses with more in-depth experience, many hospitals are investing in new-graduate onboarding processes, in which recent nursing school graduates are hired — sometimes temporarily — into programs similar to those of residencies for doctors.

“The pay isn’t quite as good as a normal full-time job, and there’s an intensive training component to it [that varies depending on specialty],” Spetz says. “They typically don’t guarantee that they will hire you at the end of it because they’re not sure how many job openings there will be, but worst-case scenario, the student gains more skills.”

In an effort to meet localized needs, some employers are working with schools to ensure students take specific elective courses. For example, if an area has a shortage of labor and delivery nurses, hospitals may collaborate with nearby colleges to create an elective that brings students in to train in their labor and delivery unit.

Joan Rich, the vice president of the for-profit Rasmussen College School of Nursing and a registered nurse, says the problem isn’t confined to practicing nurses. According to her, the country is also experiencing a significant shortage of nursing faculty.

While becoming a nursing professor usually requires a master’s degree, and sometimes a doctorate, Rich says that those positions typically pay less than nurse practitioner jobs, which call for less education and are
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right out of nursing school,” Durham says. “A lot of other hospitals are trying to match that as well, because of the shortage.”

Spetz says new graduates should not expect sign-on bonuses in more densely populated areas. However, she says that nurses who have several years of experience may be offered bonuses from new employers in those areas.

While graduating more nurses overall is a large focus for many schools, recruiting and retaining those from underrepresented groups is another fundamental goal.

“Research over the years suggests that caregivers who look like their patients can better connect with them, and there may be stronger trust,” Durham says.

In an effort to ensure the nursing workforce reflects the diverse patient population, Allen College sponsors a six-

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Jerry Durham

Allen College nursing students check the school’s stock of medical supplies.

therefore more attainable.

“In Minnesota, for example, you can make $71,000 a year as a new registered nurse, whereas faculty might earn $55,000 to $60,000,” Rich says. “And when [faculty] go home, they usually have more work to do. If you are a good educator, you’ve got papers to grade and students calling you. When you’re in practice, once you’re done with your shift, you go home and that is it.”

To ensure there are enough nurses and nursing faculty from all backgrounds, schools and employers are offering a variety of incentives to attract them to the field.

At Allen College in Waterloo, Iowa, for instance, if someone without a doctorate degree joins the nursing faculty, the school — with its partner, UnityPoint Health — will provide financial support of up to $5,250 per year to help that individual earn a doctorate at the institution of his or her choice.

“[Allen College] is a small institution … with 620 students enrolled, so in order to attract and keep stable faculty, we have to provide special incentives and rewards for those who make a career here,” says Jerry Durham, PhD, the chancellor of Allen College and a professor of nursing. “Even with all the financial help we give, our graduate students tend to graduate with an average debt of more than $40,000.”

Furthermore, professors who come to the college with a doctorate receive financial assistance to repay federal loans they used to fund their degree.

In addition, the college receives up to $60,000 annually from the Health Resources and Services Administration (HRSA) to distribute to its master of science in nursing (MSN) students who are on the path to becoming nursing educators. The funds vary from year to year, and Durham says larger schools typically receive substantially more. However, the funding is only distributed in areas deemed by HRSA to be in greater need of nursing faculty.

“If [MSN students] teach in a nursing education program full time, 85 percent of their loan is forgiven,” Durham says. “The worst they’ll have to do is pay back the full loan if they don’t get a job.”

Because Waterloo is a small city, new nursing graduates can expect sign-on bonuses at area hospitals. “Allen Hospital, which would like to hire more of our graduates, provides a sign-on bonus of about $10,000 for individuals
A 3-week nursing camp for up to 40 students every summer to generate interest in college and healthcare careers. Durham says that underrepresented students are given priority consideration.

“Almost all the students are ethnic minorities or first-generation college students,” he says. “[During the camp], guest speakers discuss a range of careers in nursing as well as other healthcare fields. One day a week, they go on a field trip and visit various healthcare facilities in Cedar Valley. They’re exposed to a range of activities that we hope will pique their interest in college and a career in nursing.”

Through this annual camp, Durham says, Allen College has made significant progress toward increasing the diversity of its nursing student body. “Eleven years ago, we had 5 percent men and almost no minority students,” he says. “Currently, we have more than 10 percent men and almost 5 percent ethnic minorities.”

Rasmussen College, which has campuses in several states across the country and offers online nursing courses, is also helping improve diversity in the nursing field. However, Rich says that the extent of this work varies by location.

“Looking mostly … at race and ethnicity, there is a stronger opportunity to increase diversity in a state like Florida, where faculty and students are 30 and 47 percent diverse, respectively, than [in a state] like Kansas, where faculty and students are only 7.9 and 18 percent diverse,” Rich says.

She believes that cultural understanding and respect are essential aspects of nursing education. Most schools now offer cross-cultural courses for this reason.

“We recognize that the U.S. and the world is a very diverse and complex global healthcare unit,” she says. “We need to have as much knowledge and education as we can as we care for our patients across the U.S. and globally. The more education and insight we have on the totality of diversity, the better off faculty, nurses, and patients will be.”

Lauren Healey is a senior staff writer for INSIGHT Into Diversity.
Every summer, a group of talented multicultural high school students from the St. Louis area participates in a program called the BESI Pharmacy Summer Institute. Meant to prepare these young people for future careers in pharmacy, the program exposes them to the profession in order to build a diverse pipeline of pharmacists to serve an increasingly diverse community.

The “B” in BESI represents Barnes-Jewish Hospital, the largest hospital in Missouri and largest private employer in the St. Louis region. The “E” is for Express Scripts. Headquartered in St. Louis, Express Scripts is a prescription benefit-plan provider that manages millions of prescriptions each year through home delivery and retail pharmacies. And, finally, the “St” represents the St. Louis College of Pharmacy, one of the oldest and largest colleges of pharmacy in the United States. Each of these entities contributes to the funding and operation of the program.

During the BESI Summer Institute, students who have completed their freshman, sophomore, or junior year of high school and have met academic and other eligibility requirements of the program reside in dorms on the St. Louis College of Pharmacy’s campus for six weeks. While there, they are immersed in rigorous college-credit coursework in chemistry, algebra, composition, communications, and trigonometry. The program also includes ACT preparation, tutoring, professional development and team-building exercises, lectures from experts in the field, hands-on labs, and pharmacy site visits. Cash stipends ranging from $600 to $1,200 are available for participants, based on their professionalism and academic success.

“At BESI, exceptional students actively engage, learn, and collaborate in an environment focused on challenging them academically, professionally, and in their own personal growth,” says Celeste Player, PharmD, a program director of BESI and the vice president of strategy and transformation at Express Scripts. “BESI participants tout an introduction to pharmacy, improvements in ACT scores, college readiness, and long-lasting friendships as significant impacts from their experience.”

Created in part to develop St. Louis community leaders and assist in meeting industry demand for pharmacists, BESI helps fill a critical need. According to the U.S. Centers for Disease Control and Prevention, in 2014, nearly 60 percent of Americans reported using a prescription medication; that is up from 48 percent in 2010. Additionally, data from the IMS Institute for Health Informatics show that in 2015, just
BElst Summer Institute Prepares Underrepresented High School Students for Careers in Pharmacy

By Kelley R. Taylor

An Evolving Profession

For some, “pharmacist” conjures a rather basic image of a professional dispensing prescriptions behind a pharmacy counter. However, the American Association of Colleges of Pharmacy offers a more robust picture of the profession, describing pharmacists as “culturally competent healthcare providers who communicate effectively to evaluate many factors that affect a patient’s ability to take a medication.”

“There is so much more to [being a pharmacist] than retail and hospital,” explains Steven Player, PharmD, a BElst co-founder and program director, as people go on to study healthcare and pursue related careers. “One-hundred percent of [BElst] students attend four-year universities,” he says. “Ninety-three percent major in healthcare, and 65 percent decide to become pharmacists.”

Over 4 billion prescriptions were filled in the United States. By 2021, the National Association of Chain Drug Stores expects that number to rise by 700 million prescriptions per year. These increases and concurrent surges in patients seeking healthcare — which many believe is partially due to the Affordable Care Act and the aging baby boomer generation — help drive an increased need for qualified healthcare professionals, including pharmacists.

Though healthcare industry growth is significant, it is just one aspect underlying BElst. “The biggest challenge facing the next generation of pharmacists is how to provide competent care for an increasingly diverse and global population,” says Isaac Butler, PharmD, the interim vice president for diversity and inclusion at the St. Louis College of Pharmacy.

Citing data from the U.S. Census, Butler, who is also a BElst co-founder and program director, explains that by 2040, minorities will make up the majority of the U.S. population — indicating a need for more diversity in healthcare.

“Developing more minority and culturally competent healthcare providers is critical to ensure high-quality healthcare,” he says. “BESt helps address that challenge by specifically developing minority talent to become healthcare providers in their communities.”

Since its creation in 2008, BElst — which now welcomes an average of 60 students per summer — has trained 300 future healthcare professionals. These students come from a handful of underrepresented minority groups, which are defined by the program as American Indians or Alaska Natives, African Americans, Hispanics or Latinos, and Native Hawaiians or Pacific Islanders.

Butler says many of these young people go on to study healthcare and pursue related careers. “One-hundred percent of [BESt] students attend four-year universities,” he says. “Ninety-three percent major in healthcare, and 65 percent decide to become pharmacists.”
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Kelley R. Taylor is a contributing writer for INSIGHT Into Diversity.
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With the creation of the Center for Indigenous Nursing Research for Health Equity at Florida State University (FSU), the first research center of its kind in the world — which will officially open in May — native populations will soon gain an ally on the path to greater health.

Leading the development of the center is John Lowe, PhD, a Cherokee Native American tribal member, the endowed McKenzie Professor in Health Disparities Research in FSU’s College of Nursing, and one of only 20 Native American nurses with a doctoral degree in the U.S. INTO DIVERSITY recently spoke with Lowe about the creation of the center, his research on health disparities, and his efforts to prevent substance use among native youth.

Q: As a health disparities researcher and professor, how are you working to address and educate people on health inequities, particularly those experienced by Native American and indigenous communities?

A: The current focus of my research has been addressing certain health disparities by conducting prevention-intervention research that is culturally appropriate … and promotes the health and well-being of Native Americans and indigenous peoples. The issues [my colleagues and I] are currently researching include substance abuse, HIV/AIDS, and obesity.

I co-authored the first “Conceptual Framework of Nursing in Native American Culture,” which is being used to guide academic nursing curricula and explains how nursing and healthcare should be delivered to native and indigenous peoples. We also conduct health fairs and educational [workshops] for tribal and indigenous youth, with sessions about nursing and other health career opportunities. We currently have projects with tribes in Oklahoma, North Carolina, and Minnesota, as well as with urban indigenous youth in Florida, Australia, and Canada. And we have been invited to expand our work in Alaska and Hawaii and in countries such as Brazil and Panama.

Also, the College of Nursing at FSU is planning to develop a new PhD in nursing focused on health disparity research. This will provide indigenous nurses with opportunities to pursue a doctoral degree that will enhance their ability to address the health disparities affecting their communities.

Presently, I serve as a voice to represent Native American and indigenous peoples within many international, national, state, and local entities with stakeholders, sociopolitical leaders, and healthcare decision-makers.

Q: Tell me about the development of the Center for Indigenous Nursing Research for Health Equity at FSU. What health-related issues will you and your colleagues study, and what effect do you hope this research will have on indigenous populations?

A: [According to the World Health Organization], there are an estimated 370 million indigenous peoples living in more than 70 countries worldwide. However, their health status varies greatly from that of non-indigenous people. Indigenous peoples tend to die at a younger age, are much more likely to commit suicide, and are generally in worse health than the rest of the population, according to a report from the International Working Group on Indigenous Affairs. In addition, gaps between indigenous and non-
indigenous peoples’ life expectancy in the United Nations Human Development Index are unacceptably large in the United States, Canada, Australia, New Zealand, and in Central and South American countries.

The large disparities in the health status of these groups have not diminished and have arguably increased. To attain health equity, indigenous peoples and communities must partner with academic and research stakeholders.

The overall objective of the Center for Indigenous Nursing Research for Health Equity (INRHE) is to partner with indigenous peoples, communities, and organizations — nationally and internationally — to attain health equity. Specific goals of the center are to develop relationships between indigenous nurses, other health professionals, and trans-disciplinary researchers and scholars; develop innovative conceptual methodological approaches to engage indigenous peoples and communities; and design and evaluate contextually tailored and culturally relevant health-equity interventions.

The INRHE center will be the first indigenous nurse-led research center in the world, and Florida provides a unique setting for this. It will serve as the core for connecting indigenous peoples, communities, and organizations at the local, tribal, state, national, and international level, with academic and research partners to guide and lead research, translation, dissemination, and capacity-building efforts.

The center’s research will focus on promoting the health equity and well-being of indigenous people in the U.S. and around the world — [which] is the right of these people. … Our ancestors sacrificed and suffered many atrocities and traumatic events so that we, as their descendants, could have optimal health and well-being.

Q: Why do you believe nurses are key to addressing health disparities and ensuring health equity for native populations?

A: Nurses have been at the forefront of providing healthcare to native and indigenous communities. They know the health issues that need to be studied [among these populations] and are trusted by these communities. Nurses are open to culturally appropriate healthcare delivery as they understand that culture influences health outcomes.

In addition, nurse researchers bring a holistic perspective to studying indigenous communities, taking a bio-behavioral, interdisciplinary, and translational approach to science. This agenda is in alignment with the nursing profession’s mandate to society to optimize the health and well-being of all populations.

Q: From 2009 to 2012, American Indian students’ annual heroin and Oxycontin use was nearly two to three times higher than the national average, according to National Institutes of Health data. Considering these statistics, how are you working to prevent substance use among Native American youth? What is the Intertribal Talking Circle project, and how does it tie into this effort?

A: We must begin addressing substance-use prevention at an early age. Native American and indigenous youth usually [begin using] alcohol, marijuana, and cigarettes around age 11, which is earlier than other populations. We are testing our Intertribal Talking Circle intervention among youth beginning at age 9, and we have [found] that interest in substance use decreases after completing [the program]. Our method is similar to standard alcohol and drug education programs typically provided in schools; however, it is culturally based, delivered in the format of the “talking circle.”

I have found the Intertribal Talking Circle to be an acceptable and effective approach for working with Native American and indigenous youth. In Native American tradition, a talking circle is coming together [in] a place where stories are shared in a respectful manner and in … complete acceptance by participants. It is used to celebrate the sacred interrelationship that is shared with one another and with their world. Native American and indigenous people usually consider the whole greater than the sum of its parts and have always believed that healing and transformation should take place in the presence of the group since they are all related to one another in very basic ways.

Through the use of the talking circle, [they receive] the support and insight to move away from something such as substance use and toward something else. The traditional sense of belonging and comfort provides healing for all, and the circle reminds Native American and indigenous people of life and their place in it.

These studies are guided by the Native Reliance theoretical model. Native Reliance is described as helping keep a person in balance and describes the holistic worldview, values, and behaviors within Native American and indigenous cultures. The three qualities of Native Reliance include being responsible, disciplined, and confident. The cultural themes of “seeking truth” and “making connections” cut across all three qualities. Seeking truth refers to acknowledging one’s native or indigenous heritage and living by that worldview, which is … considered to be circular and holistic, where all things are believed to come together to form a whole. Making connections refers to identifying and utilizing resources. According to the Native American and indigenous worldview, each person is a resource, and the gifts and talents of each person not only benefit [him or her], but also that person’s family, community, and tribe.

Alexandra Vollman is the editor of INSIGHT Into Diversity.
Since the passage in 2010 of the Affordable Care Act (ACA) — also known as Obamacare — more than 20 million Americans have gained health insurance coverage, causing the national uninsured rate to drop to a historic low of 10 percent.

Even more noteworthy, however, are the groups that have experienced the largest increases in coverage under the country’s most expansive healthcare reform law.

According to the U.S. Department of Health and Human Services (HHS), the uninsured rate dropped from 22.4 to 10 percent among African Americans and from 41.8 to 30.5 percent among Hispanics. Non-citizen legal immigrants, low-income individuals, and part-time and low-wage workers also experienced some of the largest increases in coverage, which has helped reduce healthcare disparities related to socioeconomic status.

“Before the ACA, people of color, low-income individuals, and immigrants all had much higher uninsured rates compared to white, higher-income people and native-born citizens,” says Samantha Artiga, associate director for the Commission on Medicaid and the Uninsured at the Henry J. Kaiser Family Foundation. “This helps improve their access to and utilization of care and provides their families increased financial protection from high medical costs.”

But many fear these gains will be for naught following the election of Donald Trump, who during the campaign repeatedly vowed to repeal Obamacare. While nothing can be certain until Trump takes office in January, his choice of an ardent and longtime critic of Obamacare, Georgia Rep. Tom Price (R), as head of HHS signifies to many the law’s imminent demise.

THE IMPACT OF REPEAL
To understand what repeal might look like, one has only to examine the ACA’s impact. While it may be too early to draw any conclusions, Artiga says that those who have gained the most under the law have the most to lose.

“I think it’s really difficult to speculate about what might happen under repeal because there are so many details that are not yet known,” she says. “However, looking at the coverage gains that have occurred under the ACA and who has benefited from them provides us insight into whose coverage is really at stake when we’re discussing repeal.”

One of the most prominent provisions of Obamacare, the expansion of Medicaid, is cited as having the most significant impact on health insurance coverage. The program is targeted at low-income Americans and was previously limited to groups such as children, pregnant women, the elderly,
and individuals with disabilities. Under the ACA, Medicaid was expanded to cover adults with incomes up to 138 percent of the poverty level — which translates to $16,400 a year for a single adult or about $20,000 for a family of three. Artiga says this change played an important role in increasing coverage for immigrants and minorities.

“The Medicaid expansion component has been particularly important for these groups because they are disproportionately low-income, so they are more likely to fall in that income range,” she says. “And when we look at enrollment data [through August 2016] for Medicaid, we see that net enrollment has grown by more than 15.7 million people since before the ACA.”

Impressive as that figure may be, it would have been much higher had all states adopted the expansion. However, a ruling by the U.S. Supreme Court made the provision a state option, which only 32 states implemented.

“In the states that did not expand [Medicaid], there are about 2.6 million adults who fall into a coverage gap, and that’s because they earn too much to qualify for Medicaid because it remained at those low-eligibility levels.”

African Americans would have likely experienced more gains in coverage had all states enacted the expansion. In fact, according to The New York Times, “blacks … disproportionately live in states that chose not to expand Medicaid,” and 60 percent of poor blacks live in states that did not change eligibility limits.

The second main coverage expansion under the ACA was the creation of health insurance marketplaces in each state. Designed to provide federal tax credit subsidies to individuals with incomes between 100 and 400 percent of the poverty level — from $11,880 to $47,520 for one person — these marketplaces have helped millions of low-income individuals and families gain and pay for health insurance.

Trump has made clear his intent to cut both health insurance tax subsidies and Medicaid expansion provisions. He could easily accomplish such cuts through a maneuver called “reconciliation,” which involves defunding the initiatives. This move alone could cause tens of millions of Americans to lose coverage.

According to a report released in June by the research think tank Urban Institute titled The Cost of ACA Repeal, 24 million Americans would become uninsured by 2021 if the ACA were repealed next year. Nearly 9 million fewer people would have insurance through the health insurance marketplace, while 14.5 million would lose Medicaid coverage. And the impact on underrepresented and low-income populations would be disproportionate.

Matthew Buettgens, PhD, senior research associate with the Urban Institute and co-author of the report, says of those who would lose coverage, 30 percent have incomes below the poverty line, while another 20 percent have incomes between 100 and 150 percent of this level; 23 percent are aged 25 to 34; about two-thirds are working families; 66 percent have a high school education or less; and 50 percent are non-Hispanic whites.

**THE COST OF CARE**

Much of the criticism of Obamacare is due to its expense. According to estimates by the Congressional Budget Office, should it continue, the program will cost the federal government $1.34 trillion over the next 10 years. However, although premiums are higher — a result of less competition because some insurers have pulled out of the health insurance marketplace — data reveal that the cost of insurance today is actually less than it would have been without the ACA.

A study by the Kaiser Family Foundation shows that while average family premiums grew 20 percent from 2011 to 2016, this rate of increase is much lower than in previous years. Between 2006 and 2011, this figure rose 31 percent, and from 2001 to 2006, it increased 63 percent. According to Buettgens, along with the cost savings afforded by the ACA, Americans are receiving more comprehensive healthcare coverage.

“Paying more for a more comprehensive plan does not necessarily make you worse off,” he says, adding that hospitals have also experienced decreases in uncompensated care because of uninsured patients — a fact confirmed by Rachel Garfield, PhD, a senior researcher at the Kaiser Family Foundation.

“What we’ve seen under the ACA is that when people come in with insurance coverage, they don’t have to pay anything or very little out of pocket for those services, and the hospital’s bad debt goes down,” she says.

Should the ACA be repealed, however, this “bad debt” would increase, causing more hospitals, insurance providers, and — to some extent — taxpayers to shoulder the costs. Federal healthcare spending would decrease by $927 billion over the next decade, while state spending would increase by $68.5 billion over the same period, according to the Urban Institute’s report.

“The federal government would spend less on healthcare, but state and local governments as a whole would end up spending more because of increased uncompensated care for the uninsured,” says Buettgens. “However, it is important to note that the financial effects of repeal would differ between states, particularly given whether or not they expanded Medicaid. Also, healthcare providers would spend more on uncompensated care.”
Although Trump has vowed to repeal and replace Obamacare — it’s No. 5 on his action plan list for his first 100 days in office — many believe a full repeal is unlikely. Still, he will be able to make significant changes to the law by prohibiting the sale of health insurance across state lines, expanding the use of health savings accounts to bolster savings for medical purposes, allowing prescription drug importation, and allowing premiums to be fully tax deductible. Many have criticized this plan, asserting that it would help the rich and healthy while harming the poor, the sick, and the elderly.

“I will say that a lot of these are ideas that have been around for quite some time and have either been tried or studied extensively and have shown … not to have a huge impact on the big problem in healthcare, which was, before the ACA, 40-plus million people [without] health insurance coverage,” Garfield says.

Some policy analysts, however, believe the ACA won’t look much different under a President Trump. And in fact, the president-elect has already indicated his intent to keep certain provisions of the law, including the pre-existing condition requirement and allowing children to remain on their parents’ insurance until they are age 26.

It is unclear how well Trump’s proposals will make up for the losses caused by repeal. However, without subsidies and the current Medicaid expansions, coverage will likely remain elusive for millions of low-income individuals, minorities, and immigrants — and the inequalities we saw ameliorated by the ACA will likely re-emerge.

Alexandra Vollman is the editor of INSIGHT Into Diversity.
Founded in 1899, Philadelphia College of Osteopathic Medicine (PCOM) was one of the nation’s first osteopathic medical schools. PCOM is known for its spirit of collegiality and camaraderie. Student/faculty collaboration is common, with students working alongside faculty conducting research, coauthoring articles and presenting at professional conferences. Faculty work across departmental lines on innovative research through the College’s Center for Chronic Disorders of Aging.

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- Aging and Long Term Card Administration

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- Biomedical Sciences (MS)

**LEARNING THROUGH HANDS-ON EXPERIENCE**
Embracing Diversity in Nursing to Improve Healthcare

By Lee Anne Lightfoot, MSN, and Danielle M. Quintana, MSN

Historically, the nursing profession has adapted to meet the ever-changing needs of the communities it serves. The challenge facing healthcare today is the requisite for an organized commitment to support and embrace diversity while promoting concepts of inclusion, cultural competence, and clinical excellence. It is nursing’s professional obligation to advocate for quality patient care for all members of society — and nursing is up for this challenge.
Defining Diversity
Diversity encompasses age, culture, beliefs, customs, ethnicity, race, religion, gender, sexual orientation, gender identity, geographical location, educational background, and socioeconomic status, and these facets should be represented among nursing students, faculty, and staff. It is essential for nurses to understand the scope of diversity in order to seamlessly deliver quality healthcare across the continuum.

Promoting Progress
In 2001, the American Association of Colleges of Nursing (AACN) urged nursing programs to strengthen their efforts to attract and retain diverse students in order to mirror the nation’s population. Fifteen years later, while nursing education programs and the profession have made progress in terms of embracing diversity, there is still more work to be done.

There is a strong need to recruit diverse faculty to nursing education. According to AACN data from 2016, only 14.8 percent of full-time nursing professors are from minority populations, and just 6.9 percent are men. There is also an imperative to recruit more diverse students into nursing programs. In 2012, individuals from underrepresented minorities made up 28.3 percent of all nursing students in baccalaureate programs. In 2014, that number rose slightly to 30.1 percent, supporting the notion that there is great opportunity for improvement. In order to serve diverse populations, efforts must be made to increase diversity in the nursing workforce.

Leading the Way
According to the Rice Kinder Institute for Urban Research, Houston, Texas, is the most racially and ethnically diverse large metropolitan area in the nation. Sugar Land, a suburb of Houston in which the University of Houston School of Nursing (UHSON) is located, mirrors these demographics. In fact, in a 2013 New York Times article, Houston political strategist Mustafa Tameez discussed the diverse community of Sugar Land. “[It] has become a multicultural city — rather than a melting pot — with various ethnic communities, each maintaining its identity.” This city is a microcosm of what the rest of the country will look like in the next 20 to 30 years.

Considering the increasingly diverse populations that healthcare professionals serve, what are nursing programs doing to prepare for the future?

This question is being addressed at UHSON. The school is leading the way in exemplifying what diversity in nursing should look like and has exceeded the national trend in underrepresented minorities in nursing education. The student body at UHSON is 62.6 percent diverse, which is represented by American Indians (3.4 percent), Asians (21.1 percent), Hispanics (23.7 percent), and African Americans (14.4 percent). This complement of diverse students is a result of not just regional demographics and geographic circumstance, but also strategic planning. Although these numbers are significantly higher than national averages, recruitment and retention strategies are in place to support the continued growth of diversity at the school.

Infusing Best Practices
Preparing for the future should begin with the development of a mission statement and strategic plan to formally designate diversity as a priority in academic achievement. To accomplish this objective, consider implementing some of the following strategies that have worked well at UHSON. These practices approach diversity from a multitude of angles:

- Articulation agreements like the Consortium for Advancing Baccalaureate Nursing Education in Texas (CABNET), which provides students with a seamless transition from an associate degree nursing program to a baccalaureate of science in nursing program

- Affiliation agreements that provide students with multifaceted, cross-cultural, and clinical experiences in urban, suburban, and rural settings

- A welcome ceremony designed to introduce new students and their families to the profession and strengthen their support networks
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Advancing Health

In 2008, the Robert Wood Johnson Foundation and the Institute of Medicine partnered to launch a two-year initiative to assess and transform the nursing profession with the goal of advancing health. The report, titled The Future of Nursing: Leading Change, Advancing Health, provides a thorough examination of how nurses’ roles, responsibilities, and education should be adjusted to meet the needs of an aging, increasingly diverse population and to respond to a complex, evolving healthcare system. Mirroring the diverse population with an equally diverse student body positions nurses to achieve those goals and eliminate health disparities.

According to the AACN, “with [U.S. Census] projections pointing to minority populations becoming the majority by 2043, professional nurses must demonstrate a sensitivity to and understanding of a variety of cultures to provide high-quality care across settings.” Continued analysis of current and future trends is necessary for nurses to respond to an increasingly diverse world.

Institutions of higher education, especially those preparing students for the healthcare industry, must embrace diversity or be left behind. It is forward thinking that will position nursing schools to meet or exceed the ever-changing needs of students and the communities they will serve.

Lee Anne Lightfoot, MSN, RN, NE-BC, and Danielle M. Quintana, MSN, RN, CNOR, are assistant clinical professors at the University of Houston School of Nursing.
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The day when universities operated in an ivory tower, focused only on scholarship, and left profit-making endeavors to companies, has clearly faded. Patent development has become prevalent at numerous research universities. In fact, the Association of University Technology Managers reported that in 2014, universities were issued 6,300 patents, produced 965 new products, and collected nearly $2 billion in licensing fees based on $28 billion in net sales.

Yet, while some universities reap a windfall from blockbuster pharmaceutical patents, many fail to bring in revenues large enough to finance their research labs and staffs. The Association of American Universities (AAU) enumerates many reasons why institutions of higher education engage in patent pursuits: identifying new technologies, gaining recognition for discoveries produced at their institution, forming commercialization strategies, and creating new startup companies based on these technologies.

Jessica Sebeok, associate vice president for policy at AAU, explains that “patents are the fulcrums that allow tech transfers to happen. Without the exclusivity a patent provides, there is no incentive on the part of pharmaceutical companies to invest in these university ideas.”

But most institutions don’t gain much monetarily from this research, Sebeok says. “These blockbusters are extremely rare, and any money that comes back to universities in terms of royalties is plowed back into research,” she adds.

In his 2013 report University Start-Ups: Critical for Improving Technology Transfer, Walter Valdivia, a nonresident fellow at the Brookings Institution, concluded that “university technology transfer has been largely dominated by a business model of licensing university patents to the highest bidder.” This model, he adds, “is unprofitable for most universities and sometimes even risks alienating the private sector.”

In fact, Valdivia cited only a select few institutions that generate high incomes from patents. In a study of 206 universities, eight yielded 50 percent of the total licensing fees of those surveyed, while 16 produced 70 percent of the total income. And 130 universities didn’t sustain enough licensing income in 2012 to cover the costs of their technology-transfer staff. These staff members are typically responsible for the development, dissemination, transfer, licensing, and commercialization of technology, inventions, and patents developed by members of the university community.

In most cases, universities receive only one-third of the licensing revenues raised by patent development “but shoulder all of its operating costs,” Valdivia says, while investors reap most of the profits. “Not only do most universities fail to generate significant licensing income,” he says, “but they also use a third of it to support technology-transfer operations.”

Despite the fact that many universities don’t generate enough income from these endeavors, Valdivia says there are some colleges that have reaped bonanzas from patents. Two stand out: The Cohen-Bayer patents for gene splicing produced $255 million for Stanford University and the University of California, San Francisco, and the Axel patents for co-transformation, a method to insert DNA into cells, generated $790 million for Columbia University.

Additionally, for the period from 2003 to 2012, the top five universities in terms of gross income from patent licensing were New York University, Columbia University, Massachusetts Institute of Technology, Princeton University, and Northwestern University.

Judith Cone, the vice chancellor for innovation, entrepreneurship, and economic development at the University of North Carolina at Chapel Hill (UNC), says the ultimate goal for universities in using intellectual property is to better society. “For example,” she says, “if it’s a clean energy solution, such as liquid batteries, it
[provides] a new, revolutionary way to store energy.”

Indeed, at most universities, patent research isn’t about generating a profit, but about professors extending their research, graduate students refining their research skills, and undergraduates having the opportunity to do research. Therefore, these endeavors serve many purposes while aiding universities in their mission to extend knowledge.

At UNC, Cone says that royalties from any patents are split between departments (40 percent), investors (40 percent), and the Office of Commercialization and Economic Development (20 percent). The office uses this funding to cover operating costs, and most departments reinvest this money into research.

Examples of patents at UNC include a recent partnership with Abeona Therapeutics to develop therapies for rare, life-threatening genetic diseases and a project led by UNC eye researcher Steven Gray, in partnership with the nonprofit Hannah’s Hope Fund, to identify cures for a fatal nerve disorder.

Despite the lack of income from patents being diverted to minority faculty recruitment, having these research programs in place enables top universities to attract and retain the best faculty, who are often diverse, at a time when colleges are in global competition for top talent. And Cone is sanguine about the effect patent money has.

“If 60 percent is going back into a research institution,” she says, that enables more experimentation to take place and has a direct impact on learning.

Augustine Cheng, who serves as CEO of Arizona Technology Enterprises (AzTe) at Arizona State University (ASU), makes a clear distinction between university research and what for-profit companies do. Universities are dedicated to “transferring knowledge to students and creating new knowledge through research,” he says.

“[ASU is committed to] making a difference in people’s lives. We do that by commercializing or moving intellectual property into the marketplace, which makes investments in these early-stage inventions and technologies and develops them into products and services that improve people’s lives and create jobs,” Cheng says.

To accomplish those goals, AzTe ensures that professors maintain their independence and are not told how to operate by for-profit companies. “ASU has conflict of interest policies in place,” says Cheng. “What you don’t want is to have a pharmaceutical company dictate the conduct of the research.”

When royalties accrue, investors receive 40 percent, and the remainder is split 50-50 between ASU and the lab. In 2015, ASU generated $12 million in royalties. This income is then directed back into scientific research.

Becoming profitable isn’t the metric ASU focuses on. “We try,” Cheng says, “to have some real-world impact from the research generated at ASU, through translation of research into products and services that benefit people.”

Gary M. Stern is a contributing writer for INSIGHT Into Diversity.
Leading the Way
in education, research and practice – locally and globally

Public Health Nursing
Health Systems Management
MSN: Master’s Entry into Nursing
Advanced Specialty DNP
Executive DNP
PhD

nursing.jhu.edu
The School of Nursing at the University of Central Arkansas is committed to educating students at the undergraduate and graduate levels as leaders in the delivery of quality health care and advancement of the nursing profession.

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“The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive.”

-Mark S. Schlissel
President
University of Michigan

nursing.umich.edu | 734.763.5985
Faculty Position
Cornell University School of Hotel Administration • Ithaca, New York

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow’s thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

MICHAEL D. JOHNSON FAMILY PROFESSORSHIP OF SERVICES MARKETING

The School of Hotel Administration at Cornell University is accepting applications for a senior, tenure-track faculty member for the Michael D. Johnson Family Professorship of Services Marketing.

Position Description: The School of Hotel Administration at Cornell University is seeking exceptional candidates for a tenure-track position in marketing at the Associate Professor or Full Professor level with an established reputation in services marketing, and who can perform research and teach at a quality level that is consistent with the School’s pre-eminent status. The ideal candidate can effectively interact with students and faculty and enrich the intellectual capital of the School through their research and teaching activities in the area of services marketing. Research should have the potential to influence both academics and practitioners.

Qualifications: Ideal candidates will currently hold the rank of Associate or Full Professor and have a reputation in services marketing. The candidate should have a strong publication record in the top marketing journals (Journal of Marketing, Journal of Consumer Research, Journal of Marketing Research) and meet the School’s current tenure standards of research excellence. The candidate should be able to effectively communicate with hospitality industry leaders and have a strong record of teaching courses at the undergraduate, masters, and executive levels. A research focus in hospitality is desired, but a focus on the service industry is required. Candidate must be willing to develop expert knowledge of services marketing in the hospitality industry. A Ph.D. degree in the fields of marketing or other appropriate field from a recognized program is required.

Institution: The School of Hotel Administration at Cornell University is the top-ranked hospitality management program worldwide, with undergraduate, masters, and Ph.D. programs. The School of Hotel Administration (SHA) has approximately 800 undergraduates and 120 graduate students. Founded in 1922, SHA is an AACSB accredited business school, with a resident faculty of 65 and over 8,000 alumni worldwide. Important resources available to faculty include extraordinary access to industry leaders, excellent research funding, the Center for Hospitality Research (CHR), and the cultural and intellectual resources of the Cornell University community.

SHA is also housed within the Cornell College of Business, which includes School of Hotel Administration, the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management. The college is one of the most comprehensive business schools in the country with 208 faculty and nearly 2,900 undergraduate, professional, and graduate students. The combination of these schools into the Cornell College of Business allows Cornell to achieve the full potential of its business programs by integrating Cornell business faculty and students at all levels and coordinating programmatic collaborations that span Cornell’s campuses. It helps advance Cornell’s deeply rooted mission to apply knowledge for public purpose and to educate the next generation of leaders and creators to benefit society, solve some of the world’s major challenges, and better serve the needs of New York State.

Responsibilities: Job responsibilities include developing and teaching graduate and undergraduate courses designed to support services marketing. Top-level disciplinary research is valued, as is dissemination of cutting-edge ideas and practices to hospitality executives.

Application: Consideration of candidates will begin immediately, with a closing date of February 15, 2017. Please electronically submit letter of application, curriculum vitae, names of three references, syllabi for recent courses taught, and corresponding teaching evaluations via the following link:

https://academicjobsonline.org/ajo/jobs/7443

Starting Date: July 2017

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university’s mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell’s far-flung global presence includes the medical college’s campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.

Diversity and Inclusion are a part of Cornell University’s heritage. We’re an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.

Our March 2017 Issue:
Minority-Serving Institutions

Our March issue will explore issues related to diversity and inclusion at Minority-Serving Institutions, including HBCUs, HSIs, and AANAPISIs. We will also celebrate Women’s History Month.

The advertising deadline is February 2. To reserve space, call (800) 537-0655 or email ads@insightintodiversity.com.
Cornell University School of Hotel Administration
Ithaca, New York

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow’s thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

Position Description: The School of Hotel Administration (SHA) at Cornell University is seeking exceptional candidates for a tenure-track position at the Assistant Professor level in the area of Service Operations Management or Hospitality Quantitative Analysis. The School’s SOM group is one of the strongest service operations groups globally with diverse empirical and analytical research interests combined with unmatched access to industry. While applicants with broad interests in SOM are sought SHA strongly encourages applicants with interests in business informatics and analytics; health care service operations; and the intersection of technology, sustainable operations, and supply chain management. Excellence in teaching and research is a must for tenure, as are a demonstrated ability to translate disciplinary research to guide hospitality industry practice and the demonstration of service to the hospitality industry. SHA provides unique data sets and industry connections that can facilitate the candidate’s future research and teaching about the industry.

Professional Qualifications: Candidates must have a Ph.D. in operations management or a related field. Prior research, teaching, and/or business experience in the hospitality industry is desirable but not required.

Institution: The School of Hotel Administration at Cornell University, the top-ranked hospitality management program worldwide, enrolls approximately 900 undergraduates and 70 graduate students. Founded in 1922, SHA is home to over 60 full-time resident faculty and over 12,000 alumni worldwide. The School of Hotel Administration is located at the center of the Cornell campus in Statler Hall, with offices, classrooms, a student-run restaurant, state of the art computer laboratory, food service management and beverage management laboratories, and a hospitality management library. The 150-room Statler Hotel and J.W. Marriott Conference Center is a management teaching laboratory for SHA students.

SHA is also housed within the Cornell College of Business (CCB), which also includes the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management. The college is one of the most comprehensive, AACSB accredited business schools in the world with 240 faculty and nearly 2,900 undergraduate, professional, and graduate students. The combination of these schools into the CCB allows Cornell to achieve the full potential of its business programs by integrating Cornell business faculty and coordinating programmatic collaborations that span Cornell’s campuses. The main faculty organizational innovation of CCB is the area, which serves as the primary vehicle for connecting faculty with similar disciplinary, research, and teaching orientation across the three schools. Every CCB faculty member, regardless of school, also belongs to (at least) one of CCB’s seven areas – Accounting, Applied Economics and Policy, Finance, Management and Organizations, Marketing and Communication, Operations Technology and Information Management, and Strategy and Business Economics. This position will be appointed within the Operations, Technology and Information Management area. Important CCB resources available to faculty include collaborations with faculties across the College of Business, extraordinary access to industry leaders, excellent research funding, and the cultural and intellectual resources of the Cornell University community.

Rank and salary: The position is a three-year renewable appointment to begin Fall 2017. A competitive salary will be determined based upon academic achievement and experience. Appointment is full-time with attractive fringe benefits. Significant professional development, research funding, and supplementary income opportunities are also available. SHA offers a collegial environment and an energetic faculty with a variety of intellectual interests and close ties to the hospitality and academic communities. Cornell University seeks to meet the needs of dual career couples, has a Dual Career program, and is a member of the Upstate New York Higher Education Recruitment Consortium to assist with dual careers.

Application: Consideration of candidates will begin immediately, with a closing date of February 15, 2017. Please electronically submit letter of application, curriculum vitae, names of three references, syllabi for recent courses taught, and corresponding teaching evaluations via the following link:

https://academicjobsonline.org/ajo/jobs/8289

Starting Date: July 1, 2017

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the University’s mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell’s far-flung global presence includes the medical college’s campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.

Diversity and Inclusion are a part of Cornell University’s heritage. We’re an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.
Facial Plastic and Reconstructive Surgery Faculty Position

University of Utah Otolaryngology-Head and Neck Surgery seeks BC/BE Assistant/Associate Professor faculty with fellowship training in facial plastic and reconstructive surgery. This is a full-time career line (non-tenure track) position. Responsibilities will include teaching, research and clinical care in our community clinics. Research opportunities are plentiful with intramural funding available. Candidates should be prepared to build a practice strong in both reconstructive and aesthetic surgery. Position available immediately.

The University of Utah Health Sciences Center is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The University of Utah HSC values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to the mission of the University of Utah Health Sciences Center.

The University of Utah is an Equal Opportunity/Affirmative Action employer and educator. Minorities, women, and persons with disabilities are strongly encouraged to apply. Veterans preference. Reasonable accommodations provided.

Applicants must apply at:
http://utah.peopleadmin.com/postings/56066

For additional information, contact:
Susan Harrison
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
Phone: (801) 585-3186
Fax: (801) 585-5744
E-mail: susan.harrison@hsc.utah.edu

Tenure-track Faculty Position in Early Literacy, Stanford

The Stanford Graduate School of Education is seeking applications for a tenure-track faculty position at the Assistant or Associate rank member in the area of early literacy, with a focus on early reading.

Successful candidates will be those that can demonstrate a creative and productive program of research, evidence of impact on the field of early literacy, and a commitment to excellence in teaching and advising graduate and undergraduate students. Prior experience teaching and/or working with teachers at the elementary level in classrooms with ethnically, linguistically, or socio-economically diverse student populations is strongly desired.

Responsibilities will include conducting an independent program of research, providing mentorship to doctoral and undergraduate students in related fields, and teaching courses for both prospective researchers and elementary teacher candidates.

Applicants should provide a cover letter which describes research and teaching experience, a curriculum vitae, two pdfs representing published, in press, or submitted research manuscripts, and a list of three referees (complete with addresses and phone numbers). We will only request letters of recommendation to be sent directly to Stanford for a small number of finalists. Applications will be reviewed beginning on January 6th, 2017 and the position will remain open until it is filled.

All application materials must be submitted online. Please submit your application on Interfolio: https://apply.interfolio.com/39219

Questions pertaining to this position may be directed to Tanya Chamberlain, Faculty Affairs Officer, tanyas@stanford.edu.

Pediatric Cardiac Surgeon

The Division of Cardiothoracic Surgery, Department of Surgery at the University of Utah is actively recruiting a Pediatric Cardiac Surgeon at the Assistant/Associate/Full Professor level on the tenure-eligible track. Candidates will be BC/BE and successfully completed an ACGME-approved Thoracic Surgery Residency as well as Subspecialty Certification in Congenital Cardiac Surgery.

The successful candidate will be expected to perform the entire spectrum of pediatric cardiac surgery including neonates, adult congenital, and transplantation. As a tenure-track position, a demonstrable record and desire to pursue clinical, basic, and/or translational research is required. The position requires functioning as an Attending Surgeon at the University of Utah Hospitals and Clinics and the Primary Children’s Hospital in Salt Lake City. In addition, applicant will be expected to participate actively in the teaching of Thoracic Surgery residents.

Interested parties need apply online: http://utah.peopleadmin.com/postings/58498

For additional information, contact:
Craig Selzman, MD
Professor & Chief
Division of Cardiothoracic Surgery
Department of Surgery
University of Utah SOM
craig.selzman@hsc.utah.edu

The University of Utah Health Sciences Center is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The University of Utah HSC values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to the mission of the University of Utah Health Sciences Center.
Full-time Assistant Professor
Food & Beverage Management
Cornell University School of Hotel Administration
Ithaca, New York

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow’s thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

Position Description: The School of Hotel Administration (SHA) at Cornell University is seeking exceptional candidates for a tenure-track position in Food and Beverage Management at the Assistant Professor level who can perform research and teach at a quality level that is consistent with the School’s pre-eminent status. The ideal candidate will enrich the intellectual capital of the School through their research and teaching activities. Specifically, this candidate will conduct both discipline-based and applied research relevant to food and beverage management and the foodservice industry (broadly defined), teach required and elective courses related to food and beverage management at both the undergraduate and graduate levels, advise students, serve on School, College, and University committees, and perform a variety of professional duties. Excellence in teaching and research is a must for tenure, as are a demonstrated ability to translate disciplinary research to guide hospitality industry practice and the demonstration of service to the hospitality industry. SHA provides unique data sets and industry connections that can facilitate the candidate’s future research and teaching about the industry.

Professional Qualifications: Candidates must have a Ph.D. The Ph.D. degree need not be in hospitality management. A successful candidate may hold a degree from a variety of fields, including operations management, supply chain management, food science, nutritional science, services marketing, organizational behavior, communication, human resource management, strategic management, or other business-related disciplines. Along with an appropriate degree, the candidate should have relevant foodservice industry experience, and the capability to produce high quality disciplinary-based research, and applied research that connects theory to foodservice industry management and practice. The candidate must be willing to develop expert knowledge of their field in the hospitality/food service industries.

Institution: The School of Hotel Administration at Cornell University, the top-ranked hospitality management program worldwide, enrolls approximately 900 undergraduates and 70 graduate students. Founded in 1922, SHA is home to over 60 full-time resident faculty and over 12,000 alumni worldwide. The School of Hotel Administration is located at the center of the Cornell campus at Statler Hall, with offices, classrooms, a student-run restaurant, state of the art computer laboratory, food service management and beverage management laboratories, and a hospitality management library. The 150-room Statler Hotel and J.W. Marriott Conference Center is a management teaching laboratory for SHA students.

SHA is also housed within the Cornell College of Business (CCB), which also includes the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management. The college is one of the most comprehensive, AACSB accredited business schools in the country with 240 faculty and nearly 2,900 undergraduate, professional, and graduate students. The combination of these schools into the CCB allows Cornell to achieve the full potential of its business programs by integrating Cornell business faculty and coordinating programmatic collaborations that span Cornell’s campuses. The main faculty organizational innovation of CCB is the area, which serves as the primary vehicle for connecting faculty with similar disciplinary, research, and teaching orientation across the three schools. Every CCB faculty member, regardless of school, also belongs to (at least) one of CCB’s seven areas – Accounting, Applied Economics and Policy, Finance, Management and Organizations, Marketing and Communication, Operations Technology and Information Management, and Strategy and Business Economics. This position will be appointed within either the Operations, Technology, Information Management area or the Marketing area, dependent on the qualifications of the hire. Important CCB resources available to faculty include collaborations with faculties across the College of Business, extraordinary access to industry leaders, excellent research funding, and the cultural and intellectual resources of the Cornell University community.

Rank and salary: The position is a three-year renewable appointment to begin Fall 2017. A competitive salary will be determined based upon academic achievement and experience. Appointments are nine-month terms with attractive fringe benefits. Significant professional development, research funding, and supplementary income opportunities are also available. SHA offers a collegial environment and an energetic faculty with a variety of intellectual interests and close ties to the hospitality and academic communities. Cornell University seeks to meet the needs of dual career couples, has a Dual Career program, and is a member of the Upstate New York Higher Education Recruitment Consortium to assist with dual careers.

Application: Consideration of candidates will begin immediately, with a closing date of February 15, 2017. Please electronically submit letter of application, curriculum vitae, names of three references, syllabi for recent courses taught, and corresponding teaching evaluations via the following link: https://academicjobsonline.org/ajo/jobs/8288

Starting Date: July 1, 2017

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university’s mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell’s far-flung global presence includes the medical college’s campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.

Diversity and Inclusion are a part of Cornell University’s heritage. We’re an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.

VIRGINIA COMMONWEALTH UNIVERSITY MEDICAL CENTER
DEPARTMENT OF ORTHOPAEDIC SURGERY

The department is recruiting a full time fellowship trained surgeon in Foot and Ankle Orthopaedic Surgery.

The applicant will join one current Foot and Ankle Orthopaedic faculty and be a part of a service that includes residents. The applicant is expected to be an integral part of an active clinical, basic science program, and provide coverage on field at events. Applicant must also be board certified in sports medicine and primary specialty.

Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU.

Qualified applicants should apply online at https://www.vcujobs.com. For additional information, please contact: Kevin O’Keefe, Administrator, Department of Orthopaedic Surgery, P.O. Box 980153; Richmond, Virginia 23298-0153, Email: kevin.okeefe@vcuhealth.org.

Virginia Commonwealth University is an equal opportunity employer, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.
CHANCELLOR
Southern Illinois University Carbondale

University President Randy Dunn and the Board of Trustees of Southern Illinois University invite applications and nominations for the position of Chancellor of Southern Illinois University Carbondale. Founded in 1869, SIUC is the flagship campus of Southern Illinois University. SIUC is a strong, diverse, student-centered research-intensive and comprehensive university, with an emphasis on service and accessibility to the region. Located 100 miles southeast of St. Louis, Missouri, SIUC is a Carnegie-classified high research public university offering thirty-four doctoral and professional degree programs, eighty programs at the master’s level, ninety-five undergraduate fields of study, and three associate degree programs. Nearly 16,000 students are served through the Graduate School, the Schools of Law and Medicine, and eight other collegiate units including Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, Engineering, Liberal Arts, Mass Communication and Media Arts, and Science. SIUC also holds Carnegie's classification for community engagement.

SIUC continues to rank among the nation’s top colleges and universities in the number of its students from traditionally underrepresented groups. Understanding the emerging and shifting demographics of these groups, the University is committed to providing a welcoming environment and the highest possible quality of education that will prepare all its students to become productive citizens in a multicultural world. Recognized for its wide array of academic programs, its research agenda, and for its strong presence in global education, the University is a partner in many international linkages and exchange agreements.

The position will be available July 1, 2017, or as negotiated. Screening of applications will begin January 15, 2017. Nominations and applications will be examined on a continuing basis until a suitable number are identified for interviews. Candidates should include with their curriculum vitae, a letter of application describing their relevant experiences and interest in the position, together with the names, addresses, and phone numbers of references. References will not be contacted without prior permission of the applicant. All nominations and applications will be held in confidence except for finalists. Please address applications, nominations, and communications to:

Chancellor Search Advisory Committee
c/o Penny Moon
Office of the President
Southern Illinois University System
1400 Douglas Drive
Mail Code 6801
Carbondale, IL 62901
Email: pmoon@siu.edu

Southern Illinois University Carbondale is an affirmative action/equal opportunity employer.

For a copy of the complete position description and other materials related to the search, visit http://chancellor.siu.edu/search/

UNIVERSITY of VIRGINIA

The Department of Pharmacology at the University of Virginia seeks candidates for a faculty position with an emphasis on Systems Neuroscience. The successful candidate will develop an innovative research program that complements the multi-disciplinary research interests of the Pharmacology Department and the School of Medicine at large. We seek candidates who interrogate biochemical pathways or neural circuits that control critically important and medically relevant nervous system functions or behaviors. Proficiency with several cutting-edge neuroscience methods or unique expertise in a highly novel technology would be desirable. The successful candidate will enjoy superb resources including a generous start-up package, state-of-the-art core facilities, and a strong collaborative research environment.

Candidates must have a PhD and/or MD, significant postdoctoral research experience, and high-impact publications in peer-reviewed international scientific journals. Rank, tenure status and compensation are dependent on qualifications and experience.

To be considered for the tenure-eligible position, candidates must have expertise in basic research and a commitment toward a career in academic science. To be considered for the tenured position, candidates must demonstrate scholarship and excellence in two domains consistent with the requirements for tenure in the School of Medicine.

To apply, visit https://jobs.virginia.edu and search on Posting Number 0619806. Complete a Candidate Profile online, attach a cover letter, curriculum vitae, two-page statement of research goals & interests, and contact information for three references.

For additional information regarding the application process please email pharmsearch@virginia.edu. The position will remain open until filled.

The University of Virginia is an affirmative action/equal opportunity employer committed to diversity, equity, and inclusiveness. Women, Minorities, Veterans and Persons with Disabilities are encouraged to apply.

BUTLER UNIVERSITY

Chief Diversity & Inclusion Officer

Butler University seeks a visionary and collaborative leader to serve as the university’s first diversity, equity and inclusion leader. The Chief Diversity and Inclusion Officer provides expertise, leadership and collaboration on diversity, equity, inclusion and Title IX in all areas of campus life and is integral to fulfilling the university’s commitment to build and retain a diverse student body and workforce in a safe and welcoming environment.

For qualifications and application procedure, please visit: https://www.butler.edu/hr/administrative-openings
The College of Arts & Sciences (http://artsandsciences.sc.edu/) at the University of South Carolina is seeking candidates for faculty positions in the:

African American Studies Program  
http://artsandsciences.sc.edu/afra/

Department of Biological Sciences  
http://www.biol.sc.edu/

Department of English Language and Literature  
http://artsandsciences.sc.edu/engl/

Department of Languages, Literatures, and Cultures  
http://artsandsciences.sc.edu/dllc/

Linguistics Program  
http://artsandsciences.sc.edu/ling/home

Department of Psychology  
http://www.psych.sc.edu/index.html

Department of Theatre and Dance  
http://artsandsciences.sc.edu/thea/welcome

School of the Earth, Ocean and Environment  
http://www.seoe.sc.edu/

School of Visual Art and Design  
http://artsandsciences.sc.edu/art/about/

Qualifications: Terminal degree in relevant field, scholarly publication record, teaching experience. See departmental websites for specific position descriptions, qualifications and contact information.

The College of Arts & Sciences is the largest college in South Carolina, and the largest unit of the University of South Carolina. With 22 core academic disciplines and 50 interdisciplinary programs, centers, institutes, and schools, it is the academic heart of the University. The University of South Carolina’s main campus is located in the state capital, close to mountains and coast. The Carnegie Foundation for the Advancement of Teaching has designated the University as one of only 40 public institutions with “very high research activity”. The University has over 31,000 students on the main campus, more than 300 degree programs, and a nationally-ranked library system that includes one of the nation’s largest public film archives. Columbia, the capital of South Carolina, is the center of an increasingly sophisticated greater metropolitan area with a population of over 800,000.

The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.
Faculty Positions, Starting Fall 2017

Accounting, Assistant Professor
Chemistry, Assistant Professor
Criminal Justice, Assistant Professor
Marketing, Assistant Professor
Math Center Director, Assistant Professor/Instructor
Nursing, Assistant Professor/Instructor

For position details, visit http://www.hr.pitt.edu/diversity/faculty-job-openings, and select the “Follow this link to view Faculty Postings.” Select Bradford campus option under “Search Postings.”

Pitt-Bradford is a beautiful, friendly campus with an emphasis on teaching. While faculty have the advantage of the expansive resources and research opportunities available through the University of Pittsburgh system, they also enjoy one-on-one contact with their students in a secure, personalized environment. Individuals representing all aspects of diversity are encouraged to apply. Individuals with experience in a setting committed to multiculturalism and/or campus diversity are of particular interest.

The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer and values equality of opportunity, human dignity and diversity. EEO/AA/M/F/Vets/Disabled

www.uph.pitt.edu/acadsearch

Lecturer in Japanese

The Massachusetts Institute of Technology invites applications for a full-time Lecturer in Japanese. This is a three-year appointment beginning July 1, 2017, with the possibility of multiple renewals based on performance and budget. This position includes full benefits. Responsibilities include teaching Japanese, developing innovative curricular materials for Japanese language instruction, advising students, and other service activities relating to the program.

Candidates must have:
• A minimum of an M.A. in a field such as Japanese language pedagogy, teaching Japanese as a second/foreign language, second language acquisition, applied linguistics, instructional technology, or similar related field. Ph.D.s are encouraged to apply.
• Native or near-native spoken and written proficiency in Japanese and English.
• A minimum of three consecutive years of Japanese language teaching at the college or university level in North America; preference will be given to those with more than three years of such teaching experience.
• A strong record of effective teaching.
• Demonstrated interest and experience in language pedagogy, curriculum design and development of new instructional materials (print, audio, video or digital).
• A record of on-going professional engagement and development.

Applicants should submit a letter of application, a CV, a statement of teaching philosophy, a sample of materials development (print or digital), and three letters of recommendation. All materials should be submitted no later than January 31, 2017, via Academic Jobs Online: https://academicjobsonline.org/ajo/jobs/8564.

MIT is an equal employment opportunity employer. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin.

Any questions should be directed to Global Studies and Languages: gsa-search@mit.edu.

Purdue University Northwest
College of Nursing Faculty Positions – Assistant Professor of Nursing

Purdue University Northwest (PNW), part of the internationally respected Purdue University system, offers world-class educational opportunities at an excellent value on two culturally diverse, student-centered campuses located in Northwest Indiana and within easy driving distance of Chicago, Illinois. PNW is the fifth largest public university in Indiana, with more than 15,000 students, offering nearly 70 programs at the baccalaureate, master’s and doctoral levels. The institution has distinguished itself with opportunities for experiential learning, undergraduate research and one-to-one relationships between students and faculty.

The College of Nursing

Join an innovative, high performing team of faculty and staff who are building the future of nursing. The College is focused on excellence through innovation, applying the best available evidence throughout the curriculum as well as in our teaching approach, and engaging the community for greater impact. The College of Nursing is a National League for Nursing Center of Excellence and is home to the Indiana Center for Evidence Based Nursing Practice, a Joanna Briggs Institute Center of Excellence. We support faculty to do their best and to be their best. We offer undergraduate degrees including a traditional BSN, second degree accelerated BSN, and an online RN-BSN. Our MS degree with a major in Nursing includes concentrations in nurse executive and the advanced practice roles of family nurse practitioner and adult-gerontology clinical nurse specialist. We also offer a nursing education post-master’s certificate. Our post-master’s DNP program has a focus in translation science.

Positions: Assistant Professor of Nursing

The College of Nursing seeks applicants for a tenure-track, academic year appointment starting August 14, 2017. These positions require an earned research or clinical doctorate in nursing or related field. Tenure track responsibilities include teaching graduate and undergraduate nursing courses online and in the classroom, conducting scholarly work in field of expertise, grant writing, and participating in university, professional and community service. An exceptionally qualified applicant may be considered for appointment at the rank of associate professor. Rank and salary are commensurate with experience and education.

The clinical track requires a master’s degree in nursing with a clinical doctorate preferred. Responsibilities include teaching primarily in the undergraduate program and participating in professional and community service and clinical practice.

Expertise in at least one of the following areas is desirable:
• Adult health/critical care nursing
• Mental health nursing
• Executive nursing and leadership

Please submit a cover letter and curriculum vitae to Dr. Jane Walker: walker1@pnw.edu

Review of applications will begin immediately and will continue until the position is filled.

A background check will be required for employment in this position.

Purdue University is an EEO/AA employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities, and protected veterans are encouraged to apply. For more information, please see: www.purdue.edu/ethics/policies/FosteringRespect_accessible.pdf
CAREER OPPORTUNITIES
Connecting Diverse Professionals to Diverse Careers®
insightintodiversity.com

Westchester Community College has entered a new era of student service and success, and is committed to hiring innovative administrators, faculty members, and staff. Women, minorities and those dedicated to diversity and multiculturalism are strongly encouraged to apply. Full-time positions include excellent benefits. Hiring subject to availability of funds.

Administrators.
Provost/Vice President of Academic Affairs (search reopened, previous applicants need not apply).
Dean of School of Arts, Humanities and Social Sciences.

Full-time faculty positions. Chemistry, Health Information Technology, Nursing faculty. Also, Testing Coordinator. Instructor-level positions start in Fall 2017 and require Masters plus one-year related experience, unless otherwise indicated on website.

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Credit Adjuncts (Masters and one-year related experience required unless otherwise indicated on website): Adjunct Counselor for Academic Counseling and Student Life. Also, adjuncts in Anthropology, Biology, Chemistry, Economics, English, Fashion Design/Technology, Fashion Merchandising, Film, Geography, Nursing, Political Science, Psychology, Sociology, Visual Arts.

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DEPARTMENT OF ORTHOPAEDIC SURGERY

The department is recruiting a full time fellowship trained surgeon in Adult Reconstruction Orthopaedic Surgery.

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Virginia Commonwealth University is an equal opportunity employer, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.
Mahnaz Shabbri, president of integrated strategic management consulting firm Shabbir Advisors near Kansas City, presents before a crowd of students, faculty, staff, and administrators at the University of Missouri-Kansas City School of Dentistry as part of the Dr. Donald Brown Diversity Speaker Series; her presentation was titled “Building the Most Welcoming Community for All People.” Established by the university’s Diversity Task Force in honor of Donald Brown, the first African American to graduate from the dental school, the event focuses on discussions around biases and how they disrupt diversity and inclusion, as well as prevent everyone from reaching their full potential.
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