Nursing and Pharmacy Schools

Schools of nursing and pharmacy work to recruit more underrepresented students and faculty and to prepare a culturally competent workforce.
With more than 66,000 students, the University of Central Florida is one of the biggest and best universities in the nation, challenging long-held assumptions about the role and scope of higher education.

U.S. News & World Report ranks UCF among the nation’s most innovative universities along with Harvard, Stanford and Duke (we are the only school in Florida on the list). The Washington Post credits UCF with leading a “national insurgency that aims to demolish the popular belief that exclusivity is a virtue in higher education.”

**UCF is big because we believe in access and opportunity. We’re big because we believe lifting the lives and livelihoods of more people results in a stronger community and a stronger society.**

Our strategic plan distills our approach to a simple formula:

**SCALE X EXCELLENCE = IMPACT**

The power of scale and the pursuit of excellence make a better future for our students and society.

This fall, the average GPA of incoming freshmen is a school-record 4.06. UCF also welcomed a school-record 88 National Merit Scholars to campus and ranks 11th among U.S. public universities for enrolling National Merit Scholars.

UCF and our 13 colleges offer more than 215 degrees from UCF’s main campus, hospitality campus, health sciences campus, online and through its 10 regional locations. The university offers 95 bachelor’s and 87 master’s degrees, 28 research doctorates, three professional doctorates and three specialist degree programs.

Regional campuses are located throughout Central Florida. UCF also includes a fully accredited College of Medicine in the Medical City at Lake Nona and, in 2017, UCF received state approval for a university hospital adjacent to the medical school.

In partnership with Valencia College, UCF has broken ground on a campus in downtown Orlando that will be home to 7,700 students when it opens in 2019.

UCF’s fully online programs include bachelor’s degrees, graduate degrees, graduate certificates and more.

UCF holds the Carnegie Foundation’s highest designation in two categories: community engagement and very high research activity. Kiplinger ranks us a national best-value university. At UCF, 44 percent of students graduate without any educational debt. Nationally, 34 percent of students graduate debt-free.

More than 11,000 students live on UCF’s 1,415-acre main residential campus, 13 miles east of downtown Orlando, and in UCF-affiliated or UCF-managed housing next to the campus. The campus is adjacent to one of the top research parks in the nation and anchors the state’s nearly $5 billion modeling and simulation industry.

The Knights’ 16 athletic teams have earned landmark victories on national stages — from American Athletic Conference titles to BCS football bowl wins. In the classroom, UCF has been the No. 1 public university in the nation for student-athlete graduation success rate for four consecutive years.

UCF employs more than 12,000 people and operates on a budget of $1.7 billion. In FY 2017, UCF earned $136 million in research funding.

As of December 2017, donors have helped the university raise more than $330 million toward IGNITE: The Campaign for UCF’s $500 million fundraising goal. The campaign, focused on student success, academic excellence, and growth and opportunity, concludes in 2019. The UCF Foundation manages an endowment of more than $155 million, as of December 2017.

**Leadership Statement**

**In 2017, the UCF Board of Trustees developed the following characteristics for the university’s next president:**

- A high level of integrity
- A strong personal and professional academic background
- A sense of commitment to undergraduate education, as well as a dedication to and understanding of graduate and professional education and research
- A respect and concern for students
- A commitment to inclusion and diversity
- A commitment to student success in all areas of the collegiate experience
- An understanding and respect for the roles and responsibilities of the faculty
- A demonstrated record of building, nurturing and working with a high-caliber leadership team
- A demonstrated record of partnership and spirit of entrepreneurship
- A willingness to make strategic choices, timely decisions and responsive actions
- The ability to acquire resources from a variety of sources, including fundraising
- The ability to work with a variety of governmental agencies
- A keen understanding of our unique mission and the ability to lead a multisite metropolitan research university
- A desire and ability to support access and inclusion
- An appreciation for the significant role of intercollegiate athletics in the life of the university

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**Nominations and Applications** The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting UCF. Review of materials will begin immediately and continue until the appointment is made. For additional information, please contact:

Laurie C. Wilder, President
Porsha L. Williams, Vice President
770-804-1996 ext. 109
pwilliams@parkersearch.com
lwilder@parkersearch.com

UCF is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply, including minorities, women, veterans and individuals with disabilities. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.
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A COMMUNITY OF BELONGING
FOR ALL PEOPLE

The University of Kentucky is proud to be nationally recognized as a 2017 Diversity Champion.
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Formerly the Affirmative Action Register

Potomac Publishing, Inc.
A recent surge in allegations of sexual misconduct by prominent journalists, entertainers, and politicians is forcing U.S. colleges and universities to examine the policies and procedures surrounding the awarding and rescinding of honorary degrees. More than 10 men who have received such honors have recently been accused of sexual harassment or assault.

Timothy McDonough, vice president for government and public affairs for the Association of Governing Boards of Universities and Colleges, told The Associated Press (AP) that traditionally it has been rare for universities to rescind honors, but given the sweeping and mounting allegations occurring nationwide, institutions of higher education are being confronted with increased pressure to respond. “It’s an issue that more colleges are facing now, and I think each one will look very carefully at these situations and make their own determination,” McDonough said.

For the several that have already revoked honorary degrees, most cite a fundamental conflict between the alleged behavior and the university’s values and mission. The decision is typically a mutual one between an institution’s board of trustees and its president or chancellor.

On Nov. 15, the State University of New York (SUNY) at Buffalo rescinded an honorary doctorate awarded in 2000 to Harvey Weinstein following highly publicized reports of his sexual misconduct. SUNY Chancellor Kristina Johnson issued a statement saying that Weinstein’s actions “conflict with the core values of our university system.”

Additionally, on Nov. 23, the University of Kansas rescinded its William Allen Foundation National Citation Award from Charlie Rose after an article in The Washington Post detailed his inappropriate conduct toward women. In a statement, a spokesperson for the foundation said that “Rose does not exemplify the ideals of this award,” which include “service to [the] profession and community.”

Other institutions, based on a variety of factors, have been more hesitant to take immediate action. Georgetown University, for example, declined to comment to the AP regarding an honorary degree awarded to Charlie Rose in 2015, but a university representative did say that it has never revoked such degrees.

Spokeswoman Alexandra Day for The Julliard School in New York told the AP that the university did not rescind an honorary doctorate awarded to Kevin Spacey in 2000 because such decisions are based “on the information known about the [honoree] at the time of the award.”

Part of the decision to revoke an honorary degree comes from pressure from students, faculty, and outside critics, as evidenced by the more than 20 schools that rescinded honorary degrees to Bill Cosby in 2016. Within hours of NBC’s firing of Today show host Matt Lauer, alumni of his alma mater, Ohio University, rallied to strip him of all accolades, including the Medal of Merit awarded to him by the university in 1999. So far, no action has been taken to do so.

Many argue that these situations suggest a need for more formal processes surrounding the awarding and rescission of honorary degrees, as responses to allegations often seem arbitrary and inconsistent. For example, Ohio University promptly removed Roger Ailes’ name from a campus newsroom and rejected a donation of $500,000 from the Fox News founder and alumnus following news of his sexual misconduct, but the administration has not yet responded to the news involving Matt Lauer.

Complicating matters further is the fact that many honorary degree recipients also donate large sums of money to some colleges and universities. In the case of Harvey Weinstein, SUNY Buffalo State was careful to specify that he never gave any of his personal funds to the university and that a $22,750 donation made by his company Miramax in 2005 — prior to the recent allegations — was used for scholarships.

For some schools, the current and ongoing outbreak of sexual assault and harassment accusations is a call to action. For example, after requests by students and alumni last spring to rescind a 2001 honorary degree given to former Fox News host Bill O’Reilly, Marist College in New York began drafting a policy for how to handle such situations in the future. Other schools may begin to follow the lead of the University of Virginia and Massachusetts Institute of Technology, which forbid the awarding of honorary degrees entirely.

— Ginger O’Donnell
Business moves fast, and it takes a special kind of person to compete in and outside of the office. Staying ahead of the curve requires talent and tenacity, and the right skills to reach higher.

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Students in Veterans Affairs Residency Program Gain Clinical Experience While Serving Veterans

A competitive program, the Veterans Affairs Learning Opportunity Residency (VALOR) allows nursing and pharmacy students to give back to those who have served our country while gaining hands-on experience in clinical settings at a Veterans Affairs (VA) facility.

“The VALOR program is designed to increase participants’ clinical skills, clinical judgment, and critical thinking while caring for our nation’s veterans,” Richard M. Cadle, PharmD, clinical pharmacy manager at the Michael E. DeBakey VA Medical Center in Houston, said in a press release.

Pharmacy students who have completed their second year of an accredited doctor of pharmacy program and nursing students who have completed their junior year in an accredited clinical program and who have a minimum 3.0 GPA are eligible for the program. Participants complete a minimum of 400 hours working at a VA healthcare facility on a full- or part-time basis during the summer and have the option to continue working on a part-time basis throughout their final academic year.

With 73 program sites across the country, VALOR allows these student-interns to work with patients in a wide variety of settings and capacities, including internal medicine, ambulatory care, treatment of infectious diseases, mental healthcare, and home-based primary care. In the past, participants have concentrated on medication therapy management, particularly for geriatric populations; antibiotic management for veterans needing acute, long-term care; and protocol for limiting Benzodiazepine use in patients with post-traumatic stress disorder.

Many students have been quick to praise the program for helping build their confidence as well as for the many opportunities it provides to apply what they have learned firsthand in the classroom. “The VALOR program has been a great learning experience. It is interesting to see how [the VA] pharmacy works and the systems they use,” Allison Bryce, a graduate of Texas A&M (TAMU) Irma Lerma Rangel College of Pharmacy, said in a press release. Bryce served at the Michael E. DeBakey VA in the summer of 2014.

According to the U.S. Department of Veterans Affairs, VALOR participants who go on to work at a VA healthcare facility upon graduation are often hired one to three levels above the standard entry-level salary as they are already familiar with VA practices and requirements. However, even if these graduates choose another long-term career path, many have been inspired to begin their practice in VA hospitals because of the learning opportunities they provide. For example, the VALOR experience inspired Courtney J. Landry, who worked at the Michael E. DeBakey VA Medical Center in 2012 and graduated from TAMU in 2013, to apply for a residency at a VA hospital for her first year of post-graduate pharmacy practice.

— Ginger O’Donnell
An opportunity awaits at the University of North Florida.

A search is underway for UNF’s sixth president.

Consistently ranked nationally for quality and value, the University of North Florida offers academically gifted students a rich learning environment in an inspiring setting.

UNF’s dedicated and diverse faculty and staff engage students in research, experiential learning and community partnerships that not only promote intellectual and cultural growth, but position students for lifelong success in the region and around the globe.

Small class sizes and individualized attention are hallmarks of an education at UNF and one of the reasons we are proud to say:

No one like you. No place like this.

Learn more about the University of North Florida and our presidential search at: www.unf.edu/president/search

For additional job opportunities, visit www.unfjobs.org
Califor Nia Kari Knutson Miller, PhD, has been named interim provost and vice president for academic affairs at California State University, Fullerton. She previously served as dean of extended education and associate vice president of international programs and global engagement at the university.

NORTH CAROLINA Luke Givens was appointed director of multicultural affairs at the University of North Carolina at Asheville. He previously served as retention and multicultural center coordinator at Portland Community College in Oregon.

NORTH DAKOTA Cara Halgren, EdD, has been named vice president of diversity and student affairs at the University of North Dakota in Grand Forks. She was most recently associate vice president and dean of students at the university.

OKLAHOMA Eunice Tarver, PhD, was appointed provost of the Tulsa Community College Northeast Campus. She was most recently interim provost of the college’s Northeast Campus and retains her position as assistant vice president for diversity and inclusion at the college.

PENNSYLVANIA A jay Nair, PhD, was named president of Arcadia University in Montgomery County. He previously served as senior vice president and dean of campus life at Emory University in Atlanta, Ga.

VIRGINIA David Johns, PhD, was appointed president of Ferrum College. He was most recently vice president for academic affairs at Union College in Barbourville, Ky.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
The Division of Institutional Diversity helps OSU enrich its diverse community of students, faculty, and staff, and promotes the importance of broadening perspectives within Oklahoma and around the world.

OSU Celebrates Diversity

- 2016 National Association of Diversity Officers in Higher Education (NADOHE) Institutional Excellence Award
- Six-year recipient of Higher Education Excellence in Diversity Award from Insight Into Diversity (2012-2017)
- Earned U.S. Dept. of Education Minority Serving Institution (MSI) designation in 2014
- Diverse Issue in Higher Education Top 100 Degree Producers for African American, Native American, Asian American, Latino and biracial/multiracial graduates (2014 and 2015)
- No. 1 in the nation among public land-grant colleges and universities for graduating Native American students five years in a row

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

OSU is focused on bright minds, building brighter futures and the brightest world for all.
NURSING AND PHARMACY SCHOOL DEANS

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

Vassilios Papadopoulos, DPharm, PhD, DSc, is dean of the University of Southern California School of Pharmacy. He has also served as the executive director and chief scientific officer of the Research Institute of the McGill University Health Centre in Montreal. In this role, Papadopoulos led several research initiatives that allowed the center to build a cutting-edge facility for clinical and biomedical research. He also established the Desjardins Centre for Advanced Training to cultivate the development of future scientists and clinicians. Papadopoulos holds several patents, has published over 300 papers, and is a member of various national and international advisory committees.

Antonia M. Villarruel, PhD, RN, is dean of the University of Pennsylvania School of Nursing. She also oversees the school’s World Health Organization Collaborating Center for Nursing and Midwifery Leadership. Villarruel previously taught at the University of Michigan School of Nursing, where she served as the Nola J. Pender Collegiate Chair and the associate dean for research and global affairs. She has developed an intervention called Cuídate, which uses games, discussion, and role-play — among other tools — to encourage abstinence and safe sex among Latino teens. Villarruel is the recipient of the President’s Award for Health Behavior Intervention Research from the Friends of the National Institute of Nursing Research.

Randolph F. R. Rasch, PhD, RN, is dean of Michigan State University (MSU) College of Nursing. Before joining MSU, he served in both teaching and leadership capacities in the schools of nursing at North Carolina Central University, the University of North Carolina at Greensboro, and Vanderbilt University. Rasch was also a spokesperson for “Nursing Education … Pass it On,” a campaign led by Nurses for a Healthier Tomorrow to address the national nursing shortage. He was the first African American male nurse to graduate from Andrews University in Berrien Springs, Mich.; the first black male public health nurse in the state; the first African American man to earn a master of science in nursing at Vanderbilt; and the first black male PhD nursing student at the University of Texas.

Barbara Broome, PhD, RN, is dean of Kent State University College of Nursing. Prior to this position, she was associate dean of the University of South Alabama (USA) College of Nursing in Mobile. During her tenure at USA, Broome was awarded the Faculty Senate’s 50 Outstanding Faculty award. In addition, she was named a fellow of the American Academy of Nursing in 2008, and she served as president of the Association of Black Nursing Faculty from 2002 to 2004. Broome’s research concentrates on issues of urinary incontinence in men, women, and children, as well as biofeedback as an intervention.

Gireesh V. Gupchup PhD, is dean of Southern Illinois University Edwardsville (SIUE) School of Pharmacy. He has also served as associate dean for student affairs and chair of the PharmacoEconomics, Pharmaceutical Policy, and Outcomes Research Graduate Program at SIUE; and as director of the New Mexico Medicaid Retrospective Drug Utilization Review Program at the University of New Mexico Health Sciences Center. Gupchup was the first vice president of the New Mexico Pharmaceutical Association. His research focuses on the evaluation of structures, processes, and outcomes for the delivery of pharmaceutical services and products to underserved populations.

Natalie D. Eddington, PhD, is dean of the University of Maryland School of Pharmacy. Previously, she was chair of the Department of Pharmaceutical Sciences and director of the Pharmacokinetics and Biopharmaceutics Laboratory at the school. Eddington has authored more than 125 publications and presented over 250 lectures on topics related to academic pharmacy. She is an active member of the American Association of Colleges of Pharmacy, previously serving as chair of its Council of Deans’ Diversity Task Force and currently acting as chair of its Research and Graduate Affairs Committee.
Coming to America

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

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

Hit the ground running

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

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

Diverse paths, diverse community

We’re located in the heart of Denver and are one of the leaders in diverse enrollment among Colorado’s four-year universities with 7,812 students of color. At MSU Denver, we celebrate that each person’s road is different. Where will yours take you?
Briton Hammon, a former slave turned British soldier, wrote America’s first known slave autobiography, *A Narrative of the Uncommon Sufferings and Suprizing [sic] Deliverance of Briton Hammon*, in 1760.

In his landmark book *The Mis-Education of the Negro*, published in 1933, educator Carter G. Woodson contended that America’s schools indoctrinated African American students into seeing their race as inferior.

In 1980, Molefi Kete Asante popularized the term “Afrocentricity” in his book *Afrocentricity: The Theory of Social Change*. By challenging Eurocentric perspectives of culture and history, it became one of the most influential texts in the field of African American studies.

“Liberty Further Extended, or Free Thoughts on the Illegality of Slave-keeping,” an essay written by Lemuel Haynes — one of America’s first African American clergymen — analyzes the values espoused in the Declaration of Independence to point out the hypocrisy of the Revolutionary War, in which Haynes and other black soldiers fought for the rights of white slaveholders.

As a 30-year-old doctoral candidate, Jeanne L. Noble became one of the first writers to examine the experiences of black women in higher education in her dissertation, titled *The Negro Woman’s College Education*, which was published in 1956. She went on to become a Columbia University professor and an acclaimed scholar.

Considered as the first woman to publicly lecture against slavery, Maria Stewart published a collection of her abolitionist essays, speeches, and poetry in *The Productions of Mrs. Maria W. Stewart* in 1835.

In *The Autobiography of Malcolm X* was released shortly after the human rights activist was assassinated in February 1965. Written in part by Roots author Alex Haley, it sold 6 million copies in less than a decade.

In documenting the events of the 1955-1956 Montgomery Bus Boycott, Martin Luther King Jr. provided a guidebook to peaceful protest in *Stride Towards Freedom: The Montgomery Story*. It was the first of five books written by King and published during his lifetime.

In 1903, W.E.B. Du Bois famously stated, “The problem of the 20th century is the problem of the color line.”

One of America’s most influential contemporary scholars, Cornel West published his famous work *Race Matters* in 1993. It analyzes the causes and effects of media stereotypes, police brutality, and other problems plaguing modern black society.

In honor of African American History Month, INSIGHT Into Diversity recognizes some of the landmark nonfiction and scholarly works that have both defined and transformed black history in the U.S.

Sources: *The Atlantic*; Biography.com; Encyclopedia Britannica; The HistoryMakers; *The New Yorker; The New York Times*; Michigan State University; NPR; The Ohio State University; The Pennsylvania State University; Princeton University; the University of California, Berkeley; the University of North Carolina; the University of Virginia; Wake Forest University; Wikipedia.com
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College of Pharmacy

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Congratulations

AACN salutes all of the 2017 Health Professions HEED Award recipients, including the following institutions with schools of nursing:

Augusta University, Health Sciences Colleges
California State University, Los Angeles, School of Nursing
MGH Institute of Health Professions
The Medical University of South Carolina
The Ohio State University College of Nursing
University of Cincinnati College of Nursing
University of Houston College of Nursing
University of Memphis, Loewenberg College of Nursing
University of Minnesota School of Nursing
University of Rochester School of Nursing
University of Washington School of Nursing
The Gender Equity Imperative: Business Leaders Have a Role to Play

By Tia T. Gordon

The world seems to have shifted on its axis. We have seen some ugly flashpoints in recent months, including the rise of a new political power in the U.S., the devastating events in Charlottesville, Va., and mounting pressure to address sexual harassment on college campuses and in the workplace. However, periods of turmoil can create renewed focus and energy. We are seeing people coming together to form new alliances and movements for change. Women, for example, are coming together in greater numbers globally than ever before, demanding that they be heard and that action be taken.

In the business world, while we can’t change the global dialogue, we can transform the conversation at work, build bridges across differences, and support the changing of behaviors and the creation of workplaces in which everyone has an equal chance to succeed. Excluding groups or individuals benefits no one. When this happens, those who are excluded may feel like they are outsiders and don’t belong. This can be the experience of a woman in a workforce typically led by men, a man in an industry mostly composed of women (i.e., nursing), or an LGBTQ employee who is seen as being different. These scenarios often cause individuals who are deemed as “other” to be disconnected from the power structures at the top. Women of color, for example, often face mounting pressure and undue burdens in the workplace because of their race or ethnicity, sometimes causing them to fare worse than their white female peers.

Although progress has been made for women in workplaces across the country, there is still much work to do, as they are not represented equally at all levels of management in organizations. Women hold only 21.2 percent of all board seats at S&P 500 companies, while women of color hold just 3.1 percent of Fortune 500 board seats. In addition, female employees are often paid less than men.

The challenges women face at work, including gender stereotypes, unintended biases, and sexism, can’t be solved by women alone. It’s time for those in positions of power to step forward and knock down barriers that are holding back half of the talent pool. While some make the argument that there are not enough qualified women for senior roles, this is simply not true. Until we ensure a level playing field for all individuals to thrive equally, regardless of gender, race, ethnicity, or sexual orientation, the majority — which in senior leadership are white men — will continue to reign. Surrounding yourself with those who look like you, comfortable as it may be, fosters groupthink, which research has shown stifles innovation and creativity. All companies seek the competitive edge, and that edge comes from listening to and learning from diverse perspectives and insights.

Business leaders need to take intentional action to break the deadlock around giving equal access to all talent — helping to ensure that all women are getting the right opportunities that research has proven can propel people to the top. The advancement of women into leadership roles needs to be treated like any other business objective.

Governments, too, need to be supporting this momentum. Countries including Australia and the United Kingdom have put into place frameworks and targets using a “comply and explain” model rather than compulsory quotas, which has proven successful in accelerating progress for women. Also, in Canada, Prime Minister Justin Trudeau’s cabinet made international news with its equal makeup of men and women. This balance was no accident, but the culmination of a strategic program Trudeau established called “Ask Her to Run,” which encourages women to run for office. Intentional leadership such as this sends a powerful message to other leaders to act.

Gender parity doesn’t happen overnight, nor does it happen without a concerted effort and commitment. However, the more intolerant the world, the more responsibility there will be on businesses to embody progressive, fair, and inclusive principles.

Tia T. Gordon is the vice president of global communications at Catalyst. She is also a member of the INSIGHT Into Diversity Editorial Board. Catalyst is a partner of INSIGHT Into Diversity.
Clemson University
Men of Color National Summit
April 12–13, 2018

SPEAKERS
Roland Martin • Serita Acker
• Derrell Bradford • Marco Clark
• Brian Heat • Chris Howard
• Roy Jones • Wes Moore
• Steve Perry • Carlos Santiago
• Damon Williams • Juan Williams

clemson.edu/menofcolor

Our Mission
The mission of the Men of Color National Summit at Clemson University is to close the achievement gap for African-American and Hispanic males, from cradle to career. The summit brings together approximately 2,000 high school and college students, business professionals, educators, government officials and community leaders from around the country.

Summit Topics
• Career and professional development
• Entrepreneurship
• Masculinity/personal identity
• Retention rates, graduation and student achievement
• Social/community engagement

Successful Together
At Quinnipiac University, we believe diversity is essential to a thriving, academic community and a vibrant, collaborative workplace. It’s a big reason why The Chronicle of Higher Education has named Quinnipiac a “Great College to Work For” the last two years.

QU.edu | Hamden and North Haven, CT
Does Your Definition of Diversity Lead to Equitable and Inclusive Action?

By Rhae-Ann Booker, PhD, and Keri Dutkiewicz, PhD

When it comes to advancing diversity, equity, and inclusion (DEI) in higher education, colleges and universities — like many organizations — face unique challenges. Educational institutions are often organized by division, area of expertise, program of study, and even location, and DEI is sometimes viewed as one person’s or department’s job rather than something that is important for every functional area. Even when DEI is included in an institution’s mission or vision, if all faculty and staff do not embrace and take responsibility for fulfilling this commitment, a truly diverse, equitable, and inclusive organization is not possible.

In general, diversity is composed of multiple dimensions, including age, race, gender, sexual orientation, socioeconomic status, geographic location, and other components. Yet, to build and sustain an equitable and inclusive culture, organizations must pay more attention to unspoken individual and institutional definitions of diversity.

To meet DEI objectives, many schools provide some form of diversity training ranging from a one-time workshop to a multi-year series. An organization’s approach to implementing such training reflects its definition of diversity; the curriculum will likely vary depending on what diversity means to a particular institution or department. For example, how might your approach to training be different if your organization defined diversity as a practical matter essential for financial success (i.e., the smart thing to do), a necessary component of social justice (i.e., the right thing to do), or a key framework for building equitable and inclusive systems (i.e., closing gaps in institutional outcomes across groups)?

How might your approach to training be different if your organization defined diversity as a practical matter essential for financial success (i.e., the smart thing to do), a necessary component of social justice (i.e., the right thing to do), or a key framework for building equitable and inclusive systems (i.e., closing gaps in institutional outcomes across groups)?

96 percent of all university employees participated in the training. Individuals were able to opt out of the study, but we still had a strong participation rate of 72 percent. For the most part, the definitions we received revealed positive attitudes about diversity. Some sample employee definitions of diversity are as follows.

- Including everyone and being open to others’ opinions, beliefs, cultures, etc.
- People who have different backgrounds, experiences, and cultural values coming together to work, socialize, and learn
- Respecting where others come from and their individual experiences;
celebrating differences and similarities; being unique and still being included

- An openness to any and all perspectives, backgrounds, and experiences
- Being respectful of the viewpoints and other differences within a community of people

Surprisingly, most employee definitions did not directly mention race, ethnicity, gender, or sexual orientation. The fact that so many did not explicitly call out these aspects of identity may suggest that our colleagues are uncomfortable addressing historic and systemic disadvantages. Similarly, the absence of direct reference to sexual orientation may indicate a comparable issue. This leads to the following questions: As DEI professionals, are we equipping people with the awareness and competency to identify and address systemic inequities at our institutions and in our communities? Do these broad definitions enable a culture of inaction around historical, systemic inequities?

All-encompassing definitions of diversity may be a necessary first step toward building a culture of inclusion. However, if people do not recognize — or do not feel comfortable talking about — historic and structural inequities, we have not achieved our goal of an inclusive culture.

Applying our learning from the study, we implemented a second round of DEI training focused more explicitly on privilege and marginalization, and a third level on cultural intelligence. In these workshops, we used real-world case studies to engage employees in reflective conversations about advantages and disadvantages connected to dimensions of human diversity. Participants mapped their own relative levels of privilege and marginalization, which helped them better understand the concept of systemic inequity. These sessions also included mindfulness training to help people become more aware of their unconscious biases.

The cultural intelligence sessions helped employees recognize the ways in which their cultural values shape their perceptions and behaviors at work and at home. These also provided specific strategies for working with others who may have different values. Our goal was to increase individuals’ self-awareness and provide possible road maps to support inclusive behaviors. In doing so, we hoped to make our organizational vision a reality by aligning values, goals, and institutional practices.

Reflecting on definitions can start the conversation about how everyone is an essential contributor when it comes to DEI and how we can and must work together to align unspoken values, stated goals, and organizational practices.

Davenport’s DEI vision calls for creating a university that will do the following:

- Be the leading example of a diverse and equitable organization as reflected by the composition and behavior of its faculty, staff, and students
- Be a community where similarities and differences are respected and celebrated, multiple perspectives and diversity of thought are embraced, and people are engaged in intercultural experiences
- Actively promote the full participation of all community members while acknowledging the challenges faced by people from historically marginalized groups

An individual’s attitude toward diversity may matter more than the precise terminology he or she uses to define it. To achieve equity and inclusion, we need people who embrace the value of diversity. Davenport’s training sessions can clarify the university’s organizational definition, but it is much harder to change an individual’s deeply rooted attitudes. Looking closely at definitions can help uncover these thoughts and feelings about diversity. It takes the entire team to make DEI a reality, and offering people the opportunity to share their definitions of diversity can start the process of having an open dialogue about these critical topics.

Yet, you do not have to complete a full-scale research project to collect such definitions; focus groups or online surveys provide easy ways to gather this information. Once you have a clearer sense of how your employees define diversity, you can move to the next phase of using these descriptions to chart an effective course of action. For example, you can consider and determine what kinds of training approaches and institutional initiatives your diversity definition most naturally favors, as well as what attitudes about DEI the definitions help uncover.

By taking the time to understand these definitions, you can help ensure that diversity, equity, and inclusion are not just words in the university’s mission or vision statement. Reflecting on definitions can start the conversation about how everyone is an essential contributor when it comes to DEI and how we can and must work together to align unspoken values, stated goals, and organizational practices.

Rhae–Ann Booker, PhD, is the executive director of diversity, equity, and inclusion at Davenport University. Keri Dutkiewicz, PhD, is the director of faculty learning at Davenport University. Davenport University is a 2012–2017 INSIGHT Into Diversity HEED Award recipient.
In 2016, along with my colleague William T. Lewis Sr., PhD, of CoopLew LLC, I launched a project that sought to shed light on the experiences of chief diversity officers (CDOs) in higher education. Sponsored by INSIGHT Into Diversity magazine, the study was the result of survey data gathered online over a two-month period beginning in November 2016.

The CoopLew study, titled *From Their Mouths: The Lived Experience of Chief Diversity Officers in Higher Education*, is groundbreaking national research conducted to bring forth credible, personal sentiments and perspectives regarding CDOs’ attitudes, workplace perceptions, and skill applications in higher education. The survey garnered more than 260 responses from current and past CDOs.

The overarching theme of the findings was that CDOs harbor many untold and unseen perspectives about their work; these views are often the result of situations they encounter after being hired, alternative presidential agendas, and misconceptions about the role CDOs should play in institutional transformation. However, despite these challenges, CDOs persist to make gains in skill expansion, resource allocation, status, and the centrality to the academy’s transformation.

Target areas of the CoopLew study included the following:

- General work context – working with clear directions; being heard and respected
- Organizational values and behaviors – consensus on expectations; how one was treated
- Utilization of skill sets – degree to which certain skills could be used or were rejected
- Personal reflections – beliefs about whether schools are truly inclusive and value equity and diversity
Within and throughout the research, we maintained a focus on subcategories to reveal what CDOs thought about workplace matters such as the following:

- Skills for the 21st century
- Resources necessary to do the job
- Job satisfaction stemming from personal treatment and respect
- Expectations of the job from top-down and peer perspectives
- Imperatives for building strategic relationships
- Personal perceptions about how an inclusive campus behaves
- Relationships with students, staff, faculty, and senior administrators

The survey results indicate that higher education faces a tremendous gap in bona fide talent to fill the role and complete the necessary work of the CDO. On the one hand, baby boomer CDOs are set to retire in the next five to 10 years, and on the other hand, the pipeline of millennial CDOs is sparse, creating the need to pay serious attention to developing the next generation of diversity leaders.

The overall results of the study demonstrate a clear need for national conversations about CDO executive functionality and emergence, recruiting and training new diversity leaders, competency standardization, and CDOs’ views regarding equity among senior peers and relationships with university presidents.

Other studies pertaining to CDOs, such as those completed by the National Association of Diversity Officers in Higher Education (NADOHE) and executive search firm Witt/Kieffer, collected data regarding CDO peripherals such as years of service, position levels, institution types, and more.

The CoopLew study adds to this body of research by revealing the heart of the professional as a person in regard to some of the controversial issues that keep CDOs up at night. Its findings demonstrate that the CDO’s desire and need for a genuinely supportive institutional culture can be challenged by resistance. At CoopLew LLC, we call this the “shadow culture” — unwritten rules that can surface after the CDO is hired that confound and otherwise thwart his or her progress toward peace and tranquility among all campus constituents.
Data from the study tell a true story about how CDOs’ daily experiences unfold. The findings also paint the landscape for new paradigms in diversity expertise and administration. As co-authors of the report, Lewis and I stress that the findings do not reflect nor do they expand upon perceptions of presidents and others with whom CDOs are expected to develop strategic partnerships. More precisely, the results bring to light CDO insight on issues that ultimately affect their capacity to achieve transformative work at their institutions.

Given the national and institutional challenges with diversity and inclusion, the timing for conducting this groundbreaking research was clear. However, too often we focus so much on the war that we forget to ask about the welfare of those leading the charge.

The summations of the CoopLew research report speak for themselves. It is important to get in front of critical issues affecting the success of the CDO’s work in higher education. The next step must be practical, effective, and focused training to attract and develop these leaders for strategic advancement.

National workshops such as the newly created CoopLew Aspiring and Emerging Chief Diversity Officers Boot Camp will help bring research and solution-based training to the forefront of CDO development.

The first Boot Camp will take place Feb. 21-23 at the International Civil Rights Center and Museum in Greensboro, N.C. Guest speakers include Ken Coopwood Sr., PhD; William T. Lewis Sr., PhD; William B. Harvey; Kumea-Shorter Gooden, PhD; Carlos Medina, EdD; and Etheline Desir.

To read the entire CoopLew study and to register for the Boot Camp, visit cooplew.com.

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In 2013, in her new role as supervisor to an intern in the emergency department, Emily Whitgob wanted to ensure a positive experience for her trainee. However, she found her ability to do so was challenged when confronted with an awkward situation her intern had with a patient’s family member.

“She came back after seeing a patient and was telling me about the child and the child’s family,” explains Whitgob. “The medical problem was very well controlled, and she said, ‘By the way, the father looked at my name badge and asked me if my last name was Jewish.’” The father proceeded to tell the intern that he didn’t want a Jewish doctor because he was from Palestine. “I gasped,” Whitgob says, “thinking what do I do now? How do I make this intern feel safe? This was not something I had experienced before. The first thing I thought of was [taking her place].”

Although the intern was in fact not Jewish and said she was comfortable continuing to work on the patient, Whitgob, MD, MEd — who is a medical fellow in the Department of Pediatrics at Stanford University Medical Center — was shaken by the incident. Yet, experiences like this are not unique for healthcare professionals today.

In a 2017 survey of more than 800 U.S. physicians conducted by WebMD and Medscape, 59 percent reported hearing offensive remarks from patients about personal characteristics in the past five years, mostly regarding a provider’s age, gender, race, or ethnicity. Of those patients, 47 percent requested a different doctor. Additionally, the majority of physicians surveyed said their institutions offered no training or had no formal policies in place regarding how to handle patient bias and discrimination, or they were unaware of such policies.

Some medical centers and hospitals have even noticed an uptick in this type of behavior by patients as of late, which some attribute to the biases personally expressed by President Donald Trump.

While much research, literature, and education have been dedicated to addressing bias directed toward patients from providers, the opposite problem — bias and discrimination from patients — is rarely researched and less often discussed in health professions schools and medical institutions.

“This is a new area. I think it’s very important and even harder to control,” says Whitgob. “We can try our best to train practitioners … and let them know what bias means, but we can’t train our patients. We cannot control who walks in the door.”

Finding very little information on this issue, Whitgob decided to do her research project for residency on this topic. In hopes of informing how trainees, faculty, and providers could best respond to situations of patient bias, she and two of her colleagues interviewed a sampling of pediatric faculty leaders at Stanford in 2014.

Individuals were asked how they would respond to scenarios involving discrimination against trainees based on race, gender, and religion.

Participants wanted trainees to feel empowered to remove themselves from care when necessary but acknowledged that removal was not always possible.
or easy,” the study states. “Nearly all participants agreed that trainee and faculty development was needed.”

According to Whitgob, four key themes emerged from the interviews, which in turn led to the development of a four-step approach for providers confronted with discrimination or bias: 1) in an emergency, ignore such comments; 2) focus the encounter on the shared goals of treatment; 3) depersonalize the event; and 4) foster a community of support within the hospital.

In addition to this research, in 2015 Whitgob and her colleagues surveyed all pediatric residents at Stanford and discovered that not only had 15 percent of respondents personally experienced or witnessed mistreatment, but 50 percent reported not knowing how to manage these instances when they occurred.

“I think people have been taught over the years to just swallow [these situations] and move on,” says Whitgob, “and we’re trying to make it something that providing patient care doesn’t mean that you have to be disrespected.”

Despite the critical nature of these issues, many health professions organizations and agencies — such as the Association of American Medical Colleges, the American Association of Colleges of Nursing, and the American Dental Education Association — do not have specific guidelines or policies in place requiring that schools train students how to respond to patient bias or discrimination. Additionally, the majority of health professions schools don’t appear to address such situations in their curricula, and hospitals and other healthcare facilities rarely have policies in place dictating how providers should handle incidents.

However, one institution that’s been proactive in this area is Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center. In a push by Dean of Penn State College of Medicine A. Craig Hillemeier, MD, the board of directors approved a patients’ rights and responsibilities policy in May meant to affirm the institution’s commitment to its medical staff.

“The policy provides that our expectation is that patients do not discriminate against our employees because of an aspect of diversity,” says Lynette Chappell-Williams, JD, chief diversity officer and associate dean for diversity and inclusion. “It also provides that we will not honor patient requests for a change of provider based on race, ethnicity, religion, sexual orientation, or gender identity and that we will only honor [such] requests based on gender when there are extenuating circumstances, such as religious requirements.”

Following the implementation of the policy, Chappell-Williams invited Whitgob to come share her research with senior leaders at Penn State to help inform how the institution will move forward, which Chappell-Williams says may involve developing a mechanism to track incidents of patient bias and requests for a change of provider. Whitgob also met and reviewed her research with students, as well as provided strategies, including her four-step approach, for how to respond to such occurrences. In addition, Penn State implemented training for students, led by Kelly Holder, PhD, director of the Office of Student Mental Health and Counseling, who shared strategies on caring for oneself after experiencing such instances.

At the medical center, all nurses are made aware of the patients’ rights and responsibilities policy during new-nurse orientations, as well as receive brief guidance around how to intervene when situations occur. This inclusion intervention, as Penn State calls it, is designed to help employees who witness the mistreatment of a colleague by a patient or their family members, want their own family member to see — and that in talking with [that provider] afterward, not downplay the incident.”

Chappell-Williams believes the existence of such a policy benefits not just students and medical staff, but also the institution as a whole, and that it will ultimately help Penn State attract and retain top talent. “Because of our commitment to creating an inclusive environment, we thought it was the right approach from a retention perspective and from a patient care perspective to implement this,” she says. “It’s important that we value our medical staff.”

“They appreciate the fact that we have the policy and that we’re providing techniques for how to address the situation,” she adds. “If a provider doesn’t feel that they are supported by the organization, they’re not going to be fully engaged; then you can potentially have retention problems because they may seek out organizations where they will be supported.”
Rutgers School of Dental Medicine (RSDM) has also begun to delve into the issue of patient bias and this year began conducting small-scale training around managing such situations. Through case scenarios, students are educated on how to deal with bias and discrimination, says Rosa Chaviano-Moran, DMD, assistant dean of student admissions and recruitment.

“Most diversity training … is focused on healthcare providers’ assumptions and biases toward their patients. At RSDM, we know that the reverse can also be true — and rather prevalent as the healthcare workforce becomes more diverse,” she says. “As we discuss with our students strategies to enhance cross-cultural skills in the delivery of … care and how to reflect on our cultures and assumptions, we [examine] scenarios [regarding] how patients and dentists can have different perspectives, values, and beliefs about health and illness and how that may impact the delivery of care.”

Considering that patient bias is a new area of focus in healthcare, developing training and policies around it currently requires a certain amount of ingenuity. “There isn’t anything out there in terms of how to approach it, so we are sort of navigating very uncharted territory,” says Chappell-Williams.

However, according to Kimani Paul-Emile, PhD, JD, an associate professor of law at Fordham University, this is an area that many institutions across the country, particularly large teaching hospitals, are currently grappling with. Having expertise in law and biomedical ethics as well as anti-discrimination and health law, she has researched and written extensively on topics related to patient bias. The matter, Paul-Emile indicates, is not an easy one to address.

“These issues raise many thorny, legal, ethical, and clinical challenges for patients, providers, and healthcare institutions,” she says.

In an article she co-authored in *The New England Journal of Medicine* titled “Dealing with Racist Patients,” Paul-Emile details the legal considerations and implications of addressing incidents of patient bias. The most important thing in these situations, she says, is balancing provider and patient rights.

Providers have the right to a workplace free from discrimination, according to Title VII of the Civil Rights Act of 1964, and institutions that force doctors to “accede to a patient’s request for reassignment on the basis of a worker’s racial or ethnic background may violate Title VII,” the article states. This — along with

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providers being forced to continue to see patients who have discriminated against them — is an area that can lead to lawsuits by employees.

“A challenging scenario might involve a physician who decides, ‘You know what, I don’t want to be reassigned. This happens more often than I would like, and if I were to step aside, I would never see patients.’ If the hospital were to continually mandate that the physician refrain from treating such patients, then it could run afoul of antidiscrimination laws,” explains Paul-Emile. She says that doctors and trainees need to be allowed — and empowered — to make their own decisions as to whether or not they want to continue to see a patient — for many reasons. “There’s the reality that physicians are sued all the time, even when things go right,” Paul-Emile adds. “So if a patient doesn’t like the assigned physician, rejects him or her, and then something goes wrong, the patient may be more likely to sue the physician.”

While patients have the right to request a different physician, hospitals also have the right to refuse such requests. Where things get more complicated is in the emergency room. The Emergency Medical Treatment and Active Labor Act requires that “hospitals evaluate people who come to the emergency room to see if they have an emergency condition and provide stabilizing treatment, if necessary,” explains Paul-Emile. “The law was created to prohibit hospitals from dumping patients based on their inability to pay; however, it could raise challenges for a hospital that has a patient who needs to be stabilized but who says, ‘I don’t want the assigned doctor.’”

“Patients are going to be making these requests, so prevention is impossible,” she adds. “The question then becomes, how should hospitals and healthcare workers respond?” Paul-Emile recommends that doctors consider several key factors when determining whether or not to accommodate a patient’s request for a new provider. The first step is assessing the individual’s condition.

“If the patient requires stabilizing treatment, then the physician may look to see if there’s a nurse or resident who is of a race or background that’s acceptable to the patient and have that person conduct the initial evaluation, while making clear to the patient that this is outside of the standard of care and that the doctor is still in charge,” explains Paul-Emile. Additionally, she recommends that providers attempt negotiation and persuasion before resorting to accommodation. However, “if the patient is cognitively impaired,” she says, “then the physician might have to accommodate his or her reassignment demands.”

When it comes to developing policies around how to handle instances of patient bias and requests for accommodation, Paul-Emile emphasizes the importance of being flexible in order to “fully address the ways in which bias operates in medical practice.” At times, what we may think is bias is something else entirely.

“Many studies show that medical practice remains rife with implicit racial bias, so I can envision a scenario where an older black patient who has experienced several instances of discrimination and ill treatment by non-black physicians says, ‘I really want a physician who will show me respect, whom I can trust, who will listen and understand my concerns, and in my experience, I’m more likely to get that with a black physician. So if I can’t get a black physician, I’m not going to the hospital,’” Paul-Emile explains. “Gender concordance comes from the same types of sensibilities,” she adds. “Some female patients might want a female physician who they believe will understand their concerns, whom they can trust. Because trust is such an important element in the physician-patient relationship, I would advise a protocol with more nuance.”

While Paul-Emile believes it is critical to consider each case individually and to allow healthcare professionals to make their own decisions, she also thinks it is important for medical institutions and schools to have policies and training...
in place. “Many medical schools have scripts for training future doctors on how to deal with difficult or challenging patients — why not have [one for] the racist patient?” she says, adding that nowadays, this type of training is more critical than ever. “In this new political climate, it seems like people feel freer to express their racial opinions and biases, and I think that is also coming into play.”

In Whitgob’s experience, many healthcare professionals want this type of training. “In an academic [health] center, people often don’t want one more training module, one more lunch-time lecture,” explains Whitgob. “But everyone we spoke with said, ‘No, we would really like to have more training on this because we see the need for it; we see that it’s a problem, and we don’t know how to make it better.’”

She believes health professions schools should be facilitating these discussions early and often — “in the orientation to medical school, in the orientation two years later when you’re starting clinical rotations, and then at the beginning of your intern year, all the way through,” says Whitgob. “[I’m] not just talking about medical doctors; this also extends to anyone in nursing, social workers — anyone who is providing patient care.”

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Kennesaw State University
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Across the U.S., institutions of higher education must work to allocate resources and provide services to meet the evolving needs of their student populations. At times, this requires the creation of unique programs and support systems that go above and beyond mainstream offerings. The following universities demonstrate this level of commitment through their efforts to help underrepresented, first-generation, LGBTQ, and international students succeed.

**University of Colorado Boulder**

First-generation and underrepresented students at the University of Colorado Boulder (CU Boulder) benefit from scholarship funding and extensive support services offered through the university’s CU LEAD Alliance. Under the alliance, nearly every college and school within the university provides additional academic and personal enrichment to best serve these students.

“Each [school] follows a slightly different model depending on its students’ needs,” says Alphonse Keasley, PhD, associate vice chancellor for the Office of Diversity, Equity, and Community Engagement. “The [overall] alliance model is based on providing transitional programs, cohort involvement, academic enrichment and tutoring, and preparation for the next level [after graduation].”

The Miramontes Arts and Sciences Program (MASP) in the College of Arts and Sciences, for example, accepts an annual cohort of approximately 40 incoming freshmen who identify as first-generation or minority. According to Keasley, program staff select participants who demonstrate superior academic ability and a commitment to building community and supporting others.

The first component of MASP is a five-week summer program designed to introduce students to the unfamiliar environment of a college campus and the academic rigors of a CU Boulder education. Known as the Program for Excellence in Academics and Community (PEAC), the experience fosters a sense of communal responsibility and support among the cohort through team-building exercises and social excursions.

Its primary purpose, however, is to familiarize students with the expectations of a college classroom. Participants must take a total of five PEAC courses, which operate on an accelerated schedule and are taught by specially trained MASP instructors; these include mandatory writing classes and enrichment seminars that cover academic topics and practical matters like time management.

“PEAC offers students courses that will be part of their first-year requirements; if a student is majoring in biology, for example, we’d make sure he or she takes at least one math and one science course,” Keasley says, adding that the program helps participants develop strong study habits they may not have learned in high school. “We intentionally don’t grade the students in PEAC because we want the courses...
to be as intensive as possible without actually affecting their GPAs.”

Upon completion of the program, Keasley says students are officially inducted into MASP and receive a CU LEAD Alliance “participation” scholarship to cover a portion of their tuition for the duration of their undergraduate experience, provided they meet certain requirements. In addition to maintaining a 3.0 GPA, they must spend three to five study hours per week in the MASP office — a communal space for students to work, socialize, and receive tutoring — and attend ongoing enrichment seminars and events.

They must also attend regular meetings with MASP advisers who help them understand how to set and achieve short- and long-term goals. As with all alliance programs, Keasley says MASP’s requirements are strategically designed to ensure that first-generation and minority students — despite being underrepresented on campus — can become role models, demonstrating to others like themselves how to be successful at CU Boulder.

University of Delaware
Using methods and resources tailored to address the needs of its LGBTQ+ student population, the University of Delaware (UD) has created a campus climate that is inclusive of all sexual and gender identities.

“Because students come into the LGBTQ+ community with a range of experiences, identities, and needs, it is important to have a variety of programs and services available [for their] personal and educational development,” says Stephanie Chang, director of student diversity and inclusion. “It’s all about giving them options from multiple support and engagement units on campus — whether it’s to assist with emotional needs, academic or career development, or [providing] social opportunities.”

For example, she says UD recognizes that some students may be just beginning to question their sexual or gender identity or may be hesitant to reveal their identity publicly. To support these individuals through the often difficult process of self-discovery and coming out, UD’s Center for Counseling and Student Development, in partnership with the LGBTQ+ student organization Haven, offers biweekly lunches known as Lav Chats. These provide a relaxed and safe space for questioning students to connect with one another, Haven members, and counseling staff.

UD is also dedicated to meeting the needs of transgender students or those who identify as non-binary. The university has long offered “all gender” housing options and, in summer 2017, opened gender-inclusive restrooms in buildings across campus. These facilities are designed to “decrease heteronormative assumptions … that leave no room for those who don’t identify as their biological sex,” according to UD’s website.

According to Chang, the university has also established a committee to determine how to best implement a “chosen name” policy. By allowing individuals to use a preferred first name on university documents, such as student IDs, and in official
university communications, she says UD would further its mission to create an institution that is “attentive to and inclusive of the LGBTQ+ student experience.”

Chang attributes much of the university’s effort to continuously develop new ways of supporting sexual and gender minorities to the advocacy of its thriving LGBTQ+ population. “LGBTQ+ student organizations … have done an excellent job building awareness and community on campus for a number of years,” she says, adding that UD is home to several popular LGBTQ+ affinity and ally groups for students and employees, such as the recently established affinity group for Jewish LGBTQ+ students. “The vibrancy of [this] community is largely credited to our active and engaged students.”

In fall 2015, UD created a staff position — LGBT program coordinator — to serve as a liaison between sexual and gender minority students and campus leadership. This person is responsible for developing and implementing new events, programs, and services as needs arise, says Chang. This year, the university also established an LGBTQ+ Student Leadership Council to work closely with the program coordinator in addressing student needs. Already hard at work, the council has recently expressed interest in the development of an LGBTQ+ Resource Center on campus, Chang says.

**University of Tulsa**

At the University of Tulsa (TU), approximately 25 percent of the student body is international; these individuals come from more than 70 countries. The university’s internationally renowned petroleum engineering program is credited with attracting many of these individuals, as is TU’s reputation for going above and beyond to ensure that they feel welcome and supported on campus.

“OISS is an international student’s first point of contact [with TU], so they know from the very beginning that there are people here who are trained and passionate about supporting them,” Smith says. “We take a lot of responsibility for these students and are constantly working to develop new programs and resources to address any needs that may arise.”

The university’s English Language Institute (ELI) offers these students the opportunity to hone their verbal and writing skills under the tutelage of faculty members who specialize in working with non-native speakers. Smith says some who have used the center’s services expressed a desire to have continued guidance from ELI instructors as they adjusted to the customs and expectations of an American university. In response, OISS created the International Student Success Center. “The center gives students a place to go for further academic support or to spend time with ELI instructors who are familiar with their needs and with whom they are comfortable,” Smith explains.

Beyond academic support, the university has cultivated a collective sense of responsibility for ensuring support system for them, including an Office of International Student Services (OISS).
the cultural and social involvement of these individuals. OISS and the university’s Association of International Students (AIS) have partnered with TU Athletics, Dining Services, campus religious organizations, and other entities to conduct outreach and offer services to help ensure foreign students feel at home on TU’s campus.

“AIS works hand in hand with our office to provide opportunities that are not only good for international students, but also domestic students,” says Smith. “Even when it comes to something like playing a sport, incorporating the global perspectives that international students bring is an important aspect of the cultural experience here at TU.”

TU Athletics’ partnership with OISS and AIS has included hosting Football 101 events in which coaches and players introduce them to the concept of American college football. They also hold an annual soccer tournament with domestic and international students on the same teams, and players have to abide by soccer customs and regulations not typically observed in the U.S.

The benefits of being exposed to global viewpoints extends beyond TU’s campus, as AIS is actively involved with True Blue Neighbors (TBN), the university’s community service organization. Through TBN, international students are assigned to underserved elementary schools where they teach young people about their home countries through presentations and guided activities.

“These mutually beneficial interactions are exactly what we want to have happen when we bring foreign students to TU,” Smith says. “The international students love participating in the classrooms, and children who normally wouldn’t be exposed to other cultures are getting this opportunity from a very young age.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
A Social Justice Approach to Building Community in Higher Education Today

By Ajay Nair, PhD, and Corlisse Thomas, EdD

As government practices erode egalitarian ideals and fascist movements assault our democracy, higher education administrators must assert bold, principled leadership that approaches community building through a social justice lens. We must welcome the increasing and inevitable diversity and connectedness of our society and move our institutions to a new community-of-practice paradigm that enables our shared passions and commitments to flourish.

Higher education faces no shortage of issues that require a shared commitment. From support for undocumented, underrepresented, and marginalized students to related issues of access, student health, and increasing costs, we must remain vigilant in our pursuit of social justice.

For those in student affairs who have spent significant time in multicultural affairs, our experience with building community across difference and intersectionality is invaluable in today's leadership. In fact, to successfully lead in the 21st century via a social justice approach, all higher education leaders may require such experience.

Effective community building is an essential element for this type of leadership. Most college and university mission statements express a desire for community — specifically, for cultivating what are essentially communities of practice. Unlike traditional notions of community, a community of practice is regenerative and can create structures to help institutions fully realize their potential when traditional or inadequate structures exist. One benefit of creating such an entity is the ability to lift the unfair burden of social justice work from the shoulders solely of marginalized groups by promulgating institutional structures.

Building relationships with one another and working toward a common goal is often an institutional ideal. The question becomes, however, what does community mean in everyday life — and are we nurturing it?

Some may question whether this desire for community is in opposition to other fundamental principles on college campuses — specifically, the right to disagree, debate, and thus create understanding. However, social justice teaches us that the existence of community simply acknowledges our common humanity and, by its very nature, demands the respect that we must show one another as we collaborate through dialogue and debate in a scholarly space.

Social justice training also provides insights into our work in every context — financial, facilities, career services, leadership, and more. Only by recognizing that every aspect of our leadership affects social justice on our campuses can we enact systemic change in our tradition-laden institutions and ensure a sustainable future for our increasingly diverse student populations and the larger society.

So how do we provide such leadership in today's higher education environment, which is characterized by continuous uncertainty and composed of a plethora of professional perspectives? We can look to fundamental concepts of social justice, such as ensuring access, practicing equity and fairness, and exercising asset-based thinking. These areas have long served as the basis for diversity work.

Ensuring Access

Our decisions regarding access have a profound and lasting effect on the competency of future generations of the nation's workforce and leadership. Who will enjoy opportunities to roam our campuses, sleep in our residence halls, and enroll in our courses? This remains a fundamental challenge in academia. Colleges and universities exist to educate citizens, and we make decisions daily about which students are able to take advantage of these opportunities.

We must ask ourselves whether...
we are tapping society’s entire talent pool and ensuring access, opportunity, and support for all young people to learn, work, serve, and lead the next generation.

**Practicing Equity and Fairness**
In the wake of the civil rights movement’s call for equality and the Black Lives Matter movement’s more recent rejection of the status quo on campuses, we as higher education leaders are obliged to question whether we consistently practice equity and fairness in every aspect of college and university life.

Our capacity to examine our environments, decisions, policies, perspectives, budgets, space allocations, campus climates, and other areas with an eye to how we affect all members of the campus community will help us make the best decisions as leaders. Notably, the guiding principle here is not equality, but equity. For example, equal access may not be helpful to students who have been rendered less prepared for such access due to historical circumstances. By contrast, an equity model ensures that all students are equipped to utilize that access.

**Equity removes the broad stroke of sameness that might be applied more superficially by equality and substitutes the more fine-tuned need for justice in the decision-making process.**

**Exercising Asset-Based Thinking**
Thought processes related to diversity in higher education, particularly issues regarding students from marginalized communities, often follow a cultural deficit model. This approach assumes that these students are different because their cultures are deficient in significant ways. However, immersion in diversity work potentially leads to a more positive approach to decision-making — one grounded in asset-based thinking, which values the lived experiences of all students.

A social justice lens enables us to view institutional and student success as emerging from a multitude of perspectives, diverse ways of being and thinking — all of which are recognized as viable assets worthy of consideration. This guiding principle for decision making dramatically expands the conversation, interrupting patterns based on a single way of thinking that have previously been applied with mixed results.

**Communities of Practice**
As higher education leaders, we understand that our institutions are communities of practice in the most basic sense. Let us recommit to working together to address current and future issues using foundational principles of communities of practice, such as accountability, civic engagement, cultural humility, and integrity. We must recognize that our diverse campus communities consist of many smaller groups that thrive because of our commitment to such principles.

For those of us charged with serving and nurturing today’s students to help them become the leaders and change agents of tomorrow, let us embrace the bold leadership and social justice that communities of practice demand.

Ajay Nair, PhD, is currently the senior vice president and dean of campus life at Emory University. He is also a member of the *INSIGHT Into Diversity* Editorial Board. Corlisse Thomas, EdD, is the vice chancellor for student affairs at Rutgers University-Newark.
Creating a ‘Third Space’ in Higher Education for Immigrant Faculty Inclusion

By Darlene Xiomara Rodriguez, PhD, and Nyasha Guramatunhu-Cooper, PhD

The U.S. has benefited immensely from immigrant educators, yet very little has been written about them — particularly regarding how they “navigate the cross-cultural context of teaching and learning,” according to Charles B. Hutchinson, PhD, an author, researcher, and an associate professor of education at the University of North Carolina at Charlotte. Immigrant faculty bring rich perspectives and experiences that enhance institutional goals and stature, as well as the learning environment for all students.

Immigrant — also referred to as international — educators have an increasing presence in American higher education. However, they face challenges in the classroom due to their cultural orientation and the expectations of their students. As immigrant faculty in American higher education ourselves, we are particularly interested in this topic, and our experiences in the classroom have inspired us to consider the struggles of faculty members like us and how institutions might provide resources and support to improve their inclusion.

After navigating numerous immigration hoops, these faculty members often face additional challenges such as students not understanding their accents or being accused of having unrealistic standards. Others contend with uncomfortable moments with colleagues and supervisors in which their actions and behaviors are evaluated without attention paid to cultural context, leading to misinterpretation, even conflict. All of these situations result in pressure to assimilate rather than acculturate, particularly when evaluations such as annual reviews and tenure and promotion are looming.

Our own experiences with navigating the academy and the classroom have taught us that culture matters and is an integral part of the teaching and learning process. Yet this aspect is lost when we assimilate rather than acculturate.

Personal Identities and Experiences

I, Nyasha, was born and raised in Zimbabwe. I have also lived in Germany and the United States. I navigate the higher education space as a bicultural individual who is Zimbabwean at the core with American sensibilities. When I step into the classroom or interact with my colleagues, my Zimbabwean ways of knowing and being are ever present and lead my interactions, but I am constantly reflecting internally on whether I am using the correct cultural orientation so that I am not “the other.” I don’t know if my colleagues or students realize that I go through this process when we interact.

I, Darlene, am Afro-Cuban Venezuelan and come from a mixed-immigrant-status, biracial, bicultural, and bilingual household. I navigate the formal and informal learning environment as one who merges old-world traditions with new-world values. My ways of thinking and teaching reflect my African roots, Caribbean zest for life, and North American need for rational thinking. When I enter a classroom or interact with my peers, I am fully aware that I am “the other that is strangely familiar,” as I bring folk wisdom into the academy.

In discussing our classroom experiences, we felt relief knowing that there are commonalities among immigrant faculty — who must continuously negotiate how to emphasize or de-emphasize their cultural identities in an educational space. Since beginning our work, we have discovered a community of fellowship in the form of a recent book written by Hutchinson titled Experiences of Immigrant Professors: Challenges, Cross-Cultural Differences, and Lessons for Success.

There is unspoken but pervasive pedagogical and cultural shock for immigrant (international) faculty at multiple levels, Hutchinson argues.
This shock presents as differences in modes of communication (including accents and personal presentation), power distance in relationships in educational settings, curricular expectations such as those associated with rigor, and faculty norms. Some international faculty have been able to mitigate the effects of cultural and pedagogical shock because they were educated in the U.S.; however, this experience is not enough to navigate teaching within the American higher education system.

If these forms of culture shock are not identified and understood, the American higher education system may lose out on a valuable human resource. To retain immigrant faculty, institutions must think strategically about how they can offer support to these individuals to improve their recruitment and retention.

These faculty members serve an important role at a time when student success is increasingly tied to global engagement.

Supportive Environments

In an article titled “Foreign-Born Faculty Face Challenges,” writer Alison Herget says that a significant predictor of success for immigrant faculty is whether they are at an institution that provides adequate support and resources for new faculty in general. Instead of trying to minimize cultural differences or force professors to assimilate in ways that diminish their cultural identities, it is important that colleges and universities figure out how to provide a welcoming and supportive environment. Considering the nation’s changing demographics, the academy would be best served by adopting a more welcoming stance toward acculturation and integration.

Therefore, we suggest some ways that institutions can support immigrant faculty given that their presence is an integral part of exposing students to different worldviews and experiences, expanding scholarly inquiry through different lenses, and creating truly global institutions that align with the interconnectedness of our society. It is worthwhile to invest in the development of learning communities for international faculty, as well as those that enable them to interact with faculty from U.S.-dominant cultures. Additionally, institutional centers for excellence in teaching and learning can conduct workshops on how to manage instructional, research, and service expectations as well as how to lean into one’s cultural strengths in developing a personal teaching practice.

Institutions may also consider sponsoring intercultural competency workshops for both faculty and students. It is imperative to provide such opportunities to both groups as it helps create an environment where cultural identities are not penalized.

By implementing some of these practices, U.S. institutions of higher education can act as brokers charged with creating a shared “third space” for immigrant faculty, as well as dominant-culture colleagues and students. This form of cultural hybridity — a term used by Homi K. Bhabha, an author and a professor of English and American literature and language at Harvard University — recognizes the cultural contexts in which behaviors and actions are embedded and how they can enrich the learning environment when new expectations and norms honoring different cultural experiences are created.

We believe that these “third spaces” provide a positive and purposeful way to bring to the surface concerns and challenges faced by immigrant faculty. By naming and framing these issues, we can better leverage the rich experiences that these individuals bring to American higher education.

Darlene Xiomara Rodriguez, PhD, is an assistant professor of social work and human services in nonprofit management at Kennesaw State University. Nyasha GuramatunhuCooper, PhD, is an assistant professor of leadership at Kennesaw State University.
Troops to Teachers Programs Serve Veterans and K-12 Schools in Need of Educators

By Sheryl S. Jackson

K-12 schools throughout the U.S. began the 2017-2018 academic year facing an ongoing staffing challenge. Teacher shortages are nothing new, but the problem is exacerbated because of the growing number of those leaving the profession and the shrinking number of people entering teacher education programs.

According to a 2016 report by the Learning Policy Institute, enrollment in teacher education programs fell from 691,000 to 451,000 — a 35 percent reduction — between 2009 and 2014, the latest year for which data is available. And attrition levels are high, with nearly 8 percent of the teaching workforce leaving the profession every year — the majority departing before retirement age.

Veterans may be a partial solution to the shortage, says Gail Hardinge, EdD, clinical associate professor in the School of Education at the College of William and Mary and director of the Virginia Center of Troops to Teachers. Funded by the U.S. Department of Defense, Troops to Teachers (TTT) is an initiative that helps veterans transition to teaching careers in K-12 schools. Grants are awarded to support state or regional programs that provide the services veterans need as they begin new careers after active military service. TTT offers counseling and referral services to help participants meet education and licensing requirements as well as help them secure teaching positions.

Although grants are awarded to state agencies — usually departments of education (DOEs) — to support TTT, colleges and universities can be designated as program managers, explains Hardinge. Each state takes a different approach, with some DOEs choosing to oversee the program and some designating a college or university as lead; however, she says William and Mary’s commitment to serving veterans and its long history of outreach to those in all degree programs made TTT a good fit for the school.

William and Mary was one of 10 recipients of a 2017 grant designed to help agencies establish a framework for an ongoing program in their state. Since May, TTT staff at the college have helped more than 700 veterans. Assistance has included meeting with them to review transcripts and guide them through the process of becoming a certified teacher, facilitating programs that provide information about educational and career opportunities for active-duty personnel approaching the end of their service, and collaborating with 17 teacher colleges and the Virginia Community College System to establish a network of schools that they can attend to complete the educational courses necessary for certification.

“We encourage veterans to begin working with the program before they leave active duty,” says Hardinge.

In addition, the Virginia TTT office offers two pilot programs. One allows veterans to shadow teachers as they explore education as a career. Hardinge says these educators’ experience and use of best practices in the classroom position them as excellent ambassadors to demonstrate what being a teacher entails.

The second program also relies on these teachers to serve as mentors to first-year instructors for additional support and advice. “[Those] who mentor veterans in their first year of teaching understand that they need extra support because they may not have the foundation of an undergraduate degree in education and student teaching experience,” says Hardinge.

She says that the skills veterans are lacking as they transition to educational careers are those that are taught in undergraduate-level educational degree programs. Examples include the preparation of lesson plans, co-teaching in special education classrooms, and current legal issues in the field, such as discipline.

While the time it takes to complete the necessary coursework can vary depending on degrees already earned, Hardinge says it typically takes veterans upwards of 14 months. However, teachers in Virginia are...
especially in underserved schools.

At Temple University, the Temple Teacher Residency (TTR) provides tuition awards and stipends to students in the university’s intensive one-year MEd program, which prepares veterans and others who have STEM undergraduate degrees to become middle school STEM teachers. Although the residency is open to all students with an undergraduate degree in science or math, each of the program’s three cohorts has included one veteran as a result of active recruitment by Temple through TTR.

TTR is hands-on, with participants working with a teacher-mentor in a school throughout the academic year. “Their … learning begins with observations and understanding the principles of pedagogy and classroom management to slowly work into a co-teaching model,” explains Michele Lee, director of TTR. “This prepares students, especially veterans or other career changers who do not have an undergraduate degree [in education], to teach middle school.”

Lee believes that one benefit K-12 schools gain from hiring veterans is that they bring a sense of mission to their career change. “They tend to commit long term to teaching, which compares to statistics that show 50 percent of all new teachers leave the profession within five years,” she says. “Schools, especially the underserved [ones] in the Philadelphia school system in which TTR graduates are placed, need [this] long-term commitment to provide continuity for their students.” Additionally, because 86 percent of the students in the Philadelphia school system are minority, the experience with diversity that veterans bring is valuable, says Lee. “The military is a diverse
organization, so veterans are accustomed to working with people of all ages, genders, races, and social backgrounds,” she explains. “This translates well to an underserved or minority population in a middle school.”

Beyond facilitating their teacher education and certification, “TTT also helps veterans learn how to apply and interview for a teaching job,” says Hardinge. “We help them put together a résumé that reflects their skills and shows how they apply to teaching, and we teach them interview skills that demonstrate that they are flexible.” Conveying flexibility in an interview, she says, is important to counteract the interviewer's potential perception that veterans won't adapt to the school environment, which requires more flexibility than a military structure to meet children's needs.

Since its inception in 1993, TTT has helped transition more than 20,000 veterans to new careers as K-12 instructors in public, charter, and Bureau of Indian Affairs schools. All current and former members of the U.S. Armed Forces can participate in the program, and those who meet certain requirements may also be eligible for financial assistance of up to $10,000. Requirements vary, but program application within three years after retirement or separation from service is often mandatory.

Peter Leibman, EdD, associate professor and director of student teaching at St. Francis College and New York’s TTT director, believes that colleges and universities that participate in TTT are making a good decision. Even if a university does not want to assume responsibility for obtaining and maintaining a grant, colleges of education can work with TTT to admit veterans who are working toward teacher certification.

“There is … a lot of competition for K-12 teachers, [as well as] a lot of competition among colleges for students,” he says. “Veterans not only become good teachers, but they are excellent [college] students.”

Hiring TTT participants as teachers may also help K-12 schools address issues with retention, Leibman says. “Statistics show that 15 percent of new teachers leave the profession in their first year — usually because they accepted the first job offer [they received], and it was not a good fit,” he explains. “TTT works with veterans to make sure that they are placed in the right position and that they receive the support they need to succeed.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
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Beyond academics, the University of North Florida (UNF) in Jacksonville believes its mission as an institution of higher learning also encompasses students’ personal, social, professional, and spiritual development. In addition to facilitating their education, UNF ensures that all students feel included and appreciated by creating opportunities for them to celebrate the many unique aspects of their identities.

“Diversity really is a core value of the university,” says Brandi Winfrey, coordinator in the Department of Diversity Initiatives (DDI). “And we strive daily to create an intentional space where students feel welcomed and valued and to ensure they recognize that they play an important role beyond just [that of] a student here on campus.”

Toward this end, UNF offers a combination of support programs, spaces and activities focused on personal and leadership development, and opportunities for collaboration.

**QUEST**

Facilitated by DDI, the QUEST Program helps incoming underrepresented students at UNF “acclimate to the academic and social aspects of college life,” according to the program’s website. It is open to those from any “identity group that’s underrepresented on campus,” says Sheila Spivey, director of DDI.

“Students who are effectively academically and socially acclimated to campus are likely to have a well-rounded, holistic college experience. They are more likely to be retained and persist to graduation, which is the ultimate goal of the program,” she says. “Moreover, choosing to go to college is an investment of many resources; therefore, we want to make sure that students are best positioned to start strong, stay strong, and finish strong at UNF.”

A yearlong experience that offers both academic and professional development to freshmen, QUEST begins before students even set foot on campus. With help from the Office of Admissions, Spivey and Winfrey — who serves as program director for QUEST — reach...
“They submit a letter of recommendation and a statement as to what benefit they perceive they can gain from the program,” says Spivey. “We are looking at the student’s commitment [and ability] to complete the program and his or her ability or willingness to participate in monthly follow-up sessions during the academic year.”

Selected individuals begin by taking part in a weeklong, intensive experience the summer before their first semester. Called Flight School, it is designed to introduce them to UNF’s campus in Jacksonville; help them build the skills necessary to be successful in college, including those related to time management, studying, organization, and critical thinking; improve their knowledge of math and English; and connect them with classmates. Via workshops, participants also learn about campus safety, financial literacy, health and wellness, and ways to get involved on campus, as well as engage in a variety of activities around social integration — which Spivey believes are critical to ensuring their success.

“It leads to a satisfactory collegiate experience. Also, as students are forming connections with each other, they’re building relationships where they can hold each other accountable,” explains Spivey. “I think those relationships are really beneficial in helping students make the transition from being a high school senior to a young adult who has the responsibility of getting up, going to class, and completing homework.”

Throughout their freshman year, QUEST participants gather for monthly group check-ins to build on the information covered in Flight School, address any concerns or questions they may have, and engage in discussions led by faculty members. Spivey says these meetings offer an opportunity for students to gain further knowledge of the resources and services available on campus and connect with faculty members with whom they may not have otherwise.

More than 50 students have participated in QUEST since its inception, and Spivey believes the program plays a critical role in helping them connect with the campus community and build social skills. “Students are introduced to not only people from different identity groups, but also to new experiences, and these … will sometimes challenge who they are, their own beliefs and value systems,” she explains. “They need to be able to voice their concerns and share their opinions and viewpoints with others.”

**Words unSAID**

A collaborative effort, the Student Alliance for Inclusion and Diversity (SAID) not only helps ensure that students from underrepresented groups have a home on UNF’s campus, but also facilitates opportunities for all students to learn about different cultures and discuss diversity-related topics and issues.

Officially established in July 2016, SAID represents three student groups: the Latin American Student Organization (LASO), the Black Student Union, and UNF Asian Students in Alliance. Based on a recommendation from Spivey, the groups decided to form the partnership in order to “impact greater positive change at the university with regards to diversity and inclusion,” says Winfrey, who serves as staff coordinator for SAID.

“SAID aims to be that voice for people who are unheard and underrepresented,” says Laura Sanchez, president of LASO, adding that the group’s motto is...
“We represent the words unSAID.”

“All of the things that SAID stands for and supports help students grow and develop with a sense of community and a greater understanding of different cultures, beliefs, backgrounds, and perspectives,” Sanchez adds.

While the three student organizations that comprise SAID are considered separate entities, SAID — through its relationship with DDI — is a university-recognized department. This means it has office spaces, a budget, and a staff adviser. In this role, Winfrey provides support to help the organization host events and programming as well as connect its mission to that of the overall university.

“One of my primary functions is to provide some checks and balances to make sure that they are … thinking of ways to utilize the money to really highlight or showcase what diversity and inclusion mean to the university as a whole, from a student perspective,” explains Winfrey. “I help them work through the process of … determining how that ties in with their greater mission as a part of DDI.”

SAID plans and executes a variety of activities to fulfill its four-pronged mission, which includes promoting the understanding and appreciation of racial, cultural, and ethnic diversity; offering an environment that fosters personal relationships; providing a platform for their voices to be heard; and creating opportunities for others to participate in culturally engaging experiences. “One of our goals is to be welcoming and bring forth inclusion and diversity through different discussions, programs, and events [across] campus,” says Sanchez.

Last year, SAID hosted its inaugural Diversity Week to unify and engage the campus community in the celebration of diversity. Events included a dialogue and panel discussion, a diversity peace walk to promote unity, a cultural fair to highlight student organizations on campus, a diversity gala with awards recognizing students who have contributed to an inclusive environment at UNF, and a comedy show.

“They tried to think of events that would be impactful but also fun and engaging as a means to really talk about some of the broader concepts of diversity and inclusion — because the students recognized that there was a lack of understanding among their peers regarding what those terms really mean and [their importance for] creating a campus community where everyone can feel included and valued,” Winfrey says. “SAID did a lot of programming around not just the three identities that it represents, but also an overall understanding of the intersectionality of identities.”

Winfrey says turnout for, as well as students’ response to, the activities was exceptional. SAID is currently in the process of planning the 2018 event, which will occur the week of Martin Luther King Jr. Day — January 15 through 19. SAID members say they are planning another panel discussion in addition to a music fest and a day of service.

“They’re planning to continue on with it this year, but calling it ‘YouNF’ Week to emphasize the importance of the role that we as individuals play in celebrating diversity and making this a diverse student body here at UNF,” says Winfrey.

Furthermore, SAID partners with DDI to host diversity-related programming, and its member organizations support one another by promoting and attending each other’s events.

Sanchez believes SAID represents a mutually beneficial arrangement for students and the university because it provides leadership development opportunities for participants and helps UNF deliver on its commitment to inclusion. “Not only are students reaping ongoing benefits, but so is the university by having students who feel more safe and welcome and have an opportunity to expand their knowledge of other cultures as well as share their own,” Sanchez says.

**Religious Pluralism**

Although it has a large Christian community, UNF makes a point of recognizing and celebrating other religious traditions and beliefs represented on campus through its Interfaith Center. The center’s mission, according to its website, is to “promote interfaith cooperation,” which it does by supporting both the religious and non-religious identities of students and providing programs and services.

Perhaps its most important purpose, however, is fostering religious pluralism on campus. Broadly defined, religious pluralism is acceptance of the diversity of religious beliefs and practices that co-exist in society. But more than just diversity, it is “the engagement that creates a common society from all that plurality,”
according to Diana L. Eck, PhD, a professor at Harvard University and director of the Pluralism Project.

“Religious pluralism is an active engagement with diversity; it’s not just having diversity for diversity’s own sake,” explains Interfaith Center Coordinator Dori Schaffield. “It really is about the skills that are involved in developing relationships and learning from each other.”

Schaffield believes that although religion — like politics — can be a controversial topic, it is an important subject to discuss to increase understanding and create an inclusive campus.

“Politics and religion are two things that we’re told we shouldn’t talk about, and in some ways, I think that’s almost detrimental to personal growth and relationship-building because religion is very important to a lot of people,” says Schaffield. “So building on that and fostering a place where we can talk about [religion] in a way that is safe but also challenges people to step outside of their comfort zones is essential to building a diverse and safe community at any university.”

To reinforce the idea of religious pluralism, the Interfaith Center hosts a range of programming and events, facilitating opportunities for members of the campus and local community to engage in discussion and learn about other faiths and their traditions. Several times throughout the year, the center hosts what it calls i-Dinners, where it invites members of the community to come to campus to educate students on their religious beliefs while enjoying a complimentary family-style meal and games.

Chew on This, another regular event hosted by the center, brings different religious leaders from Jacksonville to campus to discuss “what their sacred text or tradition has to say about a common topic,” Schaffield says.

“Earlier this semester we did one about spiritual health,” she says, “and we had someone who is Christian, someone who is Hare Krishna, and someone who is atheist talk about what spiritual health means to them based on the text [from which] they draw meaning.”

A more robust initiative, the center’s annual Interfaith Week seeks to raise awareness of the diversity of ideological and religious beliefs in the U.S. and offer opportunities for UNF students to engage in dialogue with individuals from different religious and cultural backgrounds. Now in its 11th year, the event’s theme for 2018 will be “Finding Yourself.”

“We’re going to have a variety of programs about personal self-exploration, telling your own story,” Schaffield says. These will likely include a movie night, dinners and dialogue, a storytelling workshop in which participants will draw a map of their personal faith journey, and an activity called speed-faithing — similar to speed-dating, but where participants listen to others’ religious or spiritual stories. “We’re also going to have a spiritual practices fair with the chaplains who are affiliated with our department, [with] stations where students can try a variety of spiritual expressions like art, music, meditation, and things of that nature,” Schaffield adds.

In addition to facilitating opportunities for the entire community to come together, UNF’s Interfaith Center helps individual students connect with their own faith. The Reflection Room provides a space for individuals of all religious backgrounds to come to pray and reflect; it features a variety of items, including a Native American prayer shawl, Muslim prayer rugs, sacred texts, prayer beads, yoga mats, and more. Outside of the room is a wash station where students are able to wash their hands and feet.

According to Schaffield, students use the room frequently, and she and her staff are always soliciting feedback on how it can be improved. “We have a comment sheet so that students can continue to provide feedback about things they think would help [the Reflection Room] become something that serves them even better going forward,” Schaffield says.

She believes that the Interfaith Center — like the university’s other services and supports — not only helps students feel at home on UNF’s campus, but also facilitates their personal and professional development.

“That’s really what we strive for, to help students feel welcome and accepted and not marginalized because of their religious or non-religious identities. I hope that is how all students feel — that there’s a place for them, a home for them [at UNF],” says Schaffield. “I think that interfaith cooperation prepares students [to enter the real world] and makes them better, more rounded citizens of that world.”

Alexandra Vollman is the editor of INSIGHT Into Diversity. The University of North Florida is a 2014, 2016, and 2017 INSIGHT Into Diversity HEED Award recipient.
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According to a 2013 Pew Research Center survey, approximately 48 percent of the 38.7 million Hispanic adults living in the United States have limited English proficiency (LEP). Yet many pharmacies lack the bilingual staff and resources necessary to properly serve Spanish speakers.

Not surprisingly, this type of language barrier can have dire consequences for patients. Misinterpretations between pharmacy staff and LEP clients have led to documented cases of misdiagnoses, improper drug use, and serious harm to some patients — as well as malpractice suits against the pharmacists involved.

Despite these dangers, many schools of pharmacy appear to be doing little to create a more robust bilingual workforce: A 2016 study by Wingate University found that only 22 out of 61 schools surveyed offered courses in medical Spanish — with many reporting difficulty hiring qualified instructors and finding room in the curriculum to offer such classes.

However, some institutions have committed the necessary resources for creating unique and innovative pharmacy programs focused on Spanish language and culture, effectively preparing future pharmacists to serve America’s largest minority population.

**Butler University College of Pharmacy and Health Sciences**

In 2003, the Indiana State Department of Health announced a new objective to “promote a culturally and linguistically competent system of healthcare” in order to reduce health disparities for the state’s growing Hispanic population. In response, Butler University (BU) College of Pharmacy and Health Sciences in Indianapolis initially added an introductory medical Spanish course to its PharmD curriculum.

“The idea was to introduce students to medical and health terminology in Spanish, … but the class became so popular that we added an advanced course, and the program just progressed from there,” says Gala Kennedy, a Spanish professor at the school. Today, the college offers electives in introductory and advanced medical Spanish as well as a service-learning course in Hispanic healthcare. PharmD students now have the option to specialize in this area through the Medical Spanish emphasis, which includes rotations in Spanish-speaking clinics and an overseas immersion trip in addition to three core classes.

“The Medical Spanish program is designed to help students broaden their knowledge of Hispanic culture while advancing their fluency and grammar,” says Kennedy, adding that students entering the program must have previous coursework in Spanish. “All the students need to be able to speak the language — not perfectly, but enough so that they can communicate with the class.”

Students on the Medical Spanish track are taught an extensive Spanish vocabulary. “We start with very introductory topics like anatomy and then [cover] all the terminology for filling prescriptions and explaining dosages,” Kennedy explains. “They also learn how to talk about nutrition, diabetes, blood work — all of the different material they’ll be talking about with clients.”

In addition, they learn about conditions and diseases that are particularly common in local Latino communities, such as diabetes and cardiovascular disease. The curriculum emphasizes the importance of discussing nutrition with patients in order to combat these problems, Kennedy says. Furthermore, they discover how Hispanic culture can influence individuals’ behaviors when it comes...
to seeking healthcare — for example, how religious beliefs might affect one’s views on prescription birth control.

In the service-learning course, students spend 25 hours per semester in a clinic with Spanish-speaking patients, in addition to two days in the classroom each week. This experience, along with the PharmD clinical rotations, allows students to shadow doctors and pharmacists before interacting with LEP patients one on one.

“The clinics allow them to observe everything [doctors and pharmacists] do with patients,” Kennedy says. “Then they get to actually practice what they’ve learned by speaking with patients directly, interviewing them about their health conditions and needs, and making recommendations.”

The program also encourages enrollment in regular Spanish courses at BU, and students must pass fluency exams before progressing on to the next level. Prior to participating in the overseas component of the program, for instance, students must take an exam to determine the level of coursework they are able to complete at a host university abroad.

The trip occurs annually during BU’s winter break. Typically, Kennedy, a pharmacy professor, and

“It’s kind of cliché, but you never know what it’s like to be in someone else’s shoes. When I worked at the pharmacy, I saw a lot of patients whose medications were too expensive, and they would turn down treatment for high blood pressure or diabetes because they couldn’t afford the prescriptions. It really hurts me to see people going through this in urban communities. It was the driving force that told me that I really want to help people.”

— Alexis Hicks, UConn School of Pharmacy

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up to 35 students attend each year. Host institutions introduce them to their country’s healthcare system, and students participate in cultural immersion experiences that include visiting museums and city markets as well as volunteering at orphanages and facilities for individuals with disabilities. In the past, these trips have taken students to Mexico and Costa Rica; the 2017-2018 trip will be to Guatemala.

“While the students go on the trip to study and do activities, they are also living with host families that usually only speak Spanish,” Kennedy says. “The feedback from students is always wonderful, and they say they feel they are really learning through these experiences.”

She hopes the college can demonstrate to other schools that preparing students to be experts in delivering linguistically and culturally competent healthcare to Hispanic populations is not only critical but also feasible with the right commitment and the proper resources. “Not many universities are doing what we’re doing to prepare students to go into the workforce and treat the Hispanic community,” says Kennedy. “We want to show the pharmacy community that it’s possible to do something like this and that it can be very successful.”

University of Houston College of Pharmacy

At the University of Houston (UH) College of Pharmacy, interested doctoral students can gain expertise serving Latino patients through the Hispanic Healthcare Certificate Program. By completing 18 credit hours of advanced coursework in medical Spanish and Hispanic studies as well as participating in immersive experiences within Hispanic communities, students acquire the language skills and cultural knowledge necessary to effectively treat this underserved population, says Dean of UH College of Pharmacy Lamar Pritchard, PhD.

“Many students [who enroll in the program] have had previous Spanish language coursework, but the certificate is more immersive and is geared specifically toward health professions,” says Pritchard, who is also a professor. “These classes [focus on] medical terminology, dealing with patients, understanding folk medicine, and other factors you may not find in traditional Spanish courses.”

Folk medicine, as defined by the U.S. Department of Health and Human Services, includes traditional healthcare beliefs and practices that may rely on spiritual or natural methods of healing, such as special prayers or herbal remedies.

First-year pharmacy students who choose to pursue the certificate take healthcare-oriented courses, such as medical Spanish, that are offered through UH’s Spanish and Hispanic Studies departments. They are also required to participate in service-learning activities, including health fairs and on-site visits to nursing homes, community centers, and other facilities that serve primarily low-income LEP individuals.

“We work with [facilities] where many patients don’t have a lot of healthcare options because, for these clients, some simple pharmaceutical care services can have a tremendous impact,” Pritchard says. “Our students love being able to make a difference, and they really prefer these face-to-face interactions with patients instead of simulations.”

He believes personal interactions are the best way to learn about Latino cultures — which, he says, can vary widely by country of origin — and how beliefs and customs influence a person’s health. For example, first-year students may perform on-site visits to nursing homes on holidays such as Día de los Muertos, or Day of
Fallon Wallace
Associate Site Administrator, Southeast Dallas Health Center, Parkland Health & Hospital System
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Over the past year, that initiative has been led by John Nieto-Phillips, associate vice president in IU’s Office of the Vice President for Diversity, Equity, and Multicultural Affairs, IU Bloomington associate vice provost for diversity and inclusion and chief diversity officer. Nieto-Phillips has been working with campus deans to develop diversity plans for each school. Each plan consists of a mission statement that takes into account how diversity is integral to the school; best practices to recruit and retain outstanding diverse faculty; and ways to measure how each school is achieving greater diversity.

During the summer of 2017, Nieto-Phillips created the Office of the Vice Provost for Diversity and Inclusion and appointed a team of three faculty members to assist in his campus wide efforts.

Working directly with deans is the new associate vice provost for institutional diversity, Dionne Danns, who also is the chair of the Department of Educational Leadership and Policy Studies and an associate professor in the School of Education. Stephanie Li, the Susan Gubar Chair in Literature and a professor of English in the College of Arts and Science, now serves as the associate vice provost for faculty development and diversity (a role previously occupied by Nieto-Phillips). Li works closely with the chairs of departments, hiring committees, faculty, and prospective faculty. Mary Murphy, associate professor in physiological and brain sciences, is the third member of the team. As associate vice provost for student diversity and inclusion, her focus is on issues of climate, student diversity, and academic success.

The concerted effort devoted to this issue by IU Bloomington already has led to meaningful results. In the fall semester of the 2017-18 academic year, the campus approximately doubled the number of underrepresented minority faculty hired on the tenure track from the previous year.

According to Nieto-Phillips, that increase is a product of campus leadership being very intentional about doing better outreach to minority scholars and creating intellectual communities that have helped to draw more visibility to the campus.

“As a public research institution, we want to do all we can to bring about inclusive excellence on this campus, and to bring diverse perspectives to bear on research, on teaching, and on community engagement,” explained Nieto-Phillips. “We’ve made great progress over the last few years on all these fronts, and we want to sustain that progress going forward. The pursuit of diversity is an ongoing project. It’s a practice, and it’s one we have to do thoughtfully and vigorously.”

To keep that positive momentum going, Danns, Li, and Nieto-Phillips collaborated to hold a diversity hiring workshop in September 2017, at which issues like implicit bias, hiring protocols, and best practices for hiring diverse faculty were discussed. Nearly 130 faculty members attended the workshop, among them members of hiring committees, department chairs, and deans.

The workshop is part of an overall approach of working together with the deans of schools to help them better diversify their pools of candidates, remedy issues of faculty underrepresentation on campus as a whole—including senior women faculty in fields where they are underrepresented—and keep the university competitive with its Big Ten peers in terms of inclusive excellence. To that end, IU Bloomington has utilized strategic recruitment funds, and has offered additional resources to underrepresented minority faculty, supporting their professional success and retention.

For example, as part of its institutional membership in the National Center for Faculty Development and Diversity, IU Bloomington offers 45 faculty fellowships each year in the faculty success program, giving faculty the tools to help them advance their research and continue making progress in their careers. For mid-career faculty—those who have received tenure, but are working toward full professorship—workshops organized by the campus’ Institute for Advanced Study are available. Those efforts, along with greatly increased participation in writing groups (more than 220 faculty members took part in the fall 2017 semester, up from 15 only four years ago) are making a positive impact. The initiatives are directly funded by the Office of the Vice Provost for Faculty and Academic Affairs, illustrating the importance of faculty diversity on campus.

Danns, Li, and Murphy have made significant headway in advancing community among diverse faculty. Li has organized networking lunches for faculty of color to discuss their experiences at IU Bloomington and provide mutual support. Danns is guiding the development of a faculty diversity council for the following academic year, with officers from each school on campus to be appointed in the spring 2018 semester. Murphy has been meeting with groups of student leaders who are focused on diversity and inclusion. Together the team has made tremendous strides in promoting conversations about climate and diversity.

“We have a deep commitment to faculty diversity at IU Bloomington, so it is invigorating to see how our time and effort on this critical subject has manifested into thoughtful implementation and meaningful results,” said James Wimbush, IU vice president for diversity, equity, and multicultural affairs, dean of The University Graduate School, and Johnson Professor for Diversity and Leadership. “As we continue to strive for institutional excellence, it is exciting to know the hard work that has been put into bringing diverse perspectives to this campus is benefiting other faculty, staff, the surrounding community, and most importantly, IU Bloomington students.”
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The demand for nurses continues to grow in the United States, but nursing schools are not able to admit as many students as they would like. According to a survey by the American Association of Colleges of Nursing (AACN), in 2016 more than 64,000 qualified applicants were turned away from U.S. nursing schools, with most institutions citing faculty shortages as one of the reasons they were unable to accommodate more students.

This shortage has emerged as a wave of older faculty members are retiring and students are increasingly choosing clinical settings over research or faculty positions. And given that doctorally prepared nursing professors are on average 62.5 years old, according to the AACN, the problem is likely to get worse.

Typically, fewer students choose to go the faculty route because it’s not what they have traditionally pictured when considering a nursing career, and it doesn’t pay as well as other jobs in the field, says Mel Freitag, PhD, diversity officer for the University of Wisconsin–Madison (UW-Madison) School of Nursing. Her assessment aligns with a recent AACN report listing higher compensation in clinical and private-sector settings as one of the four main factors driving the faculty shortage.

“I think it takes a very different type of student and person to want to pursue research and the faculty role,” says Freitag. “The stereotype … is that they just do boring research and don’t get paid as much.”

She believes that introducing students to the idea of becoming a nursing educator early provides the best chance for successfully combating misconceptions about nursing education and research. At UW-Madison, for example, the nursing school’s Early Entry PhD option offers undergraduate pre-nursing students opportunities to do research while paired with a faculty mentor. Some students are surprised when they learn about the program, Freitag says, as many of them weren’t even aware that nurses could be researchers.

Another common misconception is that it’s necessary to work in a clinical setting.
setting for 20 or 30 years prior to becoming a faculty member at a nursing school. However, Freitag says that’s not necessarily the case anymore. Graduates of UW-Madison’s Early Entry PhD program, for example, can move directly into the nursing school’s PhD program without any professional clinical experience. This track also welcomes students with some clinical practice who have decided to pursue a research career, Freitag says.

Also, nurses don’t necessarily have to choose between becoming educators and clinical practitioners, says Kathy Rideout, EdD, dean of the University of Rochester School of Nursing. The school offers its advanced-practice providers joint appointments that allow them to both train the next generation of nurses and continue their own practice. “We have found that this relationship has provided sufficient faculty to support our education programs while enhancing the professional and personal satisfaction of the advanced-practice providers,” says Rideout. But despite the success of this joint appointment program, she admits that the school still experiences challenges recruiting seasoned researchers.

Unless nursing schools can find ways to effectively fill faculty vacancies, the shortage of nurse educators in clinical settings will continue to grow. In fact, the National League for Nursing calls the scaling up of nursing faculty “a critical public policy priority in remedying the workforce shortfall.”

To help nursing schools with their recruitment efforts, in 2010 the AACN expanded its centralized application system, called NursingCAS, to include
graduate nursing programs, making it easier for qualified candidates to find and apply for open positions. The organization has also worked with the Jonas Center for Nursing Excellence to expand the Jonas Nurse Leaders Scholar Program, which provides funding and support to doctoral nursing students, across the country.

Yet some nursing educators worry that in the rush to fill vacancies, faculty diversity will suffer. Rideout is one of them. “The pipeline for nursing researchers is not as robust as clinical faculty,” she says, “and [that] impacts the diversity of available candidates.”

A Focus on Diversity and Inclusion

In an effort to ensure that more schools of nursing have faculty who reflect the diverse students they hope to attract, in 2007 the AACN and Johnson & Johnson launched the Minority Nurse Faculty Scholarship to provide “financial support to graduate nursing students from minority backgrounds who agree to teach in a school of nursing after graduation,” according to the program's website. Nine years later, the AACN has awarded 55 of these scholarships, which seem to be achieving their intended goal; currently, 32 recipients are teaching, and two have gone on to become deans of nursing schools. Overall, 44 scholarship recipients have taught in a faculty position in a school of nursing.

Freitag says the School of Nursing at UW-Madison is committed to hiring the most diverse staff possible. But regardless of faculty demographics, she says it’s essential that all nursing educators strive to create a more inclusive environment. “Let’s say [a professor is] a white male … [who] comes from a privileged background,” explains Freitag. “We still want him to show his level of commitment to social justice and cultural competency.”

By maintaining that mindset throughout recruitment, orientation, and the curriculum, Freitag says schools may be better able to successfully recruit a diverse faculty that will in turn help them attract diverse students.

Some nursing educators worry that in the rush to fill vacancies, faculty diversity will suffer. Rideout is one of them. “The pipeline for nursing researchers is not as robust as clinical faculty,” she says, “and [that] impacts the diversity of available candidates.”

She says that even having one or two faculty members of color can make a big difference for underrepresented students. “[I often ask] ‘What made you want to pursue a PhD? What made you want to become a faculty member?’ And [students] say, ‘I saw someone who looked like me,’” Freitag explains. “So representation really does matter.”

Ultimately, she believes the faculty shortage offers an opportunity. “I see it as synergy,” Freitag says, “all working together.” And she thinks that the need to fill faculty seats will encourage schools of nursing to reach out to a more diverse set of students. If she’s right, a difficult situation in the present might lead to a better, more diverse group of nursing educators in the future.

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
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The low representation of minority students in schools and colleges of pharmacy, which ultimately results in the low representation of minority faculty, has been a consistent reality for years. Many schools have taken strides to address this problem by initiating programs, some have created school-wide committees, and a select few have diversity and inclusion administrators specifically for their pharmacy program.

Certainly, where each school is on its diversity and inclusion journey can depend on a variety of factors, including whether it is a current priority of the institution, whether able and willing champions exist to lead these efforts, and whether the administration is committed to this work.

According to the Accreditation Council for Pharmacy Education (ACPE), the pharmacy curriculum must address four key standards, which include diversity-related key elements — cultural sensitivity, population health, and self-awareness. However, efforts to prepare pharmacy students to provide care to our evolving world cannot start and stop with the curriculum.

The curriculum is just a piece of the puzzle. Efforts to create an inclusive campus environment and diversify the student and faculty bodies are also critical to adequately prepare students. Diverse student bodies lead to measurable improvements in active learning, intellectual stimulation, cultural competence, and citizenship skills. Admissions policies that value social diversity, rigor of prior academic coursework, and entrance examination scores yield a student body that may be better prepared to enter a global economy and an increasingly multicultural society.

To foster diversity and inclusion, schools of pharmacy must first determine whether these are core values of their overall institution. Is it stated in your institutional documents? Is it a subtle or obvious priority? If diversity and inclusion officer, and a diversity council composed of faculty, staff, students, and administrators — including pharmacy representation — Southern Illinois University Edwardsville (SIUE) School of Pharmacy (SOP) has its own diversity and inclusion committee and recently appointed an administrative diversity coordinator. Because the needs of the SOP differ from those of the overall institution, they should be addressed both in collaboration with and separate from the university.

Most schools of pharmacy are part of a larger university that may have an institution-wide diversity and inclusion office or council. However, ideally these efforts should be specific to the intricate fabric of the pharmacy school as well.

Pharmacy schools can take these steps and more to demonstrate a commitment to diversity and inclusion and promote visible and continuous improvement.

First, ensure that diversity and inclusion are a part not only of your university’s stated mission, vision, and core values, but also those of your school. This affirms that it is a part of who you are as an institution. Second, create a goal related to these efforts in the pharmacy school’s overall strategic plan. Whether you have begun work in this area or not, there is always room for growth, and making diversity and inclusion part of your future plans affirms them as a priority.

At SIUE, the SOP’s five-year
strategic plan was developed with input from all stakeholders, including faculty, staff, students, alumni, and pharmacy community leaders. One of the plan’s six goals is to “cultivate diversity and inclusiveness,” which includes addressing the curriculum, establishing a standing committee, and developing a diversity strategic plan.

The third step is to establish a diversity committee within your school composed of faculty, staff, and students who have an interest in this work. This committee can determine and address the needs of the school in collaboration with other committees and pertinent administrative offices. These individuals become your hands and feet, committing the time and effort needed to do this work. At a minimum, all pharmacy schools should have a standing committee.

In continuing your school’s commitment to this work, the fourth step is to develop a school diversity strategic plan. This will provide specific goals and strategies to cultivate diversity and inclusiveness and holds you accountable for measurable outcomes. It can provide greater affirmation of the school’s commitment not only in thought, but also through action and the allocation of resources. The standing committee can take the lead on developing and accomplishing the goals; however, it is important that faculty and staff vote on and approve the proposed plan, as this is the typical procedure for institutional strategic plans.

The fifth step, which may take place at the same time as or prior to the previous one, is to create a diversity administrator position in the pharmacy school. This could be an appointed or a hired position. It may be beneficial to select someone who has been a leader in this area at your school. Having a diversity administrator who reports to senior leadership validates your school’s commitment to this work, which in turn will influence all constituents to make it a priority. This person should serve as the leader for strategy, policy, and practice related to fostering diversity and a climate of inclusion within the school.

These suggested steps are presented in a logical order but may be implemented as suitable for your institution. To address the issue of low minority representation in the pharmacy field and prepare pharmacy students for the diverse world they will encounter requires intentional efforts to facilitate tangible and sustainable results.

Lakesha Butler, PharmD, is a clinical associate professor of pharmacy practice and coordinator of diversity and inclusion at Southern Illinois University Edwardsville School of Pharmacy.
Expanding Cultural Sensitivity
Training Beyond the Curriculum

By Mariah Bohanon

The publishing conglomerate Pearson PLC recently came under fire when students and faculty discovered that the latest edition of a popular nursing textbook used multiple offensive stereotypes to teach what it referred to as “common cultural differences” between ethnic groups regarding beliefs about and responses to physical pain. Outrage over the book’s flawed attempt at educating readers about cultural sensitivity garnered international attention and led to the company’s CEO, Tom Boznik, issuing a videotaped apology and a promise to remove the offensive material from all future editions.

This incident illustrates one of the pitfalls educators must avoid when preparing future healthcare professionals to treat diverse patient populations. While many medical education programs require cultural sensitivity or competency training, some experts believe that merely teaching students to be aware of cultural differences through one-time courses and other simple methods serves only to reinforce stereotypes rather than prepare a culturally competent, patient-centered workforce.

“Pharmacists and all healthcare professionals need to be sensitive not only to other cultures, but to all individual characteristics that make [people] different,” explains Margarita Echeverri, PhD, an assistant professor at Xavier University of Louisiana College of Pharmacy — a historically black college. “We need to focus on the patient more than the curriculum.”

Echeverri, who also serves as an education coordinator in the college’s Center for Minority Health and Health Disparities Research and Education, says some pharmacy schools may rely too heavily on cultural electives and immersion experiences, such as overseas clinical rotations, to prepare students for working with diverse patient populations here in the U.S. “These kinds of isolated efforts may give the wrong perception that being culturally sensitive means to have cultural experiences in other countries,” she says. “I prefer to see an evidence-based curriculum where students build their competence throughout the program, and being [culturally] sensitive is only the first step.”

In her own courses, Echeverri asks students to look for similarities in healthcare beliefs and practices among one another and to then compare differences. By focusing on shared characteristics at an individual level rather than emphasizing differences based on culture, students can see how social identity influences a person’s health without using stereotypes, she says. “Instead of teaching about Hispanics, Asians, Indians, [and so on], we work with students to learn about our own issues and approaches to health,” Echeverri explains.

In one class, she has participants read about the cultural healthcare norms of a specific group, after which they must interview three representatives of that group to determine the ways in which they ascribe to or deviate from those norms. The experience enables them to see that knowledge of other cultures is very useful in communicating with and serving patients, but that...
as a skill that is necessary to help marginalized patients overcome health disparities rather than something that simply enriches students’ knowledge of other cultures. “The only way to work for better health outcomes is by creating meaningful and sincere relationships with patients,” she says. “The first step to doing that is being sensitive to characteristics of diversity.”

For Amy Parkhill, PhD, associate professor at the Wegmans School of Pharmacy (WSoP) at St. John Fisher College, the most effective way to prepare students for treating diverse individuals is by offering them opportunities to communicate directly with patients. Rather than rely on textbooks, she contacts community organizations such as the local chapter of the National Alliance on Mental Health to find people who are willing to come speak to her classes.

“Individuals from different backgrounds come and talk to us about their interactions with the healthcare system, good and bad, and what they’re looking for or expect from a pharmacy,” says Parkhill, who is also the educational coordinator for WSoP’s diversity courses. “They also give an overview of their journey as an individual in a particular culture and some of the assumptions people make that are problematic for them.”

Parkhill emphasizes that cultural influences on health extend far beyond traditional understandings of ethnicity, race, or nationality. She wants students to be aware that multiple factors, including sexual identity, socioeconomic status, and age, are also critical aspects of a patient’s identity. These cultural identifiers can be linked to generalizations — e.g., that low-income individuals are more likely to lack health insurance or that elderly patients may be taking multiple medications — which differ from harmful stereotypes that seek to ascribe certain beliefs or behaviors to all members of a specific population, Parkhill explains.

“A generalization is about looking at a particular group and finding similarities and knowing that there are members of that culture who fall outside of that,” she says. While generalizations can help pharmacists make sense of certain cultural influences — such as how members of a specific religion view the use of pain medication — she says the most important lesson for students is that each patient is a unique individual with different healthcare beliefs, conditions, and needs.

Both Parkhill and Echeverri believe that cultural competency education should be a continuous effort on the part of pharmacy schools as opposed to something that is relegated to a single course. This idea is one that Norma G. Cuellar, PhD, RN, a professor of nursing in the University
of Alabama's Capstone College of Nursing, also supports. "You can't just think you'll have diversity covered in one course and that's all students are going to need," says Cuellar, who is also editor in chief of the Journal of Transcultural Nursing. “Every course should have something about cultural diversity so that you can build upon that.”

Additionally, she thinks that first-year nursing students should also be introduced to differences in healthcare beliefs and practices based on broad categories like race, ethnicity, gender, and age. However, she says it’s necessary to posit such information in a way that prepares students to overcome stereotypes rather than reinforce them. “Students have to be aware of the differences by groups and by cultures,” Cuellar explains, “but you have to be very careful [about stereotyping] and preface it as having to do with respect and dignity for people's beliefs and values.”

Students should also learn how the many factors that comprise a person’s cultural identity serve as social determinants of health. Using theoretical models to apply this knowledge, they are able to discover the complexities of an individual's identity and how factors like socioeconomic status or education level can have as much as or more influence on a person's health than race, ethnicity, or nationality.

“Twenty to 30 years ago, people used to think of culture as whether you were black or white or which country you were from,” Cuellar says. “Now we know that the definition of cultural diversity is so much more than that [and that] we need to be taking into account where a person lives, military status, LGBTQ issues, aging, and a whole variety of issues.”

In order to provide a robust, culturally sensitive education, Cuellar says that support for this type of learning has to come from the top. This means a school’s core values should include a focus on diversity so that faculty can prioritize research and education in this area. Additionally, she believes that instructors should be required to take ongoing cultural competency training.

“I don’t think enough nursing faculty really believe this is an issue or problem,” says Cuellar. “But you should try to keep learning and to lead by example because when it comes to diversity, you [can’t] ever know enough.”

Mariah Bohanon is a senior staff writer for INSIGHT Into Diversity.
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An Experiment in Success:

Nursing Workforce Diversity Program Allows Schools to Test Models to Improve Recruitment, Retention of Underrepresented Groups

By Alexandra Vollman

In 1964, in response to existing and projected shortages in the nursing workforce, Congress passed legislation aimed at funding efforts to develop a more robust pool of registered nurses — effectively setting a positive precedent regarding the federal government’s support for educational nurse training programs. Since then, as the need for more nurses has increased, so has the need for a nursing workforce that better represents our country’s diverse citizenry.

With the goal of supporting efforts to recruit, retain, and graduate nurses from underrepresented and disadvantaged backgrounds, the Health Resources and Services Administration (HRSA) has awarded approximately $204 million in grants since 2014 to U.S. nursing schools through its Nursing Workforce Development (NWD) Program. Based on a social determinants framework, NWD selects as grant recipients programs that identify and aim to address the specific barriers faced by certain underrepresented populations.

“NWD provides grants to schools of nursing and other eligible entities to strengthen and expand the comprehensive use of evidence-based strategies shown to increase the recruitment, enrollment, retention, and graduation of students from disadvantaged backgrounds in schools of nursing,” says an HRSA spokesperson. “[Grant] recipients must implement five evidence-based strategies under the social determinants framework that are successful in supporting nursing students from...
disadvantaged backgrounds from enrollment through graduation."

These strategies involve access to diverse mentors and role models, academic and peer support, financial support, internal and external partnerships, and holistic admissions review processes. In addition, schools are required to monitor and report to HRSA progress toward meeting their program-specific goals.

“The recruitment strategies and approaches used are unique to each project and are based on the needs of the target student population,” according to the HRSA spokesperson. “One specific approach, for example, is the use of external partnerships. These partnerships may leverage resources from national [associations] or engage with community organizations that can help institutions recruit disadvantaged students, advise on diversity relations, and provide mentorship and service opportunities.”

**Niganawenimaanaanig Project**

Located near the three largest Indian reservations in Minnesota, Bemidji State University (BSU) has sought to attract more Native American students to its nursing program but has often struggled to do so, says Misty L. Wilkie, PhD, RN, an associate professor at the university.

“The number of American Indian students in our nursing program didn’t correlate with the needs of the [area’s] population, so we wanted to [figure out] what more we could do to draw students to our program,” she says.

After a long and arduous application process, BSU’s Department of Nursing was awarded a $1.9 million, four-year NWD grant in June 2017 to recruit and support up to 12 native nursing students through its Niganawenimaanaanig Project. While pre-nursing students are able to take advantage of the academic, cultural, and social support offered through the project, only those who have officially been accepted into BSU’s nursing program can receive financial assistance through the grant.

According to Wilkie, who serves as the project’s director, the program’s ultimate goal is to increase the enrollment of American Indian nursing students at BSU 75 percent by the fourth year of the grant. One way the school is working to achieve this is by using the funds to provide eligible students yearly scholarships of $4,000 — which Wilkie says covers half of annual tuition costs — and monthly stipends of $500 to individuals who continue to meet program requirements. In addition to goal-setting sessions at the beginning of each semester, participants must attend weekly faculty mentor meetings, monthly cultural activities, and tutoring for those who may be struggling in a course.

“(Often,) students don’t know how to or they don’t like to ask for help, and I have had many get to the point in a course where there’s no way to salvage their grade,” says Wilkie, who is Native American. “So at the weekly mentor meetings, we talk about what’s going on in their courses, what kinds of assignments they’re working on, what assignments they have coming up, and [students have] recognized that these meetings have kept them accountable.”

For many native students, leaving their reservation is often the most difficult part of making the decision to attend nursing school or college in general, which can pose unique challenges to recruitment. BSU uses the fact that these individuals often crave more knowledge about their culture to attract them to and retain them through the Niganawenimaanaanig Project.

“The cultural piece is really important because, for those students who move off the reservation to come [to campus], one of the biggest things that makes them leave school is loneliness. There is such a deep connection with the community for the students who come from reservations, and moving off the reservation is a big
culture shock, and they [lose] that sense of community,” explains Wilkie. “So that’s part of what the grant is working on with the requirement to attend cultural activities.”

Since the program’s launch this fall, some of these activities have included a presentation about health disparities among Indian populations and, for Native American Heritage Month, a moccasin-making workshop, a ceremonial skirt-making workshop, and various speaker events. Wilkie says she would like to offer more events in the future, once she hires additional staff; in addition to serving as director, she is grant coordinator and the only faculty mentor for the project. “I would like to get to the point where we have an activity at least once a week that students can choose from,” Wilkie says. She also hopes to bring in a tribal elder to meet weekly with students to “pass on some traditional knowledge and wisdom.”

With only one semester of the project completed, Wilkie says she is already noticing increased interest by native students in BSU’s nursing program, and she hopes that this will be the start of a “long line of native nurses” graduating from the school.

“Our goal is to make [BSU] a destination for American Indian students,” says Wilkie, “[to become] known for the support that we provide them.”

**BAMA-Latino Project**

As the U.S. Hispanic population continues to grow, the University of Alabama’s Capstone College of Nursing has taken on the urgent and complex task of increasing the number of Latino nurses, specifically those with a bachelor’s degree or higher. In partnership with the National Association of Hispanic Nurses (NAHN), the college created the BAMA-Latino Project — BAMA stands for Alabama — to drive the recruitment of this important group using a four-year, $1.8 million NWD grant from HRSA (#D19HP30858-01-00).

“All 4 percent of nurses … are Latino. This is a big concern because we have an increasing number of Latino nurses, specifically those with a bachelor’s degree or higher,” says Norma G. Cuellar, PhD, RN, a professor of nursing and principal investigator for the grant. “Our goal is to increase the number of associate-degree nurses [who advance] to a baccalaureate level, and hopefully we will plant a seed to encourage them to get their master’s and then go on to get their doctorate.”

Launched in fall 2017, the program aims to recruit 20 Latino students for each year of the grant — for a total of 80 — to Capstone’s RN to BSN Mobility Program. Offered entirely online, it allows interested and eligible students from across the country to earn a bachelor of science in nursing (BSN) in two years. Cuellar believes the fact that it is online allows the college to reach more people, particularly those in rural areas where they may not have access to baccalaureate nursing programs.

She says that recruiting Latino students is often a difficult task because many are heads of households, work full-time jobs, and may struggle with the language barrier; in addition, Cuellar — who is Hispanic herself — says that these families often do not place much importance on earning advanced degrees. Thus, in addition to covering the cost of up to 12 credit hours of prerequisite courses, BAMA-Latino requires that students participate in resiliency training during their first semester. Offered as a one-semester, pass-fail class, it is designed to help participants overcome some of those barriers, Cuellar says.

“[The resiliency training] really builds their self-esteem and motivation,” she says. “They discuss things that have been barriers and how to handle them, and
Another key component of the project is mentorship, with students assigned both an academic mentor in the college and a professional mentor from NAHN. Cuellar says these individuals are currently teaching the resiliency class, where they are getting to know the students and will be able to provide encouragement and support; they are able to communicate via the program’s online Blackboard. An additional mentorship program that will recruit BAMA-Latino alumni as mentors will launch in the spring.

Participants also benefit from attendance at NAHN national conferences, and the college typically offers stipends to cover the cost of attending. “This is an opportunity for them to see our Latino family in these leadership positions, how powerful we are and how much we are needed,” says Cuellar. At this year’s conference, members of BAMA-Latino’s first cohort will present on the effect of the resiliency training on their education.

“Many of them have told me how impactful that has been, that it has really changed their perception, and that they feel like it has given them some insight they never had before,” explains Cuellar.

Beyond the supports provided by the program, she says that the BAMA-Latino Project has greatly benefited from the holistic admission review component of NWD. With assistance from the American Association of Colleges of Nursing, the college has worked to improve its admissions process to ensure the acceptance and enrollment of Latino nursing students — which Cuellar says often requires looking for specific personality traits.

“We know that just because you have a 4.0 GPA does not mean you are a kind, caring, compassionate nurse,” she explains. “So we’re looking at other [factors], … making sure that we get students who we feel will be engaged in the profession, [who] want to care for their patients, and [who will] be respectful and kind.”

### Nursing Education Achievement Program

Serving a large population of low-income, first-generation, and ethnically diverse students who often struggle to remain enrolled, American International College (AIC) in Springfield, Mass., decided to allot much of the $347,008 it received from a 2016 NWD grant toward improving the attrition of its most vulnerable nursing students. For AIC, these tend to be juniors, who are often both ethnic minorities and have financial need, according to Karen Rousseau, PhD, RN, director of the Division of Nursing and a professor.

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“We were looking to hopefully improve the retention of those students who we identified as coming from disadvantaged or ethnically diverse backgrounds,” says Rousseau, who is also program manager for the grant. “We chose junior year because that’s the time when students tend to drop out [or] often are not successful through a course and have to come back and repeat. For this population, sometimes that’s almost an insurmountable challenge because they can’t [afford to] come back.”

While she says these individuals are often African American or Puerto Rican, the NWD-funded Nursing Education Achievement Program (NEAP) is focused on supporting nursing students from all underrepresented and disadvantaged groups. And one key aspect of this is mentorship.

Through partnerships with the Western Massachusetts chapter of the National Hispanic Nurses Association, the Western Massachusetts Black Nurses Association, and Baystate Medical Center, the program connects participants with mentors working in the field. Students have also received financial support to attend conferences and other events hosted by these organizations, where they have had the opportunity to network with professional nurses. Rousseau says this aspect of NEAP is important for providing role models and promoting their awareness of professionalism.

“Some of these students [didn’t] have role models prior to this,” she says. “Especially [for those who are] first-generation, the connection to these outside groups and mentors is a tremendous opportunity for them.”

In addition to providing mentorship, NEAP requires that the 40 program participants — the first 26 of whom received a $1,000 scholarship — attend weekly tutoring and group counseling sessions as well as financial literacy workshops and study skills seminars. In the financial literacy sessions, they are taught money management, including the basics of student loan repayment, and in the study skills lessons, they learn how to organize notes and prepare for exams.

The counseling component allows students to discuss their stresses and concerns in a relatable, group setting, but they also have the option to engage in individual sessions if needed. Feedback from last year’s group counseling meetings resulted in NEAP adjusting its offerings to better address participants’ needs, says Rousseau.

“[We changed] some of those group [meetings] into cognitive mindfulness sessions because the students feel like dealing with anxiety is a major issue for them,” she explains. “Cognitive mindfulness is a process where people can learn how to focus themselves, decrease their anxiety, and be more mindfully present. That’s intended to assist them when they’re studying, open their minds, promote knowledge retention, and reduce anxiety around test taking.”

NEAP participants who attend the required activities receive monthly stipends to offset income they could be earning if not on campus, Rousseau says. “[Those] provide them with a little extra funding … to stay on campus longer,” she explains. “We found with our previous grants and activities that these things are available to the students, but they don’t attend because they’re working, because many of them have children and many levels of financial responsibility.”

According to Rousseau, the effects of offering these supports for underrepresented and disadvantaged junior nursing students are even better than AIC expected. In its first year — 2016-2017 — NEAP exceeded its goal of retaining 85 percent of all participants, with a 92 percent attrition rate. “We had a significant change in our success rate out of that class,” Rousseau says, “and we’re hoping that we’ll have the same results this year.”

She says HRSA’s NWD grant provided AIC the ability to “test out different strategies for student success” — an opportunity she believes is essential to improving diversity in the nursing workforce.

“When you look at a diverse population of nursing students, they come with a lot of different needs, and I think it’s important that we look at various ways to address those needs,” says Rousseau. “… not just providing a scholarship, because you can [do that] but students may still struggle to attend class or pass exams. So we need to find ways to help them not only be able to attend but to ultimately be successful [in nursing programs] … to diversify our workforce.”

Alexandra Vollman is the editor of INSIGHT Into Diversity.
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**The Rev. Patrick Francis Healy** (1830-1910) was the first African American president of a predominantly white institution — the Jesuit College in Georgetown, District of Columbia, which became Georgetown University. Healy was born into slavery to a Catholic-Irish plantation owner and a mixed-race slave mother, allowing him to pass as white for much of his life. In 1865, he received a doctorate in philosophy from the Saint-Sulpice Seminary in Paris.

**Marguerite Ross Barnett** (1942-1992) became the first African American female president of a major American university when she was appointed president of the University of Houston in 1990. She graduated from Antioch College in 1964 with a degree in political science and went on to obtain her master’s degree and PhD at the University of Chicago. Throughout her career, Barnett taught at many prestigious institutions, including Princeton University, Howard University, and Columbia University.
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