In 2018, we recognize 35 health professions schools that have demonstrated a profound and enduring commitment to diversity and inclusion on their campuses.
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.

Mathias Mukooba
B.S. Nursing, ’14


msudenver.edu/mukooba

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“In 2018, we recognize 35 health professions schools that have demonstrated a profound and enduring commitment to diversity and inclusion on their campuses with a series of vignettes highlighting some of the most important factors assessed by the Health Professions HEED Award.”

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THE 2018 HEALTH PROFESSIONS HEED AWARD RECIPIENTS

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STRATEGIC INITIATIVES & POLICIES

SOCIAL JUSTICE & ACTIVISM

HEALTH & WELLNESS

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A Cautionary Tale: Colleges and universities will require both financial prudence and boldness if they hope to subsist
By Alexandra Vollman

Correction: In the November 2018 issue, we mistakenly omitted authors from the article titled “Diversity Plans Can’t Breathe without AIIR: Building a High-Caliber Diversity Initiative.” The article has since been updated.
We are honored to be selected as a recipient of the 2018 Health Professions Higher Education Excellence in Diversity (HEED) Award.

Weill Cornell Medicine is proud to be a community made up of a diverse workforce. We are committed to supporting individuals of varied and wide-ranging backgrounds to succeed in medicine and science.

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CASE Launches National Residency Program to Diversify Higher Education Fundraising Profession

At a time when more and more colleges and universities are relying on donations from alums to help avoid dramatic tuition increases, the role of the higher education fundraising professional has become increasingly important. However, the field of development within higher education faces some significant challenges.

According to an estimate by the Association of Fundraising Professionals, only 11 percent of those who work in development are people of color. This is a growing problem because an increasing number of alums and prospective donors are from underrepresented groups. Fundraising experts widely agree that these individuals are more likely to give of their time and money when approached by development professionals who share their race, ethnicity, gender, or sexual orientation.

Another challenge facing higher education fundraising is the fact that many of these senior professionals — up to 20 percent — are expected to retire in the next few years, according to Liz Rothenberg, managing director of EAB Strategic Research.

To address these challenges, the Council for Advancement and Support of Education (CASE) has partnered with 14 host institutions across the U.S. and Canada to offer a yearlong residency program for recent college graduates. Selected individuals who have expressed an interest in entering the education fundraising profession spend a year working in the advancement office of a CASE partner institution developing skills as they help manage fundraising campaigns, build lasting relationships with donors, and solicit major gifts. They are paid an entry-level salary in addition to receiving health benefits.

Residents also participate in professional development opportunities offered by CASE, including online courses and the association’s weeklong flagship conference, the Summer Institute in Educational Fundraising.

This year, 18 people are participating in the program. The cohort includes women and men of color, children of immigrants, and first-generation college graduates.

— Ginger O’Donnell

ADDRESSING VIEWPOINT DIVERSITY

In the November 2018 issue of INSIGHT Into Diversity, we published an article highlighting organizations, institutions, and individuals who are working to cultivate civility across political divisions on college campuses. In this piece — entitled “Bridging the Partisan Divide” — we stressed that openness and inclusion of different perspectives is necessary to fulfill the mission of higher education. We also focused on the current movement for “viewpoint diversity” in academia.

Several of our readers recently shared concerns with us regarding this movement, its motives, and its potential effects on the higher education community. While we always strive to present the full story with regard to the complex topics and important events covered in the magazine, we realize that our coverage of this issue failed to include all perspectives.

As some readers have noted, there is a substantial amount of public criticism regarding the viewpoint diversity movement. This condemnation is directed not at the values this movement stands for — civility, free speech, and bipartisan understanding — so much as at those who would use these as claims to propagate an agenda of intolerance and exclusion. Notably, some proponents of viewpoint diversity have used that banner as a guise to advocate for the inclusion of ideologies on college campuses which we at INSIGHT Into Diversity vehemently oppose.

We trust our loyal readers to know that our publication would never intentionally promote any movement that would undermine the important work being accomplished by diversity and inclusion leaders in higher education. We would also like to extend our appreciation for those who support us in ensuring that we continue to uphold the values of diversity, equity, inclusion, and social justice and meet the high standards you have come to expect from us.

Lastly, we at INSIGHT Into Diversity would like to express our sincere support and respect for those working to promote civility in the classroom and on campus. We recognize that respectful and productive dialogue across differences is essential to creating inclusive, equitable campus communities.

IN BRIEF

CASE Launches National Residency Program to Diversify Higher Education Fundraising Profession

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Residents also participate in professional development opportunities offered by CASE, including online courses and the association’s weeklong flagship conference, the Summer Institute in Educational Fundraising. Furthermore, each person is paired with a mentor and is invited to attend CASE networking events.

This year, 18 people are participating in the program. The cohort includes women and men of color, children of immigrants, and first-generation college graduates.

— Ginger O’Donnell
Swipe Out Hunger Encourages Students to Share Experiences with Food Insecurity

Swipe Out Hunger, a national nonprofit dedicated to ending food insecurity on college campuses, recently launched an innovative social media campaign to raise awareness of student hunger. The organization created the @overlookedoncampus Instagram page to shed light on “the silenced experiences of students” who live with poverty and food insecurity, according to its website.

Approximately 36 percent of college students nationwide say they struggle to afford food, according to a recent study by the University of Wisconsin HOPE Lab.

The @overlookedoncampus page allows users to share one- or two-sentence stories, thoughts, and tips about living with food insecurity as a college student. The posts are anonymous, allowing Swipe Out Hunger to “expose people to these issues while still acknowledging that [hunger] is a hard thing to talk about” because of the “shame associated with seeking help,” the organization’s website states.

The campaign was developed as part of Swipe Out Hunger’s annual efforts to encourage student participation in Hunger and Homelessness Awareness Week. Colleges and universities, K-12 schools, and community organizations engage in this event every year by hosting educational programs, volunteering, and participating in fundraising efforts.

Swipe Out Hunger’s individual campus chapters use this week to raise awareness of hunger among students and the ways in which members of the campus community can help. This year, the organization provided chapters with campaign materials, including posters and cards listing support services for disadvantaged students, that feature posts from the @overlookedoncampus Instagram page.

The materials encourage students to share their own experiences with food insecurity and to contribute to Swipe Out Hunger by donating dining dollars from their campus meal plans. Contributions go toward purchasing cafeteria meals for those affected, stocking campus food pantries, or supporting community organizations that serve low-income students.

To learn more, visit swipehunger.org.
— Mariah Bohanon
COLORADO
Diane Duffy, JD, has been named executive vice president and chief strategy officer for the Colorado Community College System. She previously served as business services director for the University of Colorado Denver.

Landon Piriis, PhD, was appointed vice president for academic and student affairs for the Colorado Community College System (CCCS). He was most recently interim vice president for academic affairs with CCCS.

Ryan Ross, PhD, has been named associate vice president for student affairs and director of diversity and inclusion for the Colorado Community College System. He previously served as president and CEO of the Urban Leadership Foundation of Colorado in Denver.

GEORGIA
Tavarez Holston, EdD, was appointed president of Georgia Piedmont Technical College in Clarkston. He was most recently vice president for academic affairs and vice president for adult education at Lanier Technical College in Oakwood, Ga.

ILLINOIS
Lisa C. Freeman, PhD, has been named the first female president of Northern Illinois University in DeKalb. She previously served as interim president of the university.

MARYLAND
Amanda Thomas, PhD, was appointed provost and vice president for academic affairs at Loyola University Maryland in Baltimore. She was most recently interim vice president for academic affairs at the university.

MINNESOTA
Eric Davis has been named vice chancellor of human resources of the Minnesota State Colleges and Universities system. He previously served as chief of staff at the Minnesota Department of Transportation in St. Paul.

NORTH CAROLINA
Paulette R. Dillard, PhD, has been named president of Shaw University in Raleigh. She previously served as interim president of the university.

Darrin L. Hartness, EdD, was appointed president of Davidson County Community College in Thomasville. He was most recently the superintendent of Davie County Schools in Mocksville, N.C.

Corie Pauling, JD, was named chief diversity and inclusion officer for leading financial services provider TIAA in Charlotte. She previously served as associate general counsel in TIAA’s Advocacy and Oversight department.

OHIO
Lisa Williams has been named president of Cuyahoga Community College’s Eastern Campus in Highland Hills. She previously served as the college’s vice president of learning and engagement.

WASHINGTON
Rosie Rimando-Chareunsap, EdD, has been named president of South Seattle College. She previously served as vice president of student services at the college.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
The University of Rochester School of Nursing is honored to receive the 2018 Health Professions HEED Award.

Celebrating diversity and inclusion is ingrained in what we do and who we are. We take great pride in uniting people of all backgrounds in pursuit of one powerful goal: creating the health care leaders of tomorrow.

son.rochester.edu
In each issue, *INSIGHT Into Diversity* features diverse professionals in higher education.

**Megan Zothman** is chief human resources officer for Bemidji State University (BSU) and Northwest Technical College in Minnesota. She previously served as a human resources specialist in BSU’s Office of Human Resources. Prior to entering academia, Zothman was an executive team leader at Target Corporation, overseeing human resource operations for the company in Bemidji; Grand Rapids; Sioux Falls, S.D.; and Minneapolis. In 2015, she received the Minnesota State Colleges and Universities system’s Human Resources All-Star Award as well as its Commissioner’s Plan Professional Achievement Award.

**Larry Gamboa, PhD,** is chief human resources officer at the University of Guam (UOG). Prior to this position, he was the university’s director of professional and international programs, managing programming at UOG’s English Language Institute and Professional Development and Lifelong Learning Center, among other responsibilities. Before joining UOG, he worked for Spokane Community College in Washington as the manager of continuing education and distance learning. Gamboa holds certifications as a Senior Professional in Human Resources and a Certified Program Planner.

**Pamela Prescod-Caesar** is vice president for human resources at Swarthmore College in Pennsylvania. In this position, she manages employee benefits and payroll processing for both faculty and staff and plays a key role in establishing and communicating human resources policies to members of the campus community. Before joining Swarthmore, she served as associate vice president for human resources at Colgate University. Prescod-Caesar has also worked in a leadership capacity at Harvard University and Boston Medical Center. She is a member of several professional associations, including the Society for Human Resources Management and the College and University Professional Association for Human Resources.

**Vivian Fernandez** is senior vice president of human resources and organizational effectiveness at Rutgers University. She oversees all facets of the university’s human resources efforts, striving to make Rutgers an employer of choice. Fernandez previously served as the university’s vice president for faculty and staff resources. Before joining Rutgers, she was the associate vice president of The College of New Jersey for nearly seven years. Fernandez has also held leadership positions at Northern Arizona University and the State University of New York at Buffalo.

**Colette Hands, EdD,** is associate vice president and chief human resources officer at Oakton Community College. She previously served as the college’s interim chief human resources officer and associate vice president for continuing education, training, and workforce development. Hands has worked in human resources for over 10 years and has extensive experience in recruiting, staffing, benefits, and compensation and training. Her community involvement includes serving as commissioner for the Village of Skokie Economic Development Commission and as a board member for the National Council of Continuing Education and Training.

**Kevin Salcido** is vice president of human resources and chief human resources officer at Arizona State University. In this role, he is responsible for directing all efforts related to staffing, employee relations, benefits and compensation, and leadership and workforce development. Salcido has worked as a human resources professional for nearly 20 years, serving in leadership roles at PepsiCo Inc., Central Newspapers Inc., and Northern Trust Bank. His areas of expertise are employee and labor relations, organizational development, and coaching for performance.

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A search is now underway for UNF’s next provost.

Located just a few miles from pristine beaches along the Atlantic Coast, the University of North Florida offers academically gifted students a rich learning environment in an inspiring setting and is consistently ranked nationally for quality and value.

The University’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.

A search is underway for UNF’s next provost. The provost will join President David Szymanski, who began his tenure in spring 2018, to expand student success while embracing a commitment to innovation and excellence.

Learn more about the University of North Florida and the provost search at:

www.unf.edu/provostsearch
WHEN ALUMNUS JIM DINKLE FOUND THE UNIVERSITY OF KENTUCKY’S LGBTQ* RESOURCE CENTER ON FACEBOOK, IT HAD BEEN MORE THAN THREE DECADES SINCE HE HAD BEEN ON CAMPUS. IN FACT, IT WAS SUCH A DIFFERENT WORLD IN THE EARLY ‘80S THAT DINKLE WAS NOT "OUT" UNTIL SEVERAL YEARS AFTER GRADUATION. HE RETURNED TO UK IN 2017 TO LEARN MORE ABOUT THE LGBTQ* RESOURCE CENTER. IT WAS DURING THAT VISIT HE FOUND HIS PURPOSE.

BELONGING

THANKS TO A GENEROUS GIFT BY DINKLE AND HIS PARTNER CAROL S MAS RIVERA, THE DINKLE-MAS LGBTQ* SUITE WAS OPENED ON CAMPUS.

THE DINKLE-MAS SUITE SERVES AS A HOME WHERE STUDENTS CAN CELEBRATE, LEARN ABOUT, AND SUPPORT THE DIVERSITY OF GENDER AND SEXUAL ORIENTATION IDENTITIES ON CAMPUS.

DINKLE DESCRIBES HIS YOUNG ADULT YEARS AS "LONELY" AND HIS HOPE IS THAT NO YOUNG PERSON AT UK EVER FEELS AS "CONFlicted, Torn OR ALONE" AS HE ONCE FELT AS A STUDENT.

AT UK, WE ARE COMMITTED TO PEOPLE. OUR CAMPUS IS A PLACE OF BELONGING AND AN ENVIRONMENT FOR PEOPLE OF ALL BACKGROUNDS AND IDENTITIES TO PURSUE THEIR HIGHEST ASPIRATIONS.
The 2018 midterms marked a historic moment for many female candidates and those from underrepresented groups. Specifically, they resulted in the election of a record number of women to the U.S. House of Representatives. Below, we recognize this diverse group of newly elected officials — women, persons of color, Muslims, and LGBTQ+ individuals — who made history in November.

<table>
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<th>MAKING HISTORY</th>
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<tr>
<td><strong>YOUNGEST WOMAN ELECTED TO U.S. CONGRESS</strong></td>
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<tr>
<td>Alexandria Ocasio-Cortez Democrat, New York, Age 29</td>
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<td><strong>FIRST NATIVE AMERICAN WOMEN ELECTED TO U.S. CONGRESS</strong></td>
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<td>Sharice Davids Democrat, Kansas</td>
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<td>Deb Haaland Democrat, New Mexico</td>
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<td><strong>FIRST MUSLIM WOMEN ELECTED TO U.S. CONGRESS</strong></td>
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<tr>
<td>Rashida Tlaib Democrat, Michigan</td>
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<td>Ilhan Omar Democrat, Minnesota</td>
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<td><strong>FIRST OPENLY GAY PERSON FROM MINNESOTA ELECTED TO U.S. CONGRESS</strong></td>
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<tr>
<td>Angie Craig Democrat, Minnesota</td>
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<td>Sylvia Garcia Democrat, Texas</td>
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<td><strong>FIRST ECUADORIAN AMERICAN ELECTED TO U.S. CONGRESS</strong></td>
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<td>Debbie Mucarsel-Powell Democrat, Florida</td>
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<td><strong>FIRST WOMAN FROM ARIZONA ELECTED TO U.S. SENATE</strong></td>
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<td>Kyrsten Sinema Democrat, Arizona</td>
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Teaching Communication and Compassionate Care Skills: An Innovative Curriculum for Medical Students

By Lisa McBride, PhD; Valeri Lantz-Gefroh; and Evonne Kaplan-Liss, MD

A journalist and an actor walk into a room full of white coats. No, this is not the opening line of a joke; it’s a typical day in the lives of Evonne Kaplan-Liss, MD, and Valeri Lantz-Gefroh.

Their task? To focus their talents and assemble a full cast of characters in developing a new communication curriculum model to support the revolutionary mission of the new Texas Christian University (TCU) and University of North Texas Health Science Center (UNTHSC) School of Medicine.

As stated by the school’s founding dean, Stuart Flynn, MD, “Physicians graduate from this school as empathetic scholars, exhibiting the qualities you and your family expect and value. These physicians will embrace and lead the rapid advance of technology in empowering health and delivering care, but will also be skilled in communication and empathy — the ability to stand in a patient’s shoes and convey an understanding of those voices in the care they provide.”

During the past 10 years, Kaplan-Liss and Lantz-Gefroh have been partners, drawing on their multidisciplinary perspectives to create ways for doctors to connect with their patients — and to nontraditional audiences such as the media, donors, and policymakers — with empathy and clarity.

Kaplan-Liss credits her background as a childhood actress, a professional journalist, and a chronic patient with providing her with the important communication lessons necessary for becoming a physician. She and Lantz-Gefroh, an acting teacher, were founding faculty members of the Alan Alda Center for Communicating Science, created to empower “scientists and health professionals to communicate complex topics in clear, vivid, and engaging ways,” according to the center’s website.

Together, they built an improvisational curriculum that was piloted by the medical school at Stony Brook University and shared with an affiliate network of medical schools. All those involved agreed: The desired result was to ensure that doctors become empathetic, that they can learn to listen to people and reflect an understanding of those voices in the care they provide.

Despite the importance of physician empathy in patient care, empirical research into the topic is scarce. How do you teach it? How do you measure it beyond knowing it when you see it? In a decade of work in this area, Kaplan-Liss and Lantz-Gefroh discovered that medical professionals and scientists run into the same issue actors face: Learning improvisation is transformative and builds new perspective in the moment but requires longitudinal integration as well as a repeatable process to instill lasting behavioral change. The Compassionate Practice changes the pedagogical approach. To teach doctors to become comfortable with uncertainty, the training incorporates improvisational elements but moves quickly to the method created by Russian actor, director, and teacher.
Teaching Communication and Compassionate Care: An Innovative Curriculum for Medical Students

By Lisa McBride, PhD; Valeri Lantz-Gefroh; and Evonne Kaplan-Liss, MD

Constantin Stanislavski and taught in the U.S. by Uta Hagen. This method introduces simple technical tools related to the character’s objective, life circumstances, and conflict. To portray and honor the behavior of the character, actors must begin with an understanding of the self. As they study, they learn to identify psychological, physical, vocal, and emotional attributes they share with the character. Thus, they build an empathetic understanding to authentically portray that character.

This process is not about pretending you are someone else, but about connecting on the most fundamental human level possible, according to Kaplan-Liss and Lantz-Gefroh. The rehearsals allow actors to dissect moment-to-moment behavior, stepping in and out of the world of the play. This gives them the power to connect in the moment when the job and audience demand it and to disconnect when it’s over and rejoin life, unencumbered by the character’s drama. Imagine the emotional and psychological difficulty of playing Hamlet, grieving the death of your father and asking if life is worth living for four hours each performance, eight times a week. No actor can successfully sustain this type of emotional grind and move an audience to feel something without a process that keeps them safe.

Actors do not face the real-world drama medical professionals encounter, so theater training in medical school needs to be supported by multidisciplinary perspectives. Journalism and narrative medicine will teach important lessons about inquiry, finding the story, and reflecting on its meaning; diversity, public health, and social justice will reinforce the need to find compassion for other’s needs and perspectives; psychology and contemplative practice will bolster physician wellness; and communication studies will result in important research. Each of these areas shares common ground with theater practices and can collaboratively be built into a new method for doctors to help foster resiliency and compassion for patients and communities.

Such an innovative curriculum will also prepare and empower medical students to promote health equity and wellness as well as reduce disparities in health and healthcare.

Kaplan-Liss and Lantz-Gefroh. The Compassionate Practice takes it one step further by understanding that doctors can’t give what they don’t have. Therefore, adding intrapersonal training is an important first step on this path. Just as an actor needs technique to both connect in emotional settings and disconnect when the job is complete, this kind of intrapersonal, empathy-based training can provide much needed support for physicians struggling with resiliency.

When fully developed, the training will be assimilated into medical students’ coursework so that compassionate communication is embedded in their understanding of medicine. Empathetic scholars will learn that practicing compassion is like practicing medicine — a lifelong endeavor.

Lisa McBride, PhD, is assistant dean of diversity and inclusion and a professor of medical education at the TCU and UNTHSC School of Medicine. She is also a member of the INSIGHT Into Diversity Editorial Board. Valeri Lantz-Gefroh is artistic director and an associate professor at the TCU and UNTHSC School of Medicine. Evonne Kaplan-Liss, MD, is assistant dean of narrative reflection and patient communication and a professor of medical education at the TCU and UNTHSC School of Medicine.
**Higher Education Leaders Rally to Advocate for Undocumented Students Under Trump Presidency**

By Ginger O’Donnell

Immediately after the election of President Donald Trump — a candidate whom many perceived as openly hostile to the U.S. immigrant community — higher education leaders experienced a new level of uncertainty regarding the future of undocumented immigrants on their campuses. But in the months following, colleges and universities across the U.S. have collaborated to protect and advocate for these individuals.

A primary reason for many college presidents’ profound sense of responsibility for the undocumented is that these individuals make up a large segment of their student bodies. In the U.S., they account for 2 percent of all college students, according to a report by the UndocuScholars Project. Nowhere are undocumented students more represented than in the California Community Colleges (CCC) system, where approximately 70,000 are currently enrolled, according to Chancellor Eloy Ortiz Oakley.

When Oakley assumed his current position in December 2016, he says much of his time was spent advocating on behalf of this underrepresented group. “After the presidential election, we quickly realized that we needed to do a lot more,” he says. “The rhetoric coming from D.C. certainly worried many advocates as well as many of our undocumented students.”

One concern shared by college presidents across the country was that U.S. Immigration and Customs Enforcement would no longer uphold its Sensitive Locations Policy. This policy states that undocumented immigrants will not be targeted for deportation in schools, hospitals, places of worship, and at public demonstrations.

Also, fearing imminent deportation, students at more than 100 colleges and universities circulated petitions asking administrators to declare their respective schools a "sanctuary campus." According to a December 2016 report by the American Council on Education (ACE), the term "sanctuary campus" has no legal status; rather, it is an extension of the "sanctuary city" concept, which expresses strong community support for undocumented persons but has no footing under federal law.

In an effort to help college administrators protect the undocumented members of their campus communities while remaining in compliance with federal law, ACE published a white paper in December 2016. Among other things, it encouraged schools to provide students with pro-bono legal services and warn DACA recipients about the potential risks of studying abroad — specifically, the difficulty they may have encountered trying to re-enter the U.S. should Trump have followed through on his threats to rescind DACA at that time. The report also recommended that colleges and universities adhere to the Family Educational Rights and Privacy Act by not disclosing a student’s educational records unless ordered to do so via a subpoena, warrant, or court order.

Ultimately, says Oakley, coping with the social and emotional distress caused by Trump’s aggressive, anti-immigrant platform was the greatest challenge undocumented students faced at the time of his election. “The impact of the rhetoric from D.C. was widespread. A student didn’t have to be undocumented to be affected by it; if they had family members [who didn’t have legal status],

Nearly 3.6 million of the 11.3 million undocumented immigrants living in the U.S. entered the country before their 18th birthday; they are known as Dreamers.
that affected them as well,” he explains. These individuals’ fears were slightly assuaged when the U.S. Department of Homeland Security issued a statement shortly after the election reassuring colleges and universities that the Sensitive Locations Policy was still in effect. Nothing changed during Trump’s first several months in office, and the sense of urgency around creating sanctuary campuses eventually dissipated.

Then, in September 2017, Trump moved to rescind DACA, prompting numerous college presidents to lobby the federal government to adopt more supportive policies toward Dreamers. These are people who were brought to the U.S. illegally as children and have been temporarily allowed to live, work, and study here under the Development, Relief and Education for Alien Minors (DREAM) Act.

In response, on Oct. 19, 2017, more than 800 college and university presidents and chancellors sent a letter to leaders of both the House and Senate urging them to pass legislation as soon as possible to protect undocumented students. A month later, a group of college presidents met in Washington, D.C., to establish the Presidents’ Alliance on Higher Education and Immigration to increase public awareness of how immigration policies affect college students. The formation of this advocacy group represented a powerful show of support and solidarity for undocumented students nationwide.

Resources and Support

Higher education leaders have also worked to support undocumented members of their communities on their respective campuses through the creation of Undocumented Student Resource Centers (USRCs). According to researchers at the University of Texas at El Paso and the University of California, Santa Barbara, there are currently 56 USRCs in the U.S., with the majority — 46 — located in California.

State Democrats have repeatedly tried to pass a law there that would encourage all campuses in the California State University and University of California systems without a USRC to establish one. According to Pamela Ortiz Cerda, program services coordinator at Skyline College’s Dream Center in San Bruno, Calif., the bill has failed to pass thus far due to a dearth of funding rather than a lack of ideological support.

Cerda describes Skyline’s USRC as a “one-stop shop” for all undocumented members of the campus and local community. Services range from a free legal clinic on Wednesday nights to a food pantry to professional development trainings for Skyline faculty and staff on how they can better support this population. Another large part of Cerda’s job is assisting undocumented individuals with navigating the college application and financial aid process.

Undocumented students currently face much uncertainty when it comes to their eligibility for in-state tuition and financial aid due to variations in state policies regarding the rights of noncitizens. Because they are not able to receive federal aid — including Pell Grants — legislation that prohibits them from receiving financial aid or discounted tuition at the state level significantly affects their ability to afford college.

Today, eight states offer both in-state tuition rates and financial aid to undocumented students, according to the National Conference of State Legislatures (NCSL). Meanwhile, 13 offer in-state tuition rates but no financial aid. Three states — Arizona, Georgia, and Indiana — go so far as to prohibit these students from receiving in-state tuition benefits, according to NCSL.

Due to these inconsistencies, some institutions have...
implemented their own policies and programs to provide financial support for these individuals. In Colorado, where undocumented students are ineligible for state financial aid, Colorado Mountain College (CMC) announced in September that it would begin offering income-share agreements to help cover the cost of their education. These types of payment plans allow students to enroll in college without paying tuition; instead, they pay a fixed percentage of their income for several years after graduation.

According to Cerda, undocumented individuals — like any other group of students — possess varying levels of knowledge about their financial options. While many are skilled at advocating for themselves and seeking help, others are hesitant to ask questions and to take the initiative to do their research, she says. Thus, conducting outreach to local high schools and helping these young people understand their options is essential to ensuring that undocumented students even apply to college.

Cerda also encourages institutions and advocacy groups to focus on other segments of the undocumented population, as DACA recipients make up only a small percentage of this student group. It is important to be more inclusive of older adult students as well as those who are very young who never got the chance to apply for DACA in the first place, she says. Cerda works with these individuals to make them aware of the postsecondary options available to them.

Making Campuses Great
In January 2018, Judge William Alsup of the U.S. District Court for the Northern District of California issued a preliminary injunction requiring the federal government to maintain DACA by accepting applications for renewal. On Aug. 31, following several federal court cases, Judge Andrew Hanen upheld the program — for now — meaning that immigrants currently or previously protected by DACA may continue to apply for renewal. Then, on Nov. 8, a three-judge panel of the U.S. Court of Appeals for the 9th Circuit unanimously voted to uphold DACA, prompting the Trump administration to ask the U.S. Supreme Court to add the case to its docket.

Despite DACA's uncertain future — and the fact that it may meet its end before the now right-leaning Supreme Court — university presidents are determined to do what they can to ensure a bright future for these students.

Although Trump's push to “make America great again” seems to deliberately exclude undocumented immigrants, many higher education institutions have demonstrated that they believe this community is an important part of their campuses. Dreamers in particular “are remarkable,” says Steven Bloom, JD, director of government and public affairs for ACE. “We've been blessed to see them on our campuses and to have them in our classrooms. They’ve enriched academic life at institutions across the country.”

In Oakley’s opinion, Dreamers are also essential to the functioning of the country. “In a state like California,” he says, “it is not even rational to begin to consider life without [them].”

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity. For more details about the latest DACA litigation, visit nilc.org.

About 350,000 young people protected by DACA are in high school or pursuing higher education.
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Staff Mentoring Programs Help Employees Thrive on Campus

BY DALE SINGER

The staff mentoring program at the University of Cincinnati (UC) isn’t just a two-way street. At times, it’s more like a whole intersection.

Take the experience of Shelly Sherman, MEd, coordinator of the program known as Mentor Me UC and executive director of Human Resources Business Partner for the university. She not only was a mentor to Keisha James, a benefits specialist at the university, but she also had a mentor herself, Greg Vehr, UC’s vice president of government relations and university communications.

Experiencing the program from both ends of the mentor-mentee relationship — as Sherman and many other UC employees have — helps everyone involved get as much out of the program as possible.

“I think mentees should avoid thinking that their mentors will have all the answers. I also think they should avoid thinking that this will be the be-all and end-all and that they’re only going to learn from their mentor,” Sherman says. “It’s a learning experience, so you [can’t assume] that just because you’re the mentor or the mentee, that you’re going to have or get all the answers.”

One key to ensuring that a mentoring relationship expands the horizons of both participants is making certain that the pair is a good fit. At Brown University, Provost Richard Locke, PhD, was matched with Nirva LaFortune, manager and adviser for the university’s Presidential Scholars Program.

He serves in a top position at Brown, while she was the first in her family to attend college and now helps ease that passage for others. Locke says the chemistry between the two worked just as they’d hoped. “Someone who’s been around the block a couple more times can share experiences with younger staff members,” he says, “to give them the help they need to succeed.”

“And it works both ways,” he adds. “Nirva is aware of things [happening] on campus and has insights and information about things that I might not have. I can give her some guidance because I’m older, but she’s also able to give me advice and information. It’s really a two-way street.”
Getting Started

The mentoring program at Brown began in 2016 with the goal of fostering employees’ professional development and career growth while also enhancing a culture of inclusion on campus. Judy Nabb, director of learning and professional development, says the university had facilitated informal staff mentoring relationships for a long time, but through town hall meetings, focus groups, and additional means of gathering information, Brown’s diversity and inclusion action plan led to more structured interactions.

“While the program is not focused specifically on staff members from historically underrepresented groups,” Nabb says, “a formal mentoring program makes [such] opportunities more equitably accessible to all members of our community.”

To help get the right pairings, Brown requires would-be mentors and mentees to answer a number of questions about why they want to participate and what they hope to gain from the relationship. A committee then uses the applications and insight from personal interviews to make the best matches.

Among other factors, the committee takes into account mentors’ and mentees’ preferences in the matching process, as many participants seek someone from a similar background or set of life experiences.

At UC, Sherman says that prior to her joining the staff more than four years ago — after being involved in mentoring programs at companies such as Cintas and Sara Lee — the university had conducted a climate survey. The results, she says, were revealing.

“People who were in underrepresented groups, such as women or people of color, said they didn’t feel they had some of the opportunities to network and [engage in] career development that their majority counterparts had,” she says.

In response, the university created Mentor Me UC, a program in which diversity and cross-cultural experiences play a key role in both attracting and retaining staff. In this informal mentoring program, pairs are encouraged to maintain their relationship for at least nine months, and they work together to decide on goals for the partnership.

“Part of [its purpose] is making sure that people can bring their whole selves to work,” Sherman says. “[We] really want a diverse group of people to fully participate and be who they are.”

According to Sherman, 43 percent of the mentees in the program are people of color and 87 percent are women. For the mentors, 30 percent are people of color and 79 percent are women. Both Sherman and her mentee are African American women, a pairing that she says occurred more because of their career roles and the experiences they sought than their race or gender.

Yet, when Sherman was looking to be matched with a mentor, she says she sought a “majority male” — a person who has had experiences that were different from hers. “I wanted to be able to develop a relationship with someone who had been able to navigate the university setting but had a different experience,” she says.

“It has really helped me from the standpoint of seeing the other side of the coin,” she adds. “I still consider myself a new hire, and I wanted someone who had a lot of experience in higher education, someone who was good in communications, because a lot of the time, corporate speak and higher ed speak are very different.”

Taking the Time

One of the most important aspects of any mentoring relationship is making sure that both sides take the time necessary for it to work.

“When you’re looking for someone who’s going to be a mentor,” Sherman says, “you have to find someone whose answer will be ‘absolutely, I’d love to,’ not someone who will say ‘no, I’m too busy.’”

At Brown, Locke stresses the need to not just be available but to also give meetings the attention they deserve. “It’s an issue of time,” he says, “but it’s also an issue of breaking through the hierarchy.”

Another mentor-mentee pair at UC is Joe Harrell, associate vice president for facilities management, and his mentee, Luke Willman, assistant athletic director of marketing and branding. They believe that
At the Ohio State University College of Medicine, we see diversity as the uniqueness each of us brings to achieving our shared mission and goals. Diversity is central to our mission and serves as a driver of institutional excellence. It is an honor to receive the 2018 Health Professions Higher Education Excellence in Diversity (HEED) award, as it is a reflection of our university’s commitment to diversity and inclusion.

Our Strength is Our People

At the Ohio State University College of Medicine, we see diversity as the uniqueness each of us brings to achieving our shared mission and goals. Diversity is central to our mission and serves as a driver of institutional excellence. It is an honor to receive the 2018 Health Professions Higher Education Excellence in Diversity (HEED) award, as it is a reflection of our university’s commitment to diversity and inclusion.

In all, 100 percent of mentee respondents rated Brown’s program as very or extremely effective, 91 percent said it helped them enhance their professional development, and 100 percent said it helped expand their network. Additionally, mentees reported feeling more self-confident, valued, and empowered because of the program.

For Willman and Harrell, the results of UC’s program aren’t necessarily judgments that can be quantified. “We’re both numbers guys,” Willman says. “We both really want to put success into metrics, but I would say it’s more about the personal growth and the personal relationship. I not only consider Joe a mentor, I [also] consider him a friend, and the relationship has made me a better person at work.”

At Brown, LaFortune says her relationship with Locke has led to similar growth. She recalls meeting him for lunch at a restaurant where she wasn’t sure she would fit in. But, she says, her mentor made her feel at ease. “When we walked in,” LaFortune says, “Rick … didn’t say I was his mentee or ‘she works for Brown.’ He introduced me as his colleague. That was so affirming. He made me feel like I belonged. And I think, a lot of times, for women and particularly for women of color, we don’t feel like we belong.”

She says watching Locke on the job has taught her a lot as well. “He walks around campus and greets people by name,” she says. “It teaches me that wherever you are in life, you have to be grounded and stay humble, and always remember where you came from.”

Dale Singer is a contributing writer for INSIGHT Into Diversity.

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Although the concept has been around since the 1980s, the word “intersectionality” was only added to the Merriam-Webster Dictionary in 2017. An inclusive term, it is defined as “the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.”

By its nature, intersectionality requires not a single initiative within a broader diversity program, but rather a combination of efforts that recognize the reality that multiple identities can affect peoples’ lives positively and negatively, says Jerry Schearer, associate dean for inclusion and outreach at Kutztown University of Pennsylvania. “The need for a focus on intersectionality by colleges and universities has grown as student bodies have become more diverse,” he says.

“One of the tenets of intersectionality is building coalitions,” he adds. “This can be individually and informally — which I think many of our students are adept at — or more formally and [can be] geared toward institutional transformation.”

Kutztown University
One of Kutztown’s formal approaches to intersectionality is its Diversity Council. Established by the Student Government Association four years ago, it is composed of representatives of all student groups focused on student engagement. Members represent affinity groups that are based on race,
ethnicity, gender, religion, or academics, but Schearer says there is often overlap in their membership.

“The council meets every two weeks to discuss issues that affect their members and share ideas,” he says. Special events, such as Unity Day, also bring all groups as well as other students, faculty, and community members together to celebrate diversity.

Because the council is student-led, its focus can change depending on its leadership as well as current community concerns. “The first two years were very focused on advocacy and policy issues and how they affected each group, but the last two years have been a mix of policy and social activities,” explains Schearer. “Now that the silos are broken down, groups are inviting each other’s members to educational and social events, recognizing that they share [representatives] or that their own members share interests with those from other groups.”

Issues that are identified by the Diversity Council and taken to the Student Government Association or the university to address, however, are not always limited to diversity or intersectionality concerns, Schearer says. For example, the students noted areas of campus that needed better lighting to improve safety — an issue that affects all students but one that is top of mind for members of diverse groups who might feel more vulnerable. By working as a larger group, they were able to move the issue forward, he adds.

**Mount Holyoke College**

At Mount Holyoke College, Cultural Centers provide spaces for students to interact and network with peers from similar backgrounds — and who face many of the same challenges — as well as receive support that individually addresses the different aspects of their identities. But they are also designed to facilitate interconnectedness.

“The Cultural Centers at Mount Holyoke are sanctuaries and a ‘home away from home’ for students from historically marginalized groups,” explains Kijua Sanders-McMurtry, vice president for equity and inclusion and chief diversity officer at Mount Holyoke. “Students find support from peers with similar identities and experiences in addition to educational spaces where they can explore their own identities while also learning about [those] different from their own.”

The Cultural Centers — which include one for African Americans, Asians and Asian Americans, LGBTQ+ individuals, Latinos, and Native Americans — host programs such as movie nights and discussions, lectures, and social gatherings to increase cultural awareness and interconnectedness, says Sanders-McMurtry. “The existence of cultural centers at Mount Holyoke dates back to 1969,” she says, “and within these structures there has always been a deep understanding of the complex nature of intersecting identities.”

**Grand Valley State University**

Viewing diversity through an intersectional lens is part of the culture at Grand Valley State University (GVSU), says Jesse M. Bernal, PhD, vice president for inclusion and equity. “We acknowledge the reality that everyone carries multiple identities and that we need to create a welcome, safe environment that allows everyone to be their full, authentic selves,” he says.

In 2014, GVSU created an initiative called Intersections. An overarching framework, it encompasses a variety of social justice centers focused on identities that are specific — women of color, African American men, the LGBTQ+ community, and Latinos — but connected. This design makes it easy for students who identify with more than one group to access certain resources such as community activities,
mentoring, and academic support. Intersections maintains that “while [an] intentional focus on intersectionality is important, identity-specific efforts are necessary until full equality is realized,” according to the initiative’s website.

A group of 12 Intersections Ambassadors present intersectionality workshops and presentations for students, faculty, and staff to raise awareness of intersectionality issues. “While it may be apparent that a woman of color faces bias related to race and gender,” says Bernal, “these workshops also discuss the unseen biases.” For example, a black man who is LGBTQ+ may face prejudice from other black men, he explains.

Another important purpose of Intersections events is to examine and better understand “how privilege advantages certain groups of people while disadvantaging others,” according to the website. The initiative is supported by a range of campus units: Campus Interfaith Resources, Disability Support Resources, Gayle R. Davis Center for Women and Gender Equity, Milton E. Ford LGBT Resource Center, the Office of Multicultural Affairs, Social Justice Education, and Pathways to College.

One reason GVSU’s effort has been successful is its “practical” approach, says Bernal. “We combine data variables to better assess the impact of our programs and drive development of new initiatives to address gaps in programming,” he explains. He notes that data indicate an increase in the university’s ability to retain and graduate Latino students, but the retention and graduation rates of low-income men is declining, indicating an area of increased need.

A campus climate evaluation — conducted every four years — also provides the administration with a wealth of information about how well the university is serving and meeting the needs of students’ complex identities. Bernal says it is designed to evaluate their experience from all aspects of their identity, which is critical to addressing intersectionality throughout campus programs.

“The first round of this year’s assessment — a survey completed by students — shows that black men are less positive about their campus experience than black women,” he says.

The second round consists of a series of focus groups designed to dig deeper into students’ responses. “We’ll be able to identify specific reasons for perceptions and pinpoint interventions — culturally and academically — that improve experience, retention, and graduation,” says Bernal. The ability to gather data in more detail during these discussions will assist with the development of support programs that will help keep students of intersecting identities, such as low-income men, in school, he adds.

Without programs and services designed to support all facets of students’ identities, Sanders-McMurtry believes an institution’s work remains unfinished.

“Colleges and universities have to take bold stances in the areas of diversity, equity, and inclusion and in particularistic ways that recognize the inherent complexities of identity,” she says. “A failure to understand that simplistic notions of identity that only recognize one’s race, gender, citizenship status, or class without recognizing how each can have an impact on the other limit our ability to provide support to the whole person — in effect, rendering our efforts incomplete.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity. Mount Holyoke College is a 2018 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recipient.
The number one goal of SMLP is to expose the participants to the “real world of medicine” to prepare them not only for admission to medical school but to assume future leadership positions in medicine/biomedical field.

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Last year, nearly 43,000 people applied to be a part of Harvard University’s Class of 2022. In the spring, 95.4 percent learned they had been rejected.

Those accepted constitute the most ethnically and socioeconomically diverse class in the school’s nearly 400-year history. Not everyone, however, saw this as a sign that one of America’s most elite universities has truly become a place of equal opportunity.

In October, Harvard’s top administrators spent three weeks in federal court testifying in defense of their institution’s race-based admissions process. The much-anticipated trial was the culmination of a 2014 lawsuit filed by the anti-affirmative action group Students for Fair Admissions (SFFA), which claims that Harvard discriminates against high-achieving Asian American applicants in favor of less-qualified students from other racial and ethnic groups — including those who are white.

Much of the media coverage surrounding the Harvard case has focused on its potential to reach the U.S. Supreme Court, ushering in the possibility that the majority-conservative bench could overturn the use of affirmative action in higher education. SFFA’s founder and president, Edward Blum, is a leading opponent of race-based admissions and has helped organize multiple legal battles against the practice, including the 2016 Supreme Court case Fisher v. University of Texas.

Though Blum and client Abigail Fisher lost that case — in which they alleged that the University of Texas at Austin’s (UT Austin) consideration of race in the admissions process discriminated against white applicants — many now see the Harvard lawsuit as a gateway for Blum to once again bring his case before the country’s highest court. And although SFFA’s attorneys emphasized that “diversity is not on trial” in the Harvard case, concerns regarding its potential implications for affirmative action were amplified by the confirmation of conservative Brett Kavanaugh to the Supreme Court just nine days before the trial began.

Peter McDonough, JD, vice president of the office of general counsel for the American Council on Education (ACE), cautions that media speculation regarding the Harvard trial may cause more concern than is necessary, at least for the time being. Should the university or SFFA decide to challenge the ruling — whatever it may be — the appeals process would take several years and would carry no guarantee that the Supreme Court would even agree to hear the case. A more immediate worry is that colleges and universities may be discouraged in their diversity efforts because of the threat of lawsuits from groups like SFFA and because of the Trump administration’s opposition to affirmative action, he says.

“Schools are wise to recognize that more questions will be asked about how they do [admissions], but if this trial has a chilling effect that causes schools to shy away from what they fundamentally believe in terms of the educational benefits derived from a diverse student body, our entire country suffers,” says McDonough.
In the past, military leaders and executives from Fortune 100 companies have filed amicus briefs and spoken out in support of race-conscious college admissions — specifically, during Fisher v. Texas and in earlier cases involving the University of Michigan (UM) — illustrating affirmative action’s powerful influence. Many sectors of American society and the economy “have seen firsthand the benefits that derive for this country from diverse student bodies and campuses, and they do not want that to be chipped away at,” McDonough says.

Even in college admissions cases where the Supreme Court has ruled in favor of the plaintiff, the justices’ decisions have focused on the legality of specific race-conscious policies, not affirmative action itself, he notes. In the 2003 case Gratz v. Bollinger, the court ruled against UM for having a points system that gave higher scores to underrepresented applicants, explaining that race or ethnicity alone cannot be considered a qualification for acceptance. That same year, the court decided in favor of UM in Grutter v. Bollinger, ruling that it was constitutional for the university’s law school to make admissions decisions based on the goal of building a diverse student body, even if that required admitting underrepresented candidates over white ones when both parties were equally qualified.

In Fisher v. University of Texas, while the Supreme Court ruled against Fisher’s claims of discrimination, it emphasized that UT Austin and other institutions should only consider race and ethnicity as a factor when other methods, such as preferential admissions for low-income students, don’t result in a diverse student body or are simply unfeasible.

SFFA cited this ruling during the Harvard trial and called as its key witness The Century Foundation (TCF), a progressive think tank that has long maintained that colleges and universities can in fact achieve diversity using race-blind admissions policies. According to the organization’s research and as it argued in its testimony, preferential admissions based on socioeconomic status is a more equitable and effective method for creating diverse student bodies. TCF did not respond to a request for comment.

Other higher education experts, including McDonough, disagree. “As Harvard [explained] in the courtroom in Boston and as institutions and commentators have noted, the alternatives to the consideration of race and ethnicity have been found … to be insufficient for the objectives schools are trying to achieve,” he says.

Rachel Baker, PhD, an assistant professor in the University of California, Irvine School of Education, has studied this issue at length. She says multiple reports have found that “there really is not a reasonable level of socioeconomic-based affirmative action that can replicate the level of racial diversity that we see when we use race-based affirmative action.”

While Baker was not involved with the Harvard trial, she has done extensive research into college selectivity, race, and income. In a study using an intricate simulation model, she and her team found that colleges could achieve only moderate levels of racial diversity through extensive efforts to recruit and support low-income students. This type of race-blind effort, and the amount of financial aid it would require, is simply unsustainable for most higher education institutions, she explains.

“We’re not talking about something that is a little expensive, so schools just
 wouldn’t want to do it,” Baker says. “It is well outside the bounds of what schools could possibly do.”

While there is some correlation between race and socioeconomic status, one cannot serve as a proxy for the other, she argues. In addition, Baker notes that it is normally only more selective institutions that have race-based affirmative action policies.

In the simulation model, eliminating the practice of preferential admissions for underrepresented ethnic and racial groups at highly selective institutions caused “their levels of racial diversity to go down by approximately 80 percent,” she says. This practice also meant that more students from underrepresented racial and ethnic groups enrolled in lower-ranked, less selective institutions.

Jonathan R. Alger, JD, president of James Madison University and a leading attorney on civil rights in higher education, believes that much of the pushback against race-conscious admissions is rooted in public misunderstanding of holistic admissions processes and why institutions choose certain students over others.

“Admissions is an art as well as a science, … so the idea that it can be narrowed down to numerical criteria is simply not the way it works at most institutions and certainly not at Harvard,” says Alger, who served as assistant general counsel for UM during the Gratz and Grutter cases in 2003. “It’s not about putting together a group of isolated individuals; it’s about [creating] an entering class where everybody is going to be part of the learning environment and everybody has something to contribute.”

The apparent confusion around the purpose and logistics of affirmative action is understandable considering its evolution over the decades.

“Since the very beginning [of affirmative action in higher education], which dates back to the 1960s and ’70s when colleges and universities first began very deliberate efforts to diversify, we’ve seen a counterattack or challenges to those programs,” Alger explains.

Originally, colleges and universities instituted affirmative action programs as a means of remedying past discrimination, a value upheld by the Supreme Court when those programs faced early opposition. Alger says the rationale for these types of admissions models, however, has shifted over the years to focus more on the educational benefits of having a diverse student body.

“Race is just one of many factors — along with gender, socioeconomic status, geographic differences, and family background — when you think about putting together an entering class in its totality,” he says. While an institution like Harvard sees thousands of academically qualified applicants, that does not mean the university can or should only admit candidates who have perfect GPAs or scored in the top percentile on the SAT, Alger
adds. Rather, creating a multicultural campus requires admitting applicants who represent a variety of academic backgrounds, extracurricular interests, and sociocultural identities.

He notes that during the UM trials, both the defendants and plaintiffs quoted Martin Luther King Jr.’s famous “I Have a Dream” speech in justifying their causes. Both sides, he says, believed that college applicants should “be judged on the basis of the content of their character and not on the basis of the color of their skin.”

The plaintiffs argued that this ideal could be achieved by simply eliminating race as a consideration in admissions. The university, on the other hand, defended the need to actively work toward this goal given the present realities.

“I think a fascinating part of this whole argument is that there is agreement on the end goal, … of getting to the point where race should no longer have to be a factor,” Alger says. “It’s how you get there that makes the big difference.”

Alger and McDonough concur that current negativity regarding race-based admissions is rooted in today’s political climate and the rejection of diversity and equality as basic values. They point to the Trump administration’s rescission of Obama-era guidelines for affirmative action in higher education and the U.S. Department of Justice’s expressed support of SFFA as proof of this assertion.

“You’re seeing a frontal attack on the very concept of diversity as a compelling interest, … given the change in the composition of the Supreme Court and a current administration that is opposed to these policies in general,” says Alger.

Experts say it could take several months before federal Judge Allison Burroughs, who presided over the Harvard trial and is a 2014 Obama appointee, issues a ruling. And while both sides are expected to appeal a verdict not in their favor, there is evidence that Harvard is already taking steps to avoid future accusations of racial bias. In the latest edition of its annual guidelines for admissions officers, the university stresses that race should not be considered as a factor when assessing the “personal rating” portion of its holistic admissions process.

The guidelines do, however, state that officials are to consider ethnic and racial identity when determining whether a candidate “may contribute to the educational benefits of diversity” on campus.

Mariah Bohanon is the associate editor of INSIGHT Into Diversity.
African American Youth Take a Stand in Effort to Prevent Gun Violence

BY MARIAH BOHANON

THAT GUN VIOLENCE IS AN EPIDEMIC WHICH SEVERELY AND DISPROPORTIONATELY AFFECTS YOUNG PEOPLE IS WELL-DOCUMENTED. BUT THE STATISTICS ARE ALARMING NONETHELESS.
According to the Center for American Progress, Americans ages 15 to 29 are injured by firearms at a rate 70 percent higher than the national average. And last year, guns became the third leading cause of death for children and teens in the U.S. — in some states even surpassing the number of those killed by car accidents, according to the Centers for Disease Control and Prevention.

For African Americans, the statistics are even more distressing: A 2017 study in the journal *Pediatrics* found that being black increases a child’s likelihood of dying from gun violence tenfold.

Despite the disproportionate effect on young people, especially those of color, they have traditionally been overlooked in the broader gun control debate. The rise of the youth-led #NeverAgain campaign that followed the school shooting in Parkland, Fla., last February called significant attention to this issue. In particular, the survivors spoke out against the media’s snubbing of their black classmates and the public’s general dismissal of the plight of young people of color who regularly face the threat of gun violence.

The #NeverAgain campaign’s inclusive March for Our Lives, which took place this past March in Washington, D.C., was attended by nearly 800,000 people. It featured African American students as young as 11 years old from cities across the U.S., who spoke about the pain that gun violence has caused in their communities.

“What I’ve learned from young people, even before Parkland, is that a lot of students no longer feel safe at school. But many young people of color also don’t feel safe walking to school, walking home, or even inside of their homes,” says Amber Goodwin, founding director of the Community Justice Reform Coalition (CJRC).

Once a campaigner with former U.S. Rep. Gabrielle Giffords and other prominent gun control activists, Goodwin decided to form CJRC to make the gun control movement more inclusive of African Americans. One way to achieve this is by providing information, training, and leadership opportunities for black youth to become leaders in the fight to create safer neighborhoods.

“I strongly believe that young people [shouldn’t just] be invited to speak [on this issue], but need to be the ones who are organizing the meetings as they are a crucial part of the agenda,” says Goodwin. “But we see that even to this day, and initially after the Parkland shooting, there are not a lot of resources and leadership opportunities for students of color from marginalized communities.”

CJRC’s flagship program is the Community Justice Speakers Bureau. The initiative annually accepts 20 emerging activists to participate in leadership training; half of participants are 30 years old or younger. Members are from cities across the U.S., and while the majority are African American, they represent multiple ethnicities. Additionally, they are college students, former convicts, founders of nonprofit organizations, and others who have been personally affected by gun violence.

“This is a pipeline program where we’re helping create a network across the country of young people, specifically young people of color, who are connected to each other in this work,” Goodwin explains. “Creating avenues and pipelines for leadership is really important so people know that no matter what their age or where they come from, they can be an advocate.”

Bureau members receive online and in-person training on public speaking and outreach and learn about successful violence reduction models. Such a framework requires leadership from within communities and collaboration between law enforcement, educators, faith leaders, public service providers such as hospitals, and more.

“The emphasis of these [violence reduction models] is to make sure that people who are closest to the pain of everyday gun violence, … especially young people and people of color, are the ones actually heading up the solutions,” says Goodwin.

At Boston University School of Public Health (BUSPH), students and researchers are working to change the narrative around gun violence by promoting these types of community-based, collaborative solutions. Michael Siegel, MD, a community health sciences professor at the school, says gun violence in communities of color is typically portrayed by the media and treated by lawmakers as a criminal justice problem that can only be remedied by tactics like increased policing. A more accurate way of looking at this problem, he says, is to view it as a public health issue.

“With a public health approach, you’re not just looking at the people committing the violence as a criminal problem, you’re looking at it through a broader societal lens,” says Siegel, whose research focuses on the relationship between race, housing segregation, and gun laws.

A public health understanding of gun violence in marginalized communities requires considering the historical context of the issue, which includes factors like housing segregation and the criminalization of African Americans, he says. This context helps researchers identify root causes of the gun violence epidemic and pinpoint risk factors.

For example, one of Siegel’s recent research projects revealed that African Americans who live in states where communities tend to remain deeply segregated are up to 24 times more likely to be injured by a firearm than a white person living in the same state. “That’s a huge level of disparity in any kind of health outcome and may even be the largest racial disparity of any public health outcome in the U.S.,” he says.

Through BUSPH’s Activist Lab, Siegel works with students to research and promote evidence-based solutions to reduce firearm-related crimes in communities of color. He also helps teach an advocacy training course and
Siegel says the best thing young people can do to improve the situation is to press legislators to provide the resources and policies necessary to enforce data-driven violence-reduction models. One such example is Operation Ceasefire, a homicide prevention program that originated in Boston in the 1990s.

Designed by experts at John Jay College of Criminal Justice, Operation Ceasefire relies on the joint efforts of law enforcement, civic leaders and organizations, and the community at large to crackdown on violent offenders while also identifying individuals who are at risk of engaging in gun violence. These people are then provided education and career-related opportunities — such as job training tailored to local industry — that serve as constructive alternatives to crime.

In addition, after-school programs and youth-centered activities like intramural sports help keep adolescents off the streets and diminish the school-to-prison pipeline.

The combination of these tactics was so successful in Boston — resulting in a 63 percent reduction in youth homicides in the first two years following its implementation — that Operation Ceasefire became known as “the Boston Miracle.” Its success led to similar initiatives in cities and neighborhoods across the country.

In 2012, for example, the city of Oakland, Calif., pledged $8 million annually to support human interventions — including case managers, life coaches, and employment services — for at-risk youth. Between 2012 and 2017 alone, the program helped reduce homicides by more than 40 percent.

Through the #Fight4AFuture program — sponsored by the Center for American Progress as part of its youth network, Generation Progress — young people are not only trained to encourage their legislators to support projects like Operation Ceasefire, but are also learning how to become lawmakers themselves. Maggie Thompson, executive director of the center, says the organization decided to create #Fight4AFuture five years ago when research revealed the extent of the age and race disparity among the victims of firearm-related deaths and injuries.

“One of the things that came out of our [research] was not only the disparate impact that gun violence has on youth, and especially black and brown youth, but also that this population [wasn’t] represented in the broader gun violence prevention movement.”

MAGGIE THOMPSON
and especially black and brown youth, but also that this population [wasn’t] represented in the broader gun violence prevention movement,” she says. “We wanted to create a network and a space where impacted young people could be empowered to get the training they need to become leaders in their own right.”

The program’s yearly summit brings together teenagers and young adults — specifically those under the age of 29 — from across the country who have experienced gun violence to learn how to heal from personal trauma by becoming empowered to create change. This experience includes learning about the power of sharing one’s personal story and what steps are necessary to effect change at local, state, and national levels.

“These are young people who really feel like the system has failed them, especially those who have been victimized not just in their own neighborhood but by the police,” explains Thompson, adding that many African American youth feel threatened rather than protected by law enforcement. “They don’t trust institutions, so it can be hard for them to have a conversation about citizen lobbying or running for office [without dealing] with some of those issues of trust.”

#Fight4AFuture’s summit provides lodging and expenses for attendees to ensure that those “who really need this type of content and training” are able to attend, says Thompson. Nearly one-third of annual participants are alums of the program who have helped spread the word about #Fight4AFuture in their respective locales, creating pockets of members in cities such as Baltimore, Chicago, and St. Louis.

While most summit attendees are from underserved communities of color, #Fight4AFuture includes participants from all backgrounds and ethnicities who are passionate about reducing gun violence, says Thompson.

Some members have already gone on to become prominent leaders for change. Thompson points to Bruce Franks, a regular attendee of the summit and its 2018 keynote speaker, as an example of the program’s ability to empower young people.

Franks, who is African American, witnessed his brother’s murder as a child. He has since launched a nonprofit organization to provide advocacy training for young men of color in his hometown of St. Louis, Mo. In addition, he is an official liaison between police and the Black Lives Matter movement and, in 2016, successfully ran for the Missouri House of Representatives. He is currently a representative for the 78th district and serves as the chairman of the Subcommittee on Police/Community Relations. Franks actively advocates for increased funding for after-school programs and other services that deter young people from turning to crime.

Another #Fight4AFuture alum, 26-year-old Jacobi Crowley, who is also African American, worked for several years as a school counselor, striving to diminish the school-to-prison pipeline. Like Franks, he recently entered politics, having won the state senate primary in Oklahoma with a platform focused on criminal justice reform and gun violence prevention.

“There’s this idea that … young people in urban communities are doing [this harm] to themselves,” Thompson says. “The best way to counter that is for these incredible young people to be the ones telling their stories and humanizing this issue.”

Mariah Bohnon is the associate editor of INSIGHT Into Diversity. For more information, visit communityjusticerc.org or genprogress.org/issues/gunviolence.
Labor of LOVE

Doctors of Color Strive to Address Shortage of African American Male Doctors Through Mentorship

By Ginger O’Donnell

According to a 2018 report by the Association of American Medical Colleges (AAMC), the number of African American men who applied to medical school in 2014 is even lower than the number of those who applied in 1978 — 1,337 versus 1,410. This trend, however, is not limited to just black men, as more women than men have enrolled in U.S. medical schools across all races and ethnicities since 2017.

But the largest gap between the sexes exists among African Americans. In 2015, for example, 62.4 percent of all black medical students were women, according to AAMC data.

Until recently, many in the medical profession had incorrectly assumed they were making progress toward increasing the representation of African American men in medicine. “It wasn’t until we disaggregated medical school enrollment data by gender that we realized the number of African American women entering medicine had basically doubled over the last 30 years, but we had regressed in terms of the African American male,” says Marc Nivet, EdD, former chief diversity officer at the AAMC.

The dearth of black men training to become doctors is concerning for several reasons. For one, it negatively affects the overall health of U.S. citizens if talent among this population is not being leveraged; more specifically, doctors of color are more likely to work in underserved communities, explains Nivet, who is now executive vice president for institutional advancement at the University of Texas Southwestern Medical Center.

The AAMC’s 2015 report Altering the Course: Black Males in Medicine supports Nivet’s claim. “Increased physician diversity is often associated with greater access to care for patients with low incomes, racial and ethnic minorities, non-English speaking patients, and individuals on
Medicaid,” the report states.

Nivet believes that recruiting more physicians of color can also help other doctors-in-training become more skilled at treating the African American community. Learning alongside black male classmates can help “non-minority physicians become more empathetic and ultimately better providers to all patients — and certainly to patients of color,” he says.

A lack of pipeline programs that specifically target African American male youth may be one reason for the absence of these men in the medical profession. Nivet says the majority of these initiatives geared toward the African American community serve women and girls. According to the AAMC report, the disproportionate number of male students in underperforming K-12 schools also contributes to the pipeline problem. Research suggests that under-resourced, low-performing middle schools and high schools may not adequately prepare them to perform well on tests. This is highly problematic for young aspiring doctors, Nivet says, as “being a physician [means] taking tests for the rest of your life.”

The intimidatingly high cost of medical school also exacerbates the shortage, the AAMC reports; however, some believe racism and bias play a significant role as well.

Across the country, doctors of color are keenly aware of these challenges, and some have even launched their own programs to address the barriers that keep young black men from pursuing careers in medicine.

According to Malcolm H. Woodland, PhD, co-founder and director of a program for African American male youth called Young Doctors DC (YDDC), these men need encouraging, highly educated mentors to counteract the low expectations often communicated by teachers, administrators, and other members of their communities.

As a mentor himself, he makes a point of sharing with his mentees the story of the teacher who told him he should be a barber. Likewise, YDDC co-founder Brent C. Stephens, MD, an orthopedic surgeon, tells the young men how his college professor told him to stick with baseball. “There are tons of experiences we all have to draw upon to show the kids they’re not alone. Just because they see us now with MDs and PhDs, that wasn’t always [the case],” Woodland says.

Based in Washington, D.C., YDDC is one of several prominent programs across the country focused on inspiring young African American men to pursue a career in medicine in order to address health disparities within their communities. Founded in 2012, it offers a select group of boys in grades nine through 12 the opportunity to study public health issues for a full year via Saturday morning sessions at YDDC headquarters and an intensive four-week summer immersion experience at Howard University.
Following this educational period, participants are able to use what they’ve learned in free health clinics in their communities under the supervision of volunteer doctors.

Since its founding, YDDC has served 25 young men. Of those who have completed the program and enrolled in college, three have expressed a desire to become physicians and are taking pre-med courses, and one is working to become an EMT.

In New York City, another organization is working to prepare and empower young African American men to pursue medicine. Lynne Holden, MD, a practicing emergency department physician and a professor at the Albert Einstein College of Medicine, co-founded Mentoring in Medicine in 2007. Included among its many initiatives is the national Medical Pathway Program, established in 2009, which hosts a 20-week intensive boot camp for underrepresented students — including young black men — that helps them study for the MCAT and create a competitive medical school application.

Dale Okorodudu, MD, a practicing physician located in Dallas, Texas, is taking a different approach to recruiting these men to the field. Through a public awareness campaign called Black Men in White Coats, he partners with medical schools across the country to produce short documentary videos highlighting the professional accomplishments and personal histories of African American male doctors. Through the campaign, Okorodudu hopes to increase their numbers in medicine by providing relatable and inspiring examples of black men “who wear white coats,” he says.

Okorodudu is also the founder of a web-based mentoring program called Diverse Medicine Inc., which connects pre-medical and medical students with mentors who are passionate about diversifying the medical field. Mentors help those applying to medical school with refining their personal statements and résumés, guide them through mock interviews, and offer test preparation tips.

Although the program is open to students from all racial and ethnic backgrounds, for African American men in particular, mentorship on the path to becoming a doctor can often play a critical role. And for many black male doctors, giving back to their communities by mentoring other young men of color is an essential part of their job, Woodland says. “We would be doing our mentors an injustice if we didn’t pay it forward,” he says.

Carl Monfiston, a second-year Haitian American medical student at Howard University and a mentor for YDDC, has received mentorship from a Haitian American doctor at Howard University, Rimsky L. Denis. Monfiston says he also plans to give back to underserved communities of color when he graduates. “One of my career goals has always been to open up a community clinic that offers free advanced screenings for people in need, basically serving as a diagnostic first step for people who don’t go to the doctor regularly,” he says.

In his opinion, it is important to emphasize that the founders and leaders of organizations like YDDC, Mentoring in Medicine, and Diverse Medicine Inc. dedicate their time to this work in addition to holding full-time jobs and raising families. Their work, he says, “really is a true labor of love.”

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity.
At Ohio University, we search for sameness in our differences and celebrate the chasm that lies between. We empower those who for too long have felt powerless, and seek to understand in a world where too many feel misunderstood. We do this because we know that breaking down barriers and changing perceptions is not a “pipe dream,” but a prerequisite for global harmony. Diversity enhances our collective experiences and we will not stop until inclusion comes naturally to all.

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Incorporating diversity into the medical school curriculum is an effective way to develop culturally responsive competencies in future physicians.

In 2000, the Liaison Committee on Medical Education, the accrediting body for medical education programs, introduced a standard for cultural competence; it called for students and faculty to develop an understanding of the social and cultural influences that affect the quality of medical care received by an increasingly diverse patient population. The standard also advanced the idea that prospective and current medical professionals should be educated to address cultural issues effectively.

Additionally, in its report Cultural Competence Education, the Association of American Medical Colleges identified the following five factors for an effective cultural competency curriculum:

• Institutional support of the college’s leadership, faculty, and students
• A commitment of institutional resources to address the curriculum
• Involvement of leaders from all segments of the medical college community in the design of the curriculum
• A commitment to providing educational interventions for the learner
• A clearly defined evaluation process

Recently, Penn State College of Medicine undertook concerted efforts to increase the representation of diversity in its medical curriculum. Students were tasked with administering a survey to the entire student body to gather feedback on the existing curriculum and share their recommendations. The results indicated that they perceived the curriculum lacked diversity educational components and that there was a significant opportunity to better prepare them to care for patients from different backgrounds.

Following the survey, the medical college convened focus groups of students to discuss the ways in which the curriculum could be improved and to determine what specific topics should be added. Of particular note was that the patients portrayed in the problem-based learning (PBL) cases — a significant component of the curriculum — could be diversified. Based on the feedback from the focus groups, the college of medicine convened a curriculum task force, which included faculty, staff, and students, to make recommendations for incorporating diversity into the curriculum. As the recommendations were being developed, we had three significant advancements:

• The students participated in “town hall” meetings to develop a vision and mission statement for a diverse curriculum.
• A review was completed of the more than 80 PBL case scenarios to eliminate stereotypes and diversify the patients represented; this step was critical because PBL represents approximately 20 percent of curricular time in every science course during the first two years of medical school.
• PBL facilitators were trained on non-inclusive terminology and strategies for creating classrooms that are inclusive of all genders, races, and ethnicities.

There have been challenges with diversifying the curriculum. First, it is a slow process — diversity can’t be “sprung” on faculty or students, so sufficient time had to be given for them to adjust. Second, faculty frequently were not on the same page when it came to making the changes. And third, the curriculum was already extremely full, so adding more content was difficult.

One of the greatest successes in diversifying the curriculum was the training of the small-group facilitators. Over a two-month period, we delivered 13 Diversity and Cultural Sensitivity sessions to 156 PBL course facilitators. These included an after-session survey to measure three dimensions of the learning effectiveness: 1) knowledge gained from the session; 2) actions inspired by the session; and 3) desired future learning needs.

We analyzed the responses for the last 11 training sessions. In total, 77 percent of physicians and faculty members, 15 percent of students, 5 percent of administrators, and 3 percent of other staff participated. Physician representation in each session ranged from 58 to 100 percent, and student representation ranged from none to 42 percent. Even though the discussion among the audience played a role in the survey outcomes, no correlation was found between the composition of the audience and the learning effectiveness. The survey revealed the following:

1. Thirty percent of respondents said
50 percent or more of the content was new knowledge to them.

2. Eighty-eight percent listed a specific action they will take to advance diversity and inclusion at the college as a result of what they learned.

3. The respondents identified their topic areas for further education: microaggressions, unconscious bias, and LGBTQ+ inclusion.

In addition to training the small-group facilitators, the college’s PBL course directors agreed to review all case scenarios for the incorporation of diversity into the fact patterns. For example, one case involving a female patient who had experienced stomach pains and depression was modified to add that the patient had served in the military but had returned to civilian life. This change allowed students to identify a learning objective related to the experiences of being in the military, patient care options in military versus civilian hospitals, and experiences serving in combat that can lead to a patient’s medical challenges.

The training of the small-group facilitators and the revision of the case scenarios were two of 18 recommendations developed by the college’s curriculum task force that were ultimately approved by the curriculum committee and implemented. An additional recommendation, establishing a director of inclusive medical education who will lead the diversification of the curriculum, has also been enacted. Next steps include the creation of an action plan for implementing the remaining recommendations.

As patients become more diverse, incorporating diversity into the medical school curriculum will become increasingly critical to providing students with education on how to effectively care for individuals from different backgrounds. Including students and faculty in the decision-making process ensures that faculty become engaged in diversification efforts and that students, as customers, share what is important to them.

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A Cautionary Tale

Colleges and universities will require both financial prudence and boldness if they hope to subsist

BY ALEXANDRA VOLLMAN

Like all industries, higher education is susceptible to the ups and downs of the market. Yet many colleges and universities have historically dismissed this idea, continuing to raise tuition to address increasing expenses — making postsecondary education out of reach for more Americans as the cost of earning a degree has far outpaced the rate of inflation.

According to data from the U.S. Department of Labor, in 2017, when inflation hovered around 2.2 percent, many institutions were increasing tuition at a rate nearly double that amount.

“I guess, in theory, you can raise prices forever, but one thing you cannot do forever is raise prices more than people’s incomes are going up — and that’s what we’ve been doing for many years,” says Richard Vedder, PhD, distinguished professor of economics emeritus at Ohio University. “That is simply unsustainable; it’s mathematically impossible in the long run.”

Until recently, though, higher education was able to survive under this model, as “the earnings differential from going to college was big and growing for a long time in the ‘70s, ‘80s, and ‘90s,” Vedder says. “The payoff for going to college seemed to be so great that it didn’t matter too much what the fees were, but that became less and less true as those fees continued to rise faster than people’s incomes.”

As more students graduated and were unable to secure high-paying jobs — or any employment for that matter — the value, or at least the perceived value, of a college degree waned.

“Word got out that higher education was no longer necessarily the great investment that it once was,” explains Vedder, “and as a consequence, there’s been a softening demand for colleges and universities in the last few years.”

But to attribute higher education’s financial troubles to this dilemma alone would be insufficient.

In addition to changing perceptions of higher education and excessive spending by some institutions — for new programs and facilities, for example — academia is faced with the challenges presented by population and demographic shifts as well as significant changes in public interests and demands.
Low overall enrollment due largely to a low birth rate has also had a hand in perpetuating the current financial crisis. In 2008, after rising to its highest level in two decades, the U.S. birth rate began to decline, which the Pew Research Center largely attributes to the Great Recession. Additionally, according to the Centers for Disease Control and Prevention's National Center for Health Statistics, it dropped 2 percent between 2016 and 2017 — a 30-year low. Vedder says these decreases will have consequences going forward.

“The decline in birth rates in modern American life is going to lead to smaller and smaller freshman classes at universities collectively over the next 10 to 15 years,” he says. “Right now, the Northeast and the Midwest in particular are being hard hit by declining enrollment because the populations of those areas are growing less. There are also out-migrations from those areas to places in the South and the West. Texas, Arizona, Nevada, places like that — which have more rapid population growth — are having less of a problem.”

In addition, advancements in technology and evolving interests are driving student demand for certain degree programs. “People’s tastes change, technology changes, and whereas Polaroid cameras were a big deal 50 years ago, they aren’t today,” Vedder says. “But it’s not bad; it’s good because tastes change and the markets respond to that. In higher education, schools have [previously] been protected against this kind of change.”

While some claim that diminishing federal and state funding for higher education has contributed greatly to the current financial crisis — partially the result of waning public support — Vedder says this is a secondary factor.

José Antonio Bowen, PhD, president of Goucher College, calls the situation schools now find themselves in “the perfect storm of demographics, economics, values, changes in jobs, what I call the learning economy, and technology,” he says.

All of these factors considered,
colleges and universities are now under even more pressure to compete for high-achieving students while at the same time finding ways to cut or strategically reallocate resources. However, some believe that, for many institutions, it may be too late.

Harvard Business School professor Clayton Christensen asserts that in the next 10 to 15 years, half of the country’s more than 4,000 institutions of higher education will be bankrupt. While Ivy Leagues like Harvard, which boasts a $37 billion endowment, will likely survive no matter what happens, both public universities and small private colleges are bracing themselves for the impact.

Remedies
Rising in popularity as both a proactive and reactive response to tough financial times, many institutions are engaging in academic prioritization. Through this process, schools assess and make determinations regarding programs to cut, expand, or even start — what Vedder refers to as a cost-benefit analysis.

Some institutions have an in-house process for evaluating programs, while others are turning to outside firms. According to Bob Atkins, CEO of Gray Associates, a higher education strategy consulting firm based in Boston, data is often the key missing ingredient when it comes to program assessment.

“You really don’t want to guess at this, for two reasons. One, it’s expensive if you cut a program and you shouldn’t have; it [may have been] financially positive, but you didn’t understand your numbers, or there was actually a market opportunity there that you hadn’t captured. So, it wasn’t that you [offered] the wrong program, you just weren’t doing it right,” Atkins says. “Fundamentally, that means there are two external aspects schools need to take into account: one is the market, the other is the economics.”

Gray Associates pulls together existing data and also conducts some of its own data collection to help colleges place courses and programs into one of four buckets: start, stop, grow, or fix. Statistics include those related to student demand, employment, competition, number of students enrolled and graduating, and more. Colleges and universities review and analyze this information to see how their programs stack up to similar ones across the country.

Atkins says that in the last year, the firm has worked with approximately 50 institutions throughout the U.S. From these experiences, several themes have emerged. Specifically, he says enrollment in liberal arts-related programs is down, including philosophy and foreign languages — with the exception of Spanish. Conversely, he has noticed growth in tech (computer science and data security), healthcare (nursing and healthcare administration), and online programs broadly.

“Programs to a degree have life cycles. They’re not as short and brutal as product life cycles, but some things just fade away,” explains Atkins. He notes, however, that this doesn’t mean that all schools will discontinue offering languages, for example. “Probably what will emerge are centers of excellence in languages, in one state university or two,” he says, “but every university, every campus, won’t have a German program anymore.”

This reality, Bowen says, means that institutions have to work smarter and more strategically in order to set themselves apart. “Colleges are in a much more fast-paced, competitive environment than we’re used to,” he says. “Now [we] are going to have to face the reality that with fewer students, there is a tighter market, and we are going to have to distinguish ourselves.”

For some, this has meant building remarkable but costly facilities or offering obscure programs such as casino management, hip-hop studies, or esports in an attempt to lure new students — a move that some criticize as an impulsive reaction to low enrollment. According to data from the National Center for Education Statistics, since 2012, colleges and universities have created nearly 42,000 new degree or certificate programs — a 21 percent increase since overall enrollment began its downsweep.

At Goucher, the need to distinguish oneself has meant remaining closely aligned with its founding mission as a private, liberal arts college as well as ensuring a quality education for all students and a fair workload for professors. Every two to three years, through a process led by faculty, the college conducts a programmatic evaluation — the most recent and expansive of which was completed this past summer.

“We were looking at, is there a way to cut costs and increase quality?” says Bowen. “The way to do that is to sacrifice quantity.”

As colleges increase their offerings, some programs and classes end up with an excess of students — others, only a handful. This not only results in “inequitable” workloads among professors but also a lower quality experience for students in majors with dwindling enrollment, Bowen notes. “What we wanted to do is to try to solve both of those problems. In the past, the way colleges solved these issues was that they raised tuition,” he explains.

“[Our] board made the decision that we could either raise tuition to cover extra costs, … or we could try to hold the line and cut costs. So we are being proactive,” says Bowen.

With a focus on remaining true to its liberal arts mission — which emphasizes the molding of students into well-rounded, critical thinkers — the college decided to concentrate on its core offerings while eliminating those that were not foundational to that mission and had fewer numbers of students. Degree programs to be cut include math, religion, Russian studies, music, and elementary and special education, among others.

“If you want to major in microbiology or micro-marine biology you can go to the University of Maryland or Johns Hopkins University. We just offer biology,” says Bowen. “[Our programs] will all be broader, because one of the things that I
often say about a liberal arts education is it doesn’t matter what your major is, you are coming to a liberal arts college to learn how to think, how to solve complex problems with people who are not like you. That’s the number one thing employers want, and you can learn to do that with any content.”

Goucher’s core curriculum is now a common set of courses that focus on complex problem-solving; students are then able to select a specific topic to study within those. “So students can study food, water, immigration, or disease, for example,” explains Bowen. “They then get an interdisciplinary approach to solving problems rather than having to take introduction to psychology, introduction to biology, and introduction to English.”

Although Goucher has not yet finalized where funds resulting from the program cuts will be reallocated, Bowen says the college will likely invest more in its general biology program as well as areas such as psychology, economics, math, and physics. “The majors that are understaffed and overpopulated will get investment,” he says.

Bowen believes these changes, in addition to Goucher’s requirement that all students study abroad, help ensure a better experience for students and faculty alike.

In Ohio, another area hard hit by declining enrollment, the University of Akron has been no exception. Nathan Mortimer, vice president for finance and administration/CFO, calls the university “revenue challenged.”

“We've had a number of years of enrollment declines, and [that] is really the place where we get the vast majority of our revenue and support,” he says.

This situation led credit rating service Moody's to downgrade the school's financial outlook to “negative” last year. Although Akron has since been upgraded to “stable,” that has not kept the university from making a drastic round of program cuts.

Similar to Goucher, Akron regularly engages in an academic review process. However, Mortimer says the recent elimination of 80 degree programs — including French, history, math, and others — is not necessarily associated with the university’s financial challenges and instead represents an effort to control spending while making investments in more in-demand areas, such as cybersecurity, nursing, and dance. University officials report that the decision regarding which programs to eliminate was based on enrollment, degrees conferred, and duplication at other area institutions.

“We're making investments where we should make investments, but we're controlling the spend,” says Mortimer, noting that Akron is investing in some unique areas. One new program “revolves around nature and how we can create things to mimic nature,” he says. “We call it biomimicry.”

**Consequences and Opportunities**

Academic prioritization, though an important element in institutions’ efforts to remain sustainable, can have some inadvertent but adverse effects.

Atkins says at one university, in a state that decided to implement mandatory cuts for programs with five or fewer graduates over a period of five years, he noticed a pattern in the types of degrees getting the axe. “What I saw was that many of the programs about minority students [were getting cut]. If you think about it, it’s logical because they are by definition a minority of people, but you’ll often see Africana studies on that list, and several of them were Native American culture programs,” he says. “You would think that would be random, but when you realize it’s going to cut out a bunch of programs in a given discipline, you begin to get worried that you might be doing something more fundamental to the university than trimming fur off the dog.”

Atkins believes that in the process to weed out unpopular programs, colleges and universities should keep in mind groups that will be most affected as well as consider both a program’s and the institution’s mission. He admits it’s not all about the dollar signs.

“[Another] dimension that’s really important is mission. A school is always going to have programs that are critical to its mission, some of which it may not make money on — and that’s fine,” Atkins explains, adding that “they just have to make sure they have other programs that can help support those.”

One type of higher education institution with a unique and historically significant mission is HBCUs. According to Vedder, these schools are facing special financial challenges
due to low enrollment, and small endowments, among other issues. One possible — and controversial — solution to their financial troubles he has put forth is expanding their mission in order to recruit a broader range of students.

“I think that HBCUs need to think about modifying their mission … a bit to reach out to other groups that have been underrepresented in colleges and universities — for example, maybe Hispanics,” Vedder says. “The Hispanic population in the U.S. is about as large as the black population and is growing faster, and there is an underrepresentation of Hispanics in [higher education].”

“That would be a natural extension of their mission,” he adds.

“Part of the problem in American higher education is that we all offer the same four-year degrees in English and history and physics, and we also offer them in largely the same way.”

José Antonio Bowen

Despite the criticism he’s received for this idea, Vedder believes that tough times call for progressive measures to ensure viability. “When you have a special challenge, you have to reinvent yourself somehow,” he adds, “and that doesn’t mean you’re going to forget about serving African American students or that that is no longer a key part of your mission.”

Vedder’s assessment, if nothing else, highlights an area of opportunity. While he believes that promoting diversity in these dire financial times can be challenging for colleges and universities, he says the diversity of the population presents an opportunity for increasing enrollment by “reaching out to underserved populations” — those who are still underrepresented in higher education.

Recognizing this, Goucher has dedicated additional money in recent years toward providing more facilities and resources for underrepresented student populations, such as its Center for Race, Equity, and Identity; an interfaith center; a full-time disability coordinator; and increased funding for scholarships. And in the last five years, Bowen says the college has increased the number of students of color from 28 to 42 percent. Overall, the school has had three record years in a row for increased enrollment.

Yet being a small private college both benefits and disadvantages Goucher, Bowen says. “Smaller is bad because it means you’re more susceptible to small changes in the market,” he says. “[But] … we can also be more nimble.”

Specifically, responding to students’ growing demand for new amenities and choices, such as additional dining options, is more difficult to accommodate than at a large public university. Goucher is also tuition-dependent; thus, it does not receive federal dollars. However, this also means “we don’t have to ask the government [when we want] to change,” says Bowen.

Caution and Consideration

More often than not, faculty and staff are forced to shoulder the burden of financial challenges. “As enrollments decline, … you simply can’t keep the same number of staff, and as finances deteriorate like crazy at some of these schools, there are going to be more out-and-out layoffs,” Vedder says.

In many of these cases, he says, seniority rules — a fact that often disproportionately leads to the dismissal of employees of color.

Akron and Goucher, however, were able to avoid layoffs. Mortimer says Akron actually plans to hire more faculty to support the expansion of some programs. Goucher, on the other hand, averted layoffs by engaging in what Bowen calls “voluntary separation,” meaning if professors retired, they either weren’t replaced or were replaced with faculty members in another, more in-demand discipline.

Contrary to the current trend of using more adjuncts — a move occurring across much of higher education designed to save money — Goucher plans to hire more tenure-track faculty as well as request that these professors broaden their focus. “We are going to ask [them] to be more generalists and to not just teach in their specific field,” he says.

In addition to engaging in programmatic reviews, Vedder encourages greater cooperation among schools, particularly for campuses in close proximity to one another.

Current circumstances are forcing more and more colleges to consider such areas for collaboration as well as take more risks. To some extent, this is good, Vedder says, but he believes there will be “as many disappointments as there are successes.”

“There are a lot of ideas percolating; some of them will probably catch hold, and some of them won’t,” he says. “I am not a great predictor of the future, but the one thing I can say is that there will be a lot of change, or attempts at change. And Christensen’s prediction is probably more right than wrong: There will be a fair number of colleges — maybe a lot of colleges — that will bite the dust.”

For Bowen, fewer colleges and universities is not necessarily bad, as it would mean those remaining would likely be fully enrolled. “Part of the problem in American higher education is that we all offer the same four-year degrees in English and history and physics, and we also offer them in largely the same way,” says Bowen.

In the quest to set themselves apart, Vedder offers colleges and universities this admonition: “They ought to be a little bit careful about building lazy rivers and atriums and fancy buildings at a time of low enrollment,” he says. “I think there’s a need for boldness and caution simultaneously.”

Alexandra Vollman is the editor-in-chief of INSIGHT Into Diversity.
The University of Cincinnati College of Nursing and James L. Winkle College of Pharmacy share a deep commitment to diversifying the next generation of health professionals.

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

By Alexandra Vollman

THE MEDICAL UNIVERSITY OF SOUTH CAROLINA

UNIVERSITY OF MARYLAND SCHOOL OF NURSING
Beyond providing top-notch education and training for the nation’s promising future healthcare providers, U.S. health professions schools are now expected to do much more for their students and employees. Modern institutions must excel not only in this traditional role but also in the areas of social, financial, cultural, and professional support that so many today demand and expect. Some schools are answering this call by creating campuses, programs, and policies that help ensure affirming spaces and experiences for students and employees of all backgrounds and cultures to live, learn, work, and grow together.

INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recipients represent the best of these schools, often exceeding expectations. They understand that providing this type of environment requires a strategic, holistic, and comprehensive approach to diversity, equity, and inclusion.

This year, we are thrilled to announce that 35 U.S. health professions schools have proven their commitment to this work and are being recognized with the INSIGHT Into Diversity Health Professions HEED Award for their efforts. Of these, one school — The Medical University of South Carolina — is also being honored as a Diversity Champion for ranking in the top tier of Health Professions HEED Award recipients.

Now in its third year, the Health Professions HEED Award evaluates schools’ commitment to diversity and inclusion across their campuses. Recipients include U.S. medical, dental, pharmacy, osteopathic, nursing, veterinary, allied health, and other health schools and centers. Though unique
in their own ways, they have in common a dedication to helping all individuals thrive on and off their campuses — students, faculty, staff, and administrators as well as members of the local community.

Their recognition of diversity is broad, encompassing not just a person's racial or ethnic background but also veteran status, disability status, nation of origin, gender, religion, sexual orientation, gender identity, age, life circumstances and experiences, and socioeconomic status, among other characteristics.

Efforts by Health Professions HEED Award schools to serve individuals of those identities and intersections of those identities go beyond just recruitment and retention to focus on financial, academic, and professional support; social connectedness and a sense of belonging; cultural competence; health and wellness; community outreach; social justice and activism; events and celebrations; diversity education; and campus climate. Through a combination of programs, policies, services, and facilities in those areas, Health Professions HEED Award recipients continue to meet the needs of today's diverse students, employees, and patients.

As the world and individual needs and aspirations continue to evolve, Health Professions HEED Award schools will continue to persevere and set the bar for others, understanding that in order to prosper in higher education and healthcare today, they must do more than just offer a quality education. They must continue to advance as well, providing the support necessary for all to thrive.

Alexandra Vollman is the editor-in-chief of INSIGHT Into Diversity.
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College of Veterinary Medicine at The Ohio State University
Columbia University College of Dental Medicine
Florida State University College of Medicine
Frontier Nursing University
Icahn School of Medicine at Mount Sinai
Johns Hopkins School of Nursing
MGH Institute of Health Professions
Michigan State University College of Veterinary Medicine
Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center
Philadelphia College of Osteopathic Medicine
Rush University
Texas A&M University College of Veterinary Medicine and Biomedical Sciences
The George Washington University School of Nursing
The Medical University of South Carolina*
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The Ohio State University College of Nursing
University of California, Riverside, School of Medicine
University of Cincinnati College of Nursing
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University of Florida College of Dentistry
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University of Maryland School of Nursing
University of Maryland, Baltimore, School of Social Work
University of Miami Miller School of Medicine
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FOUNTAINS FOR EXCELLENCE IN DENTAL PRACTICE
Building on a popular orientation event, Columbia University College of Dental Medicine launched a four-year course called Foundations for Excellence in Dental Practice to delve more deeply into the need for cultural sensitivity and self-awareness in patient care. The class runs as a thread through pre-doctoral training, addressing pertinent topics at various stages of student development. The first year covers emotional intelligence, implicit bias, and microaggressions in addition to other topics. In the second year, cultural sensitivity, imposter syndrome, team-building, and professionalism are the focus. As the students begin their clinical work, years three and four explore cultural differences, ethics, and professionalism.

LGBTQ+ INCLUSIVE HEALTHCARE
Through a partnership with the Mazzoni Center, a community-based organization in Philadelphia that works to address the healthcare needs of the LGBTQ+ community, Philadelphia College of Osteopathic Medicine is working to help third-year medical students develop the cultural competency skills to assist this underserved population. The center offers a broad continuum of healthcare and supportive services that focus on outreach, prevention, and education. Through lectures, small and large group discussions, and case study analyses, students are introduced to best practices in LGBTQ+ inclusive healthcare.

DIVERSITY IMPACT STUDENT CONFERENCE WEEKENDS
In 2010, Frontier Nursing University (FNU) developed a strategic plan out of which came the Diversity Impact (DI) student conference weekends. These annual events invite nurse practitioner and nurse-midwifery students to come together to learn and share experiences while engaging in cross-cultural activities and leadership strategies to care for diverse populations within their communities. DI sessions are led by students and FNU faculty with diversity expertise, and nationally recognized health experts and industry leaders make guest appearances. Discussions focus on topics that address health disparities, gender inclusivity, and various forms of diversity in healthcare. Students learn how to use their skills to improve healthcare for diverse populations.

DIVERSITY DEEP DIVE
Every year, the director of inclusivity and the Diversity Committee at the University of Minnesota School of Nursing establish a “Diversity Deep Dive” theme for the entire school to explore. Numerous activities related to this subject are held throughout the academic year for students, faculty, and staff to participate in. The 2017-2018 theme was “Poverty,” and events included a book study, a lecture on healthcare legal partnerships, and a guest lectureship by Matthew Desmond, author of Evicted: Poverty and Profit in the American City. The school also hosted a special session on “Healing Our Differences,” which involved learning how to have difficult conversations with people with whom we disagree.

DIVERSITY & INCLUSION LEARNING OUTCOMES
The Texas A&M University College of Veterinary Medicine & Biomedical Sciences weaves diversity and inclusion learning outcomes into the curriculum at all levels to ensure students are prepared to lead, adapt to change, and demonstrate sensitivity toward and interact with people different from them free from discrimination. Cultural competencies are discussed during the first-year student orientation, included in the DVM Professional Student Handbook, and covered in the professional skills course. Sessions related to cultural competency are also included in the core curriculum for students in their first and second years, and all students participate in interactive ethical scenario experiences with faculty and local veterinarians.
THE TEXAS A&M CVM IS HONORED TO RECEIVE A 2018 HEALTH PROFESSIONS HEED AWARD

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Undergraduate BIMS students in the anatomy lab
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### Strategic Initiatives & Policies

**Cultural Proficiency**

In an effort to create a more welcoming and inclusive campus for all, A.T. Still University of Health Sciences has engaged in an effort to change how it communicates and responds in different cultural settings. Under its Cultural Proficiency model, the university developed a strategy for using a common language across campus; this effort has included using the term “dreamline” as opposed to “pipeline” to resonate better with young people. Cultural Proficiency also involves the inclusion of core professional attributes throughout the curriculum, which students must master, and has led to the implementation of a climate study, a Hiring Practices Policy, and a diversity training course for search committee members.

**Digital Archivist**

Johns Hopkins School of Nursing hired a full-time digital archivist to aid in the review of digital assets related to diversity and inclusion in order to eliminate culturally inappropriate materials as well as recommend the development of digital learning materials that are culturally appropriate. This time-intensive work involves collaborating with colleagues and collecting materials — photographs, videos, audio files, graphics, documents, learning objects, and more — from each department to organize, digitize, and preserve so that they are readily searchable and retrievable by students, faculty, and staff.

**Council for Diversity and Inclusiveness**

The Council for Diversity and Inclusiveness (CoDI) at the University of Rochester School of Nursing is the first diversity committee with its own school-funded budget within the university. The council guides the school’s efforts to create a welcoming learning and working environment that reflects the values and increasing diversity of the campus community. CoDI leadership includes not only the dean of the school and faculty diversity officers but also staff and student diversity officers, as the school recognizes the importance of leadership at all levels in creating effective diversity initiatives.

### Social Justice & Activism

**Public Health Discussions**

MGH Institute of Health Professions has hosted several events to call attention to public health issues and disparities faced by some of the most vulnerable populations. In June 2018, the institute hosted a continuing education event called Identifying Human Trafficking Victims in Our Midst: A Public Health Response. Nearly 70 clinicians from nursing, social work, speech-language pathology, and occupational therapy heard from experts and a survivor of human trafficking about how to identify victims and provide trauma-informed care. Additionally, during a lunchtime discussion, Rawan Alheresh, an assistant professor of occupational therapy, and some of her doctoral students discussed their experience conducting community-based rehabilitation at a Palestinian refugee camp in Amman, Jordan, sharing insights about trauma and resilience.

**Promise Neighborhood**

The University of Maryland, Baltimore School of Social Work coordinates one of the nation’s Promise Neighborhoods in West Baltimore; Promise Neighborhoods is a federal program to ensure access to good schools and strong systems of support to prepare youth for college and careers. With funding from grants and donations, the school has organized support for a continuum of evidence-based practices from pre-natal care to careers. Its B'More for Healthy Babies initiative has led to nearly four years without a sleep-related death and helped improve the infant mortality rate from the highest in Baltimore to one of the lowest. The school also advocated to keep the neighborhood’s one high school open by remodeling it and adding additional support, such as community mentoring teams for students.
Counseling Services
The College of Veterinary Medicine at The Ohio State University offers an array of health and wellness services focused on mental health and well-being. Two full-time counselors and a part-time psychiatrist support veterinary students through counseling for issues such as anxiety, depression, grief, and interpersonal difficulties; consultation around communication skills and stress management; and crisis intervention and prevention strategies. With a large first-generation student population, the college incorporated mandatory wellness check-ins for first-year students to support their entrance into the program. Faculty, residents, interns, and staff have access to the university’s employee assistance program that provides complimentary counseling sessions as well as self-management and crisis resources.

Well-Being Experience
The George Washington University School of Nursing aims to educate a generation of nurses that can manage the stresses and challenges of an ever-changing healthcare environment. The Well-Being Experience is a series of eight sessions designed to develop in students the knowledge and skills to help them cope with stress and adversity in healthy, proactive ways. Topics covered include mindfulness and self-care, effective communication and conflict resolution, anxiety and depression, self-care through the arts in healthcare, how to manage and cope with stress, transitioning to a professional role, grit and resilience, and grief and loss.
A.T. Still University believes excellence requires understanding, affirming, and valuing human differences.

- Founding school of osteopathic medicine
- History of inclusion since 1892
- The Chronicle of Higher Education’s Great College to work for in 2015
- Two-year recipient of Higher Education Excellence in Diversity Award (2017 & 2018)
- Diverse Issue in Higher Education Top 100 Degree Producers for Native American master’s students seeking a degree in allied health diagnostic intervention and treatment professions (2015)
- Doubled its population of doctoral residential school students of two or more races, seeking a degree in health professions and related programs from 2012-14

ATSU offers an array of health professions degrees in medical, dental, and allied health programs. For more information about our degree programs, visit atsudiversity.com/HEED.
The University of Missouri–Kansas City School of Medicine’s Summer Scholars and Saturday Academy pipeline programs have been introducing underrepresented and educationally disadvantaged high school students to health professions career opportunities since 1980. Students are exposed to clinical rotations, health disparities that exist in the urban-core of Kansas City, and the steps the school is taking to reduce those. The programs also offer classroom sessions to enrich participants’ basic science skills. Since 2010, nearly three-fourths of all Summer Scholars have either enrolled in the school’s six-year BA/MD program or another healthcare- or science-related field.

The Health Professions Enrichment Program at Virginia Tech Carilion School of Medicine is an educational outreach initiative for high-potential 10th graders who are passionate about science and healthcare-related careers. Students get a realistic look at what life is like at all stages — as a pre-med and medical student and a medical professional. After three Saturday sessions, 21 students are selected through a competitive application process to participate in a four-day summer residential program on Virginia Tech’s Blacksburg campus to expand their exposure to and knowledge of STEM and healthcare disciplines and health professions.

Understanding that MCAT scores may not be truly indicative of individuals’ ability to be academically competitive in medical school or to become compassionate physicians, Florida State University College of Medicine created Bridge to Clinical Medicine. Through this one-year, master’s-level program, promising students from underserved backgrounds who fall short of meeting all admissions requirements have the opportunity to gain the credentials necessary to be admitted to the college. They take classes alongside first-year students and engage in a research project with a faculty member, focusing on healthcare inequities. Participants often go on to become some of the most academically competitive students and to practice in underserved communities.
**Faculty & Staff**

**Faculty Search Toolkit**
Using its Faculty Search Toolkit, Michigan State University College of Veterinary Medicine strives to recruit and hire a more diverse faculty. This comprehensive document covers critical aspects of the recruitment, search, and selection processes, including the importance of ensuring a diverse pool of candidates and a fair and inclusive search. In addition to providing a breadth of resources for search committees, the toolkit has a section regarding the recruitment of women and faculty of color that covers key considerations such as the underrepresentation of these groups in academia, salient factors that may attract them to faculty positions, and concerns about feeling welcome on campus and how to address those.

**Veteran Engagement and Team Support**
The Medical University of South Carolina (MUSC) places great value on its veteran population, both in its workforce and patient population. With the creation of the employee resource group Veteran Engagement and Team Support (VETS), MUSC aims to recognize, recruit, retain, and engage veterans in the workforce, patient population, and community. This effort involves participating in and sponsoring local events, hosting an annual Veterans Day celebration, engaging in focused recruiting, and offering enterprise-wide education to reinforce MUSC as a name veterans can trust.

**Patricia S. Levinson Center for Multicultural and Community Affairs (CMCA), Icahn School of Medicine at Mount Sinai**

“Valuing Diversity, Transforming Medicine” represents the motivating principal behind the Patricia S. Levinson Center for Multicultural Community Affairs (CMCA), the longstanding diversity center of the Icahn School of Medicine at Mount Sinai. The CMCA is a unit of the Mount Sinai Health System’s Office for Diversity and Inclusion and aims to foster a diverse and inclusive medical education learning and training environment.

The CMCA achieves this goal through active involvement in curriculum, student affairs, admissions, and research. Specifically, CMCA supports educational pipeline programs, minority affairs, institution-wide diversity initiatives, academic and non-academic supports for medical and graduate students and other trainees, community engagement and service learning activities, and culture and medicine programs within the School of Medicine.
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Events & Recognitions

Diversity and Multicultural Leadership Award
Each year, Rush University recognizes inspirational students, residents, and faculty with its Diversity and Multicultural Leadership Award. Recipients are selected for their exceptional understanding of diversity and inclusiveness and for their actions in several areas: enhancing inclusion through positive communication between individuals of different backgrounds; developing innovative methods for increasing and valuing diversity through activities; demonstrating outstanding efforts to promote an environment free from bias and discrimination; and organizing, creating, and facilitating events that promote diversity, respect, and inclusiveness. Awardees are also role models in demonstrating a continuous commitment to cultural diversity.

Black Men in White Coats Teen Summit
Leading the charge to address the staggering shortage of black men pursuing medical careers, the University of Texas Southwestern Medical Center is partnering with DiverseMedicine Inc. to host the Black Men in White Coats Teen Summit. Planned for February 2019, during Black History Month, the event seeks to impact students, parents, educators, and community leaders. Following the full-day summit, students will engage in a yearlong mentorship curriculum and take part in the Black Men in White Coats quarterly clinical-case webinar series. This program has shown promise in keeping students inspired to pursue medical careers.

Diversity Week
Launched in 2018, the annual Diversity Week at Weill Cornell Medicine features nationally prominent keynote speakers, networking events to encourage people to embrace the spirit of diversity, workshops on topics such as microaggressions and LGBTQ+ health advocacy, and more. The weeklong event also recognizes members of the campus community with awards. A Celebration of Diversity honors faculty, trainees, students, and staff for their service and leadership toward promoting diversity; this award is distributed based on exemplary contributions in research, clinical care, community service, advocacy, and excellence in mentorship. The Dean’s Diversity and Healthcare Disparity Research Award funds projects that seek to improve the health of women and underrepresented groups or to reduce health disparities.
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Office for a Respectful Learning Environment

The Office for a Respectful Learning Environment was founded in 2016 with a mission to foster a supportive educational community at Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center. The office has three major functions: maintaining five reporting channels that allow students to bring forward concerns related to inclusion in any aspect of their educational experience, including interactions with colleagues; helping faculty members develop the skills necessary to enhance the learning environment and reduce cases of mistreatment; and overseeing the Exceptional Teacher Initiative, which has resulted in 253 faculty being nominated by students for positively influencing their learning experience.

The Voice

Using the web-based collaborative platform SharePoint, the University of Cincinnati James L. Winkle College of Pharmacy’s Council on Diversity launched “The Voice,” an online space for faculty, staff, and students to anonymously ask questions and report issues pertaining to diversity and inclusion. Questions and concerns are addressed by the administration and posted on the SharePoint site within a week. Administrators can also pose questions to students. The college uses the site to ensure transparency and gauge the campus climate. The Voice is also a hub where students can access resources, support, and information on diversity and inclusion, disparities, and more.

Random Acts of Kindness

An affinity group at the University of Maryland School of Nursing, Random Acts of Kindness (RAK) seeks ways to spread kindness throughout the school in an effort to maintain high morale and retention. Through its Kindness Card Program, a selection of cards — those relaying thanks, congratulations, sympathy, happy birthday, and other kind messages — are made available to faculty and staff to send to colleagues. Another program recognizes employees when they have been “caught doing something right.” They receive a stuffed crab named RAKie, which sits in a prominent place in their workspace for a week, after which it is awarded to someone else.

#VTCUnfinished

The focus of Virginia Tech Carilion School of Medicine’s initiative #VTCUnfinished is on diversity conversations that are unfinished or not yet initiated. Led by medical students and open to the public, this discussion series includes sessions that cover health disparities as well as challenges related to diverse and evolving patient and provider populations. #VTCUnfinished was launched with the assistance of a grant awarded to the Student National Medical Association and Asian Pacific American Medical Student Association from the Virginia Tech Office for Inclusion and Diversity.
Academic & Social Support

MEDICAL SCHOLARS PROGRAM
Established in 2004, the Medical Scholars Program at the University of California, Riverside School of Medicine is a learning community that largely targets undergraduate students from groups underrepresented in medicine. It provides peer-based mentoring, academic coaching in math and science courses, community service, professional development, summer research experiences, personalized advising, and team-building activities. A significant number of participants continue into health or science-related graduate programs and succeed at a rate on par with that of their peers who are not from underrepresented groups.

PONTIC PROGRAM
The Pre-Orientation Networking Teaching Immersion Curriculum (PONTIC) program at the University of Colorado School of Dental Medicine is designed to facilitate the academic, environmental, and social adjustments of incoming dental students from underrepresented racial and ethnic groups. This non-mandatory, pre-matriculation initiative lasts three weeks and supports their integration into the dental program with access to five key resources: didactic and clinical sessions that support their first-year training; study techniques known to help ensure success in memory-intensive courses like anatomy and immunology; EQ, resiliency, and civility workshops; virtual and augmented didactic and clinical training platforms; and an opportunity to give back to their communities by volunteering with Habitat for Humanity.

Professional Development & Support

WOMEN IN ACADEMIC MEDICINE
Formed in 2008, the Women in Academic Medicine group at the University of Miami Miller School of Medicine focuses on supporting and promoting the career development of female faculty at the school. It seeks to support them in several key ways: promoting strategies to enhance their recruitment, retention, and professional advancement, including rank, salary, appointment, promotion, and tenure; encouraging social and professional relationships in order to develop leadership, advocacy, and strategic alliances for all women in medicine; providing mentorship and support for faculty, staff, and medical and graduate students; and sponsoring and supporting professional development opportunities.

HOUSESTAFF EMERGING ACADEMY OF LEADERS
Launched by the Faculty Diversity and Development Office, the University of Texas Southwestern Medical Center’s Housestaff Emerging Academy of Leaders (HEAL) is a professional networking and development program designed for historically underrepresented groups and those who are often discriminated against. HEAL sessions are based on affinities and include those for underrepresented racial and ethnic groups, women, LGBTQ+ individuals, and Muslims. Sessions focus on different professional development themes identified by residents, such as fellowship preparation, resident leadership, mentorship and sponsorship, and the prevention of physician burnout. Internal pipeline programs supporting professional development for trainees and faculty members and those that address student-to-faculty transition gaps are also available through HEAL.

BRITHE LEADERSHIP ACADEMY
The Building and Retaining Inclusive High-potential Talent and Excellence (BRITHE) Leadership Academy at The Medical University of South Carolina provides an innovative approach to a long-standing model of “grow-your-own” leaders by developing a pipeline to excellence and inclusion. Participants must commit to a two-year program that includes a full, eight-hour day every month during year one and a monthly experiential activity the following year. Through BRITHE, MUSC identifies diverse talent, enhances goals related to engagement and inclusion, and strengthens and prepares future leaders through targeted and meaningful experiences.
Diversity and inclusion are a foundation of educating outstanding health care professionals at the University of Missouri-Kansas City School of Medicine.

- Summer Scholars and Saturday Academy programs are introducing high-school students from underrepresented and educationally disadvantaged backgrounds to health professions.
- Students in Medicine, Academia, Research and Training (SMART) is a mentoring program to increase the success of underrepresented minority medical students and residents.
- “Expect Respect” is a school-wide campaign to address mistreatment issues and promote healthy work and learning environments.

The UMKC School of Medicine — the only Missouri recipient of the 2018 Health Professions HEED Award.

INSIGHT Into Diversity is accepting nominations for its 2019 Top Nonprofits for Advancing Diversity in Higher Education Award. This award is a measure of an organization’s support for diversity, equity, access, and inclusion in higher education through scholarships, grants, and research funding. Each award recipient will receive an award certificate, a high-resolution, downloadable logo to use in your organization’s print and online marketing materials and will be profiled in the April 2019 issue of INSIGHT Into Diversity magazine.

Visit insightintodiversity.com/topnonprofits to nominate your organization. The deadline to submit your nomination is December 31, 2018.
The Ohio State University College of Nursing is proud to accept our third HEED award.

WE EMBRACE INCLUSIVE EXCELLENCE

The success of diversity, equity and inclusion efforts across all facets of our college sets our graduates up for success in lifelong, dynamic and responsive service to local, national and global healthcare needs.

Our differences, shared with respect, dignity and integrity, offer learning opportunities and unlimited potential for mutual understanding, innovation and cooperation.

THE Ohio State University COLLEGE OF NURSING
Educational & Informative

NSPIRE
Nursing Students Promoting Initiatives to Reinforce Equality (NSPIRE) is a student organization at The Ohio State University College of Nursing that raises public awareness of and provides education about healthcare inequities among underserved populations. It facilitates community-based educational experiences and community service opportunities for current nursing students. NSPIRE’s largest initiative is organizing monthly clinics at St. Sophia’s Orthodox Church for individuals who are currently experiencing homelessness. The group also facilitates educational “Mom and Baby” classes at the YWCA Family Center, teaching moms about milestones, car seat and crib safety, nutrition, and immunizations.

Health and Community Engaged Passport
The George Washington University School of Nursing believes in being an active participant in the health and well-being of the communities it serves. To do so, it facilitates the Health and Community Engaged Passport, an interprofessional approach to teaching nurse practitioner students about the social determinants of health. Created by Sandra Davis and Arlene Pericak in collaboration with the Rodham Institute, the program hosts activities to teach these students — as well as medical students, physician assistants, medical residents, and community members — about social, economic, and environmental factors that influence health.

Professional Exposure

Summer Health Professions Education Program
Through the Summer Health Professions Education Program at the University of Florida College of Dentistry, students from disadvantaged and underrepresented backgrounds gain exposure to healthcare fields. Each year, 80 pre-health students from across the country attend this immersive experience to learn more about careers in not just dentistry but also medicine, nursing, pharmacy, public health, veterinary medicine, and more. During the six-week program, they participate in a variety of activities, including a white-coat ceremony, disaster response training, and a Health Career Development and Professionalism Workshop, among others.

Magic of Cosmetic Chemistry Workshop
Launched in 2015 by University of Cincinnati James L. Winkle College of Pharmacy Professor Harshita Kumari, the Magic of Cosmetic Chemistry Workshop allows high school students to explore careers in cosmetic science, an arm of pharmaceutical science. They attend a half-day workshop where they get an inside look at how cosmetic lotions, creams, body washes, and lip gloss are made and perform hands-on experiments. Students also get to interact with faculty, pharmacy students, and industrial scientists and learn about the educational and job-related opportunities in cosmetic science. Kumari strives to spark participants’ interest in science and helps guide them on how to prepare for college and pharmacy school.

Civic Engagement

Shelter Outreach
Outreach and engagement opportunities in the College of Veterinary Medicine at The Ohio State University are designed to support the professional and civic development of students and foster joy in the profession while aiding the community. The Veterinary Outreach Medicine Program partners with local agencies to provide medical and preventive care to pets of homeless, homebound, elderly, and financially vulnerable individuals as well as those with disabilities. Additionally, the college’s Shelter Surgery Program places veterinary students in the daily operation of a large nonprofit shelter where they provide a broad range of treatment options to socioeconomically diverse clients while engaging in mentored veterinary skill-building.
“Building a diverse university community is not the work of a moment. It requires sustained commitment, concerted effort, and the attention of us all.”

—Lee C. Bollinger, President of Columbia University

A diverse University community is essential to achieving academic excellence. Fostering the uninhibited exploration of competing ideas and beliefs—expressed by people of different backgrounds and perspectives—makes possible the distinct brand of scholarship, learning, research, and public service that are Columbia’s reason for being.
At Minnesota, diversity is every person’s everyday work.

Inclusivity and diversity are core values of the School of Nursing. Our faculty, staff and students understand that each of us has a role to play in promoting safe and inclusive places. We’re honored our efforts have been recognized with the Health Professions HEED Award for the third consecutive year!

» Join us at nursing.umn.edu/employment

Our January/February 2019 Issue:
Nursing and Pharmacy

Our January/February issue will explore issues related to diversity and inclusion in nursing and pharmacy education and the professions. We will also celebrate African American History Month.

The advertising deadline is December 10. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.
CLOSING INSIGHT

STORIES BEHIND THE WHITE COAT

A new art installation at Washington State University Elson S. Floyd College of Medicine attempts to capture the many dimensions of their students’ identities.

For Stories Behind the White Coat, the college used three different photos of each student to create lenticular prints — images that give the illusion of depth. “As the observer moves around the image, they see a different aspect of the student, revealing more about the person behind the white coat,” says Danny Teraguchi, EdD, associate dean for student affairs.

“As we thought about how best to capture the diversity of a student body that a traditional photo couldn’t convey, we stepped back and thought about how we might reflect the whole student,” he adds. “We wanted this to celebrate the communities [they] represent across Washington state and the experiences that ignited their passion for pursuing medicine in underserved and rural areas, as well as highlight their stories so that Washingtonians could connect with, relate to, and be inspired by their journeys.”

— Alexandra Vollman

Lenticular prints — images that give the illusion of depth — illustrating some of the many aspects of students’ identities are on display in Washington State University’s Elson S. Floyd College of Medicine.
Founded in 1899, Philadelphia College of Osteopathic Medicine (PCOM) was one of the nation’s first osteopathic medical schools. PCOM is known for its spirit of collegiality and camaraderie. PCOM students learn the importance of health promotion, education and service to the community and, through the College’s Healthcare Centers, provide care to the medically underserved populations in inner city and rural locations.

PCOM South is seeking faculty members to teach Osteopathic medical students at our Moultrie, Georgia location. We offer a generous relocation and benefits package which includes:

- Up to 15% of employer contributions to your retirement plan.
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