The annual Health Professions HEED Award celebrates 43 institutions that are leading the charge for diversity, equity, and inclusion in healthcare education.
The University of Cincinnati College of Nursing, James L. Winkle College of Pharmacy and College of Allied Health Sciences 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.
### IN THIS ISSUE December 2019

#### THE 2019 HEALTH PROFESSIONS HEED AWARDS

In 2019, we recognize 43 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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In 2019, we recognize 43 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.
A WILDLY POWERFUL Commitment

Dr. Keisa Fallin-Bennett is an associate professor in the Department of Family and Community Medicine at the University of Kentucky.

Her work at UK – and her experiences as a gay-identifying woman – inspired her to start Transform Clinic. It’s a powerful idea fueled by what's possible in a community of belonging: providing a designated safe space in a healthcare setting.

“It's not because most providers aren’t nice and accepting,” Dr. Fallin-Bennett explained. “It’s because we’re not all trained to ask the right questions and know the language that people use. Talking about gender and sexuality isn’t something we do a lot in everyday life, but it’s crucial to be able to talk about these things with your healthcare providers in order to have a trusting and therapeutic relationship.”

At UK, our Transform Health clinic aims to offer a welcoming environment in which to provide comprehensive care.

“In our community, it’s clear we’re a safe space,” she said. “You can come here and are understood.”

At UK, we are united in our commitment – to develop and nurture partnerships that create a community of belonging for everyone, regardless of who they are, what they believe, what they look like, how they identify or who they love.

That’s what it means to create a community of belonging.

That's what it means to be part of the University of Kentucky community, a community where we aspire to seek what’s wildly possible.
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Our Strength is Our People

At The Ohio State University College of Medicine we see diversity as the uniqueness each person brings to achieving our goal to create the future of medicine to improve people’s lives.

Congratulations to Michael V. Drake, MD, President of The Ohio State University for being awarded the NMF Academic Excellence Award.

It is also an honor for us to receive the 2019 Health Professions Higher Education Excellence in Diversity (HEED) award alongside three other colleges from The Ohio State University. We believe these are a reflection of our university’s commitment to diversity and inclusion.

Bipartisan Legislation Will Fund Diversity in Healthcare Schools

Lawmakers from both sides of the aisle have teamed up to improve diversity and expand the workforce for allied health fields.

Senators Bob Casey (D-Penn.) and Lisa Murkowski (R-Alaska) introduced the Allied Health Workforce Diversity Act to the United States Senate in October. The bill would create a grant program to recruit underrepresented students and workers to the allied health fields, including physical therapy, occupational therapy, audiology, and speech-language pathology.

If enacted, the bill would provide $5,000,000 toward this effort. Funding would go toward higher education programs that recruit and retain students from disadvantaged backgrounds with scholarships, stipends, and other resources.

The American Occupational Therapy Association, Inc. (AOTA), the American Speech-Language-Hearing Association, and the American Academy of Audiology are all strong supporters of the bill. Such funding could lead to substantial change in fields like occupational therapy, where diversity is sorely needed, AOTA said in a statement. Currently, only 6 percent of occupational therapy practitioners are Black or Latinx, according to the association.

U.S. Representatives Bobby L. Rush (D-Illinois) and Cathy McMorris Rodgers (R-Wash.) introduced the bill to the House in July, where it was added as an amendment to the Educating Medical Professionals and Optimizing Workforce Efficiency and Readiness (EMPOWER) for Health Act of 2019, which unanimously passed the House in October. That bill reauthorizes funding to improve healthcare access through efforts such as education loan repayment for physicians who work in underserved communities.

— Mariah Stewart

Our January/February 2020 Issue: Dental and Nursing Schools

Our January/February issue will explore issues related to diversity and inclusion in dental and nursing education and both professions.

The advertising deadline is December 12. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.
The MUSC College of Medicine ranks in the 97th percentile among U.S. medical schools for graduates who are African-American.

MUSC’s College of Medicine recently ranked 7th in the nation for the percentage of African-American students enrolled in medical school, excluding Historically Black Colleges and Universities.

Twenty percent of the medical student body are underrepresented in medicine.

MUSC was named a Diversity Champion by INSIGHT Into Diversity magazine for the second year in a row in 2019.

www.musc.edu
IN BRIEF

While Supreme Court Weighs LGBTQ Equality, Some States Are Ahead on Inclusion

The United States Supreme Court is currently in the process of deciding whether Title VII of the Civil Rights Act of 1964 — which prohibits discrimination based on race, color, religion, sex, and national origin — also applies to sexual orientation and gender identity.

The court’s ruling will be life-changing for LGBTQ Americans, as it has the potential to either expand or reduce their protections under federal law. The decision will likely emerge during the lead-up to the 2020 presidential election, according to NPR.

In an attempt to safeguard certain protections for LGBTQ individuals should the conservative-leaning Supreme Court rule against expanding Title VII, the Democrat-led House of Representatives in May 2019 passed a bill called the Equality Act. The bill would provide comprehensive protections for LGBTQ individuals in a variety of areas, including employment, education, federal funding, housing, and public accommodations, according to The Hill. Since then, however, the Equality Act has languished in the GOP-dominated Senate.

Despite the uncertainty regarding LGBTQ rights at the federal level, some states have already implemented their own laws against discrimination based on sexual orientation and gender identity. These laws include the following:

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*The provision of equal services by local businesses, as defined by the Human Rights Campaign. **Defined as transgender-inclusive health insurance coverage and transgender-inclusive benefits for state employees.

— Ginger O’Donnell
Together, we can accomplish more than we can on our own. That’s why we’re here.

We are Texas Tech Health.
Universities Join Forces for Special Education PhD Program

The University of Arkansas (U of A) and the University of Oklahoma (OU) have joined forces to improve education-to-employment transition services for young people with disabilities via a program called “Razorback-Sooner Scholars: Leaders for Transition.”

The program will fully fund doctoral degrees with a certificate in special education transition services for 10 students at U of A and OU who aspire to be professors in this area.

In addition to covering tuition and fees, the program provides an annual stipend for up to four years, travel funding, mentoring, and a new laptop computer, among other benefits.

It is supported by a $2.4 million grant from the United States Department of Education Office of Special Education Programs.

“There is a shortage of university professors knowledgeable in transition education, [but] this grant and partnership will help the next generation of professors, and thus pre-service educators, have this knowledge. It’s very exciting,” Kendra Williams-Diehm, an associate professor of special education at OU, told University of Arkansas News.

— Ginger O’Donnell

The International Enrollment Crisis

In fall 2018, 48 percent of American colleges and universities saw declines in new student enrollment from China, according to a report by the Institute of International Education. Read more about the decline in international enrollment and what higher education leaders can do about it on page 32.

TOMORROW READY

NURSING • GENETIC COUNSELING • OCCUPATIONAL THERAPY • PHYSICAL THERAPY • PHYSICIAN ASSISTANT STUDIES • SPEECH-LANGUAGE PATHOLOGY

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

MGH INSTITUTE OF HEALTH PROFESSIONS
A graduate school founded by Massachusetts General Hospital

www.mghihp.edu
Congratulations

Congratulations to Alabama A&M University’s College of Business & Public Affairs in receiving the National Black MBA Association’s Academic Partner of the Year Award.
ARKANSAS

Stephanie Sims was selected as director of the University Museum and Cultural Center at the University of Arkansas at Pine Bluff. Sims previously served as an archivist for the Clinton Foundation in Little Rock.

CALIFORNIA

Douglas Haynes, PhD, has been named the inaugural vice chancellor for equity, diversity, and inclusion at the University of California, Irvine (UCI). He formerly served as vice provost for academic equity, diversity, and inclusion at UCI.

Regina Stanback Stroud, EdD, was selected as chancellor of Peralta Community College District in Oakland. Stroud previously served as president of Skyline College in San Bruno.

CONNECTICUT

Don C. Sawyer III, PhD, has been named vice president for equity and inclusion at Quinnipiac University in Hamden. He formerly served as associate vice president for academic affairs and chief diversity officer for the university.

Mayur Desai, PhD, was selected as inaugural associate dean for diversity, equity, and inclusion at Yale School of Public Health in New Haven. Desai previously served as an associate professor for the school.

LOUISIANA

Kenya LeNoir Messer, EdD, has been named president and CEO of the Louisiana Association of Independent Colleges and Universities in Baton Rouge. She formerly served as associate vice provost for diversity at Louisiana State University in Baton Rouge.

MICHIGAN

Nygil B. Likely, DMin, was selected as dean of student affairs at Lake Michigan College in Benton Harbor. He previously served as director for college access at Calvin College in Grand Rapids.

MISSOURI

Mark Kamimura-Jimenez, PhD, has been named associate vice chancellor for student affairs and dean of the Center for Diversity and Inclusion at Washington University in St. Louis. He previously served as assistant vice chancellor of student affairs at Texas Christian University in Fort Worth.

Marilyn Harris was selected as the chief human resources and diversity and inclusion officer at Drury University in Springfield. She formerly served as director of human resources at the university.

Shobi Sivadasan has been named vice provost of enrollment management at Missouri University of Science and Technology in Rolla. She formerly served as senior associate vice president for graduate and international admissions at the University of New Haven in Connecticut.

NEW YORK

Dwight A. McBride, PhD, was selected as president of The New School in New York City. McBride previously served as provost and executive vice president of academic affairs at Emory University in Atlanta.

RHODE ISLAND

Inge-Lise Ameer, EdD, has been named vice president of student affairs and dean of students at Bryant University. She formerly served as dean of students at Colby College.

TEXAS

Lori Rice-Spearman, PhD, has been named provost and chief academic officer at Texas Tech University Health Sciences Center (TTUHSC) in Lubbock. She formerly served as dean of the School of Health Professions at TTUHSC.

Mary Dickerson, PhD, was selected as vice president and dean of research at Baylor College of Medicine in Houston. Dickerson previously served as associate dean of research for the college.

WISCONSIN

Aaron Bird Bear was selected as the inaugural director of tribal relations at the University of Wisconsin-Madison. He previously served as assistant dean for student diversity programs at UW-Madison’s School of Education.

Willie D. Larkin, PhD, has been named chief of staff and diversity officer at Edgewood College in Madison. He formerly served as president of Grambling State University in Louisiana.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
High school and college students join business professionals, educators, government officials and community leaders from across the country to emphasize the importance of education, best practices and choices to increase graduation rates among men of color.

REGISTRATION IS NOW OPEN AT CLEMSON.EDU/MENOFCOLOR.
DIVERSITY PROFESSIONAL SPECTRUM

ENROLLMENT MANAGEMENT AND STUDENT SERVICES LEADERS

In each issue, INSIGHT Into Diversity features diverse professionals in higher education. By Ginger O’Donnell

Lynette Cook-Francis is senior vice president for student engagement and enrollment management at Simmons University in Boston. In this role, she oversees a multi-faceted division that includes admissions, student financial services, and student affairs and athletics. She fosters an inclusive and student-centered campus environment that supports the personal, social, and academic development of Simmons’ student body. Cook-Francis previously served as vice president of enrollment management and student affairs for The City University of New York’s John Jay College of Criminal Justice. Having held a number of roles in student affairs at the University of Arizona, Tucson, for 14 years, Cook-Francis currently serves as chair of the James E. Rogers Institute, a national roundtable of senior student affairs officers for NASPA — Student Affairs Administrators in Higher Education.

Becky Pauls is the director of enrollment management at Bethany College in West Virginia. She previously served as associate director of admission at Davis & Elkins College in Elkins, W. Va. She has held numerous positions in higher education since 1993, including several roles at small private institutions, such as assistant director of admission and financial aid, assistant registrar, and director of academic services. Pauls holds a Bachelor of Science in Education from The Ohio State University.

Kedra Ishop, PhD, is vice provost for enrollment management at the University of Michigan, Ann Arbor (UM). In this role, she oversees marketing and communications, undergraduate admissions, financial aid, new student programs, and enrollment technology, among other aspects. Prior to joining UM, Ishop served for 17 years at the University of Texas at Austin, departing as vice provost and director of admissions. Ishop is also a recognized speaker and adviser on higher education issues related to diversity, affordability, assessment, admissions, and enrollment. She has led a variety of domestic and international educational boards, including the College Board’s Access and Diversity Collaborative, of which she is a founding member and university sponsor.

Costas Solomou, EdD, is vice president for enrollment management at State University of New York (SUNY) at Geneseo. He previously served as dean of undergraduate admissions and orientation at The George Washington University, dean of admissions at Queens University of Charlotte in North Carolina, and assistant dean and director of admissions at the University of Rochester. Solomou’s doctoral research examining the first-year college experience as well as the emotional and social health of college-bound students has informed his work in each of these positions. He serves on the College Board Middle States Regional Council and the Hispanic Scholarship Fund. In addition, he is a member of the Potomac and Chesapeake Association for College Admissions.

Frank Lamas, PhD, is vice president for student affairs and enrollment management at California State University, Fresno. He is responsible for organizing, directing, and managing the resources of the division to meet the needs of the students, university, and surrounding community. He leads more than 200 faculty, staff, and student employees. Prior to joining Fresno State, Lamas served for ten years as the vice president of student affairs and dean of students at the University of Texas at Arlington. He has more than 30 years of experience as a higher education leader and is involved in several professional organizations, including the National Association of Student Personnel Administrators.

Michael A. Hodge is vice president of enrollment management and student affairs at the New York City College of Technology, a member institution of the City University of New York (CUNY) system. He previously served in this same role at CUNY’s Queensborough Community College. Throughout his career in higher education, Hodge has conducted training and leadership programs for senior-level staff as well as student employee groups on topics such as customer service, operational proficiency, and performance evaluations. His areas of expertise include event planning, community outreach, student mentoring, and workforce development.

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WE ALL HAVE A ROLE
CLAIM YOURS... VT.EDU
First-year students participate in a skills-building activity during a special orientation week for the Minority Mentorship Program (MMP) on the campus of the University of Central Arkansas (UCA) in August 2019. MMP has more than 300 student members and has been in existence since 1991. (Photo Courtesy UCA)
Connecting Without Social Capital: How Underserved Students Network Despite Barriers

By Mariah Stewart

A 2016 LinkedIn survey conducted by the Adler Group found that 85 percent of jobs are filled through networking. In 2017, Business Insider estimated that at least 70 percent of open positions are not even advertised. Although networking is the most effective way to land a new job compared with career websites or other options, according to Forbes, it is the “least desirable job search method among young adults.”

For students from underserved backgrounds networking can be especially difficult. Social capital and other less obvious factors — such as having the financial freedom to accept an unpaid internship — can put them at a severe disadvantage when it comes to making professional connections.

Networking situations can sometimes lack cultural relevance, making students feel as though they need to code-switch or “hide who they are,” explains Mary Finn, the founder and director of Snap Academics, a private college advising service. It often requires knowing how to professionally introduce oneself to a stranger, dress appropriately, and shake hands. Although those lessons can be useful, Finn says it also sends a message to participants that they can’t be their authentic selves.

Instead, students from underserved backgrounds or who are the first in their families to attend college should embrace their identity when networking and understand they are a part of a category of people that colleges and universities want to support, says Finn.

“Colleges want to make first-generation [and underserved] students successful, so if they use their identity as an asset and see it that way, they can start to connect [as a community] in the way that wealthier kids tend to,” she says.

In addition to using basic campus resources like career centers and professional student organizations, these students should take advantage of networking opportunities specifically tailored to their needs, says Finn. She recommends that colleges and universities consider how to best provide students from underrepresented groups with straightforward opportunities to make professional connections. Mentorship programs and partnering with companies and organizations that can offer credit-bearing internships, for example, expand opportunities for underserved students to make close, authentic connections to people who can help jumpstart their careers.

“Middle- and upper-class kids tend to find those connections through their parents or people in their social world, but [underrepresented students] need it to be made a little more explicit to them in that way,” Finn says.

Peer-to-Peer Networking

The Minority Mentorship Program (MMP) at University of Central Arkansas (UCA) is one example of a longstanding, large-scale effort to cultivate a networking mindset among underrepresented students.

The program consists of 350 non-White students and has been in existence since 1991. Incoming students are partnered with more advanced members who are from similar backgrounds and can provide peer-to-peer guidance — a technique that Dierre Littleton, associate director for UCA’s Office of Diversity & Community, says has a greater influence than traditional mentoring and networking.

The technique is sometimes referred to as “networking across,” or connecting with peers to gain insight from someone who’s more approachable and sharing the same experience in real time.

Littleton oversees MMP and other initiatives and says the key to getting people involved in a networking culture is creating a welcoming campus environment so they’ll want to join student-led programs.

Through the initiative, UCA offers an exclusive orientation week to non-White students where mentors are trained and paired with mentees. Known as “Transitions Week,” the event includes activities around academics and skills for professional success, such as financial literacy. The orientation allows underrepresented students to start cultivating a networking mindset and learn how to start making connections with new people across an expansive organization before the semester even begins.

Doing so makes them feel welcome on campus and comfortable with reaching out to others for advice or assistance, and it sets them up with role models to turn to when it comes to navigating their educational and career paths.

“The sense of belonging is a big piece for minority students, especially if they attend a PWI [predominantly White institution],” Littleton says.
**Reaching Out**

Isaac Serwanga is a motivational speaker and co-creator of the Profound Ivy organization, which provides career development and leadership support for educationally disadvantaged students. He is also the author of the book *How to Network in College: A Practical Guide to Student Success in the Networking Age*, and he hosts networking workshops for students at Kansas State University, University of California, Berkeley, and more.

Serwanga's lessons are based on what he has learned since his own time in college, when being a member of the baseball, football, and track teams left him little time for networking, he says. Consequently, when he graduated from Princeton University in 2013, he didn't have a job lined up.

Rather than dedicating his energy solely to job hunting, he spent the next seven months building professional relationships.

“I would almost make it a job for me to go out and have conversations over the phone, attend conferences, and learn from people who are in particular areas that I thought I might be interested in,” Serwanga says. “The beginning of networking, especially for young people, is building relationships, and the best way to build relationships is to listen to other people’s stories.”

Serwanga recommends students use the opportunity to speak to new people as a way to gather insider knowledge of their intended career field. “Curate for yourself four to seven questions that you would ask every professional who’s going into a desired industry,” he says, “You have to become the interviewer, in a way.”

During the journey of growing his professional circle, Serwanga says he learned more about where he wanted to go in his life and career and met individuals who could not only serve as mentors but helped open doors he couldn’t have by himself. Eventually, employers began reaching out to him rather than the other way around.

Students should be prepared to get turned down when reaching out to professionals, however, as “no” is the most common word they may hear, Serwanga says. That’s just part of the networking game, especially when it comes to cold calls and emails, he adds.

Learning to prepare for these setbacks is another way that students from diverse backgrounds can cultivate a networking mindset and the resiliency to overcome the challenges of building totally new connections. Doing so can mean the difference between landing a dream job upon graduation or struggling for months — or longer — to launch one’s career, despite doing the hard work of having earned a degree.

Mariah Stewart is a staff writer for *INSIGHT Into Diversity.*

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**Networking Tips for College Students**

- Visit your campus career center.
- In addition to job hunting, connect to your school’s alumni network and more.
- Network with the professionals around you.
- Establish a positive relationship with professors and use office hours. Get to know faculty and staff who work in areas related to your interests.
- Go beyond your social circle.
- Meeting new people can mean breaking your routine, such as finding new spots to eat on campus, says Issac Serwanga.
- Leverage social media, including following companies or professionals you admire.
- Serwanga especially recommends LinkedIn, which he says is “becoming stronger by the month.”
- Apply for internships.
- Organizations like InternX specialize in matching students of color with elite internship opportunities.
- Request information.
- Reach out to employers or people working in your intended field even if you are not job hunting.
- Build your personal brand.
- Learn how to start marketing your individual story and strengths in college to set a strong foundation for your career.

Sources: CollegeInfoGeek.com; How to Network in College: A Practical Guide to Student Success in the Networking Age; Isaac Serwanga; TheBalanceCareers.com
Our goal is to help develop health care professionals who are reflective of the communities, patients and region we serve, and who have gained an understanding of the many forms diversity takes.

We believe that all people are multi-dimensional. We are global citizens with rich experiences and perspectives. We are capable. We are empowered. We are inclusive. We are advancing the future of health care.

We are Rush University.
Pushing open the doors to the school's gym, a visitor is struck by the joyful noise of children exercising to pop music. Mr. D, microphone in hand, catches the students' attention and expertly instructs them how to quietly move to the next activity in their exploration of motor skills.

Four college students, identification lanyards swinging from their necks, assist the children in following Mr. D's instructions.

Yet something sets this scene apart. Unlike the vast majority of teachers in most American schools, Mr. D is a teacher of color and the four college students under his tutelage are from underrepresented racial and ethnic groups.

They are part of the Cortland Urban Recruitment of Educators (C.U.R.E.) program, a unique teacher recruitment effort at State University of New York (SUNY) Cortland that encourages students who are African American, Hispanic and Latinx, Native American, or from economically disadvantaged backgrounds to become K-12 educators in underserved urban schools.

By nearly every measure — including academic achievement, graduation rate, and teacher retention — C.U.R.E. is a highly effective program. More than 125 students have graduated from C.U.R.E. since it was launched in 1998. Of these, nearly 95 percent have completed or are working toward a two-year teaching commitment in urban schools. Approximately three out of four continue their urban teaching career past two years. Mr. D, a program alumnus, is just one such example.

The C.U.R.E. program provides a combination of tuition support, academic preparation, mentoring, and follow-up, and it offers colleges and universities a readily available model for increasing the diversity of their teacher candidates.

According to C.U.R.E. scholars, tuition support is one of the most powerful aspects of the program. Research shows that many students from groups that are underrepresented in teaching are first-generation college students who may feel pressured to choose a career that seems more lucrative than teaching. By providing tuition support, C.U.R.E. reinforces the value that society places on teaching careers and makes it easier for students to pursue a major leading to teacher certification. The program provides almost $16,000 over four years to qualified candidates who agree to commit to two years of teaching in an urban district upon graduation.

C.U.R.E. participant Giavana says the C.U.R.E. scholarship had a drastic impact on her decision to enroll in a teacher education program at SUNY Cortland. “One day I received a call from a student telling me about C.U.R.E.,” Giavana says. “As soon as I hung up the phone, I sent a text to my mother saying, ‘Mom, I’m going to Cortland.’”

Giavana also says the C.U.R.E. program helped reshape her career goals. “I think that growing up, there was this misconception that if you weren’t a good teacher, you ended up in an urban school. You only worked in urban schools if you couldn’t get a job in the suburbs,” she says. That thinking changed with her first field experience in an urban school. “I realized, first of all, that I’m not that person; I don’t
want to work in the suburbs. Seeing teachers who love what they do and where they work was really important.”

In addition to tuition assistance and real-world teaching experience, C.U.R.E. provides students with faculty and staff support. SUNY Cortland has a faculty program coordinator who dedicates 50 percent of their administrative hours to direct daily operations, fundraising through grant writing and coordination with institutional advancement, and development of new directions and partnerships, all with the ultimate goal of increasing teacher diversity.

Program participants receive weekly formal mentoring from the C.U.R.E. graduate assistant, a college-funded position designed to provide academic support, coordination of college services, and transition-to-workplace advice. Having this staff position is an invaluable element of the program, modelled with research in mind about supporting first-generation college students and college students of color. First-year students meet weekly with the graduate assistant and can drop in during office hours to ask questions and be connected to additional campus services.

Jackie, a recent C.U.R.E. graduate, says this staff member was an essential support figure who contributed to her success in the program and was “always there for me.” When Jackie shared her concerns about feeling valued as a student and as a teacher, the graduate assistant was able to provide reassurance and validation that made all the difference. “She was always there to listen to all of the things that I was going through,” Jackie says.

Mentoring is another valuable component of C.U.R.E., and the program’s mentoring structure has
Our Mission
The mission of the Men of Color National Summit at Clemson University is to build bridges to success for African American and Hispanic males, from cradle to career. The summit brings together approximately 2,000 high school and college students, business professionals, educators, government officials and community leaders from across the country.

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

Clemson University
Men of Color National Summit
March 3-4, 2020

Register now!

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Ours has been cited as a high-quality model by accreditation teams, visiting scholars, and experts in the field. New students are assigned a peer mentor who has participated in the C.U.R.E. program for at least one year. Peer mentors meet once a month during structured meetings that allow for relationship building while addressing skill development. Past peer mentoring meetings have included workshops on finding club and leadership opportunities, writing résumés, and finding summer employment.

The one-on-one mentoring relationships are complemented by program-wide activities that offer professional development and expose students to topics related to equity and diversity. These include meetings and seminars in which the students learn about urban education issues. These gatherings help C.U.R.E. scholars develop a sense of identity as a special group on campus and connect them to real-world teaching practices that can inspire and reinforce their decision to pursue a career in urban education.

During the 2018-2019 academic year, C.U.R.E. students had an average GPA of 3.30, and more than half were on the SUNY Cortland Dean’s List or President’s List. They are visible and active members of the campus and local community. The program’s four-year graduation rate of nearly 80 percent is significantly higher than the national four-year graduation rate of 41 percent. The program also demonstrates remarkable success at narrowing the college completion gap for students of color and those who are the first in their families to attend college.

Positive reinforcement for the C.U.R.E. mission of supporting students of color to become teachers emerges from interviews and from seeing our alumni in action. Mr. D, for instance, says his participation in the program helped him develop leadership skills and mature as a person. Reflecting on his path to becoming the passionate teacher that he is today, Mr. D says C.U.R.E. “help[s] kids like myself who need redirection in their life because of the lack of opportunity in theirs.”

Anne Burns Thomas is the Cortland Urban Recruitment of Educators Program Coordinator and a professor in the Foundations and Social Advocacy Department at SUNY Cortland. James A. Felton III is the Chief Diversity Officer at SUNY Cortland and an INSIGHT Into Diversity Editorial Board member. SUNY Cortland is a 2019 INSIGHT Into Diversity HEED Award recipient.
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The University of South Carolina Models a Collaborative Approach to Diversity, Equity, and Inclusion

By Ginger O’Donnell

The University of South Carolina (UofSC) is a place where diversity, equity, and inclusion (DEI) is considered a campus-wide responsibility. Faculty, staff, and students from across the campus can take part in DEI education and advocacy — or even develop and lead their own DEI solutions. This work ranges from unique leadership programs at the departmental level to community-wide opportunities for reconciling South Carolina’s history of racial injustice.

As a result, UofSC has cultivated a learning environment where underrepresented students and employees can thrive. Although it is a predominantly White institution, the graduation rate for all students is nearly equal, according to John Dozier, EdD, the university’s chief diversity officer and senior associate provost for DEI.

Dozier credits this level of student success with UofSC’s continuing commitment to equitable outcomes for all students and the strategic DEI efforts within every college in order to create an inclusive and enriching experience.

Shared DEI Leadership

Beginning in 2015, UofSC added a DEI director or associate dean position for every one of its colleges, its online campus, and even the university library, says Michelle Bryan, PhD, associate dean for DEI in the UofSC College of Education.

Each of these appointees serves on the Council of Academic Diversity Officers (CADO), which meets with Dozier monthly to discuss their respective needs and to work together on common challenges. Currently, the council is focused on providing standardized DEI training to faculty search committees and has already developed a formal training for search committee chairs.

“CADO is a very viable, sustainable model for universities who may be looking for ways to distribute the responsibility of driving, facilitating, and shepherding DEI,” Bryan says. “It really allows you to make an impact at the individual college level.”

Another opportunity for faculty to share in the responsibility of creating and leading campus-wide diversity efforts is through UofSC’s Finding
Common Ground forums. Faculty members design presentations on important and relevant topics and are expected to avoid the traditional lecture format.

In one forum, dance professors and an English professor collaborated on expressing a poem as an interpretative dance, sparking a conversation about how they use their art to advance social change. This presentation got students thinking about how they could leverage their own unique voices to advocate for social justice, Dozier says.

**Increasing Diversity in the Teaching Profession**

UofSC also relies on collaborative strategies to fulfill its goal of diversifying the higher ed academy as well as the K-12 teacher pipeline.

The Grace Jordan McFadden Professors program, named after the first African American woman to receive tenure at UofSC, provides funding and support for underrepresented doctoral students.

In addition to scholarships, the program offers professional development in areas such as academic writing and learning how to navigate a career as an underrepresented member of the professoriate.

This work also occurs at the disciplinary level. The AACTE Holmes Scholars program, which is currently in its third year, offers a $28,500 stipend and a teaching assistantship to underrepresented doctoral students studying education. The scholars spend time every week working on projects in the college’s DEI office, such as helping lead a campus parent advocacy group, that “strengthen their capacity to engage in strategic diversity leadership,” Bryan explains.

In the UofSC College of Social Work, faculty and administrators are developing ways to attract historically underrepresented faculty to their field. Recently, the college decided one strategy would be to identify and cultivate working relationships with promising doctoral candidates prior to faculty positions actually opening up, says Kirk Foster, PhD, an associate professor and the college’s associate dean for DEI.

One way to do this, Foster explains, is by attending academic conferences where underrepresented doctoral candidates will be presenting. This provides opportunities to meet the candidates as well as learn about their research and academic accomplishments in person.

This recruitment approach is a marked departure from the status quo of “pointing and praying that diverse candidates will show up,” Bryan says.

When it comes to the K-12 teaching pipeline, UofSC’s “Apple Core Initiative” recruits diverse, historically underrepresented individuals, first-generation college students, and those from under-resourced rural areas of South Carolina.

The program’s 19 participants are exposed to an in-depth curriculum in culturally relevant pedagogy and have the opportunity to interact with diverse populations via both a “study away” experience in another state and a study abroad experience. Members also meet one-on-one several times a year with a “success coach” who helps them navigate their higher education journey.
Race and Reconciliation
A major focus of UofSC’s DEI efforts is engaging the local community in dialogue and education about racial justice through the South Carolina Collaborative on Race and Reconciliation.

UofSC launched the collaborative in response to the June 2015 murder of nine Black parishioners in the Emanuel African Methodist Church in Charleston. “The UofSC board and the president decided that the university needed to do something to address racial issues across the state,” says the collaborative’s director, Jennifer Gunter, PhD.

She credits Dozier with being “personally responsible” for the breadth and depth of this effort.

One important piece of the collaborative is the Welcome Table South Carolina, in which local, racially diverse community groups engage in structured dialogues around race. The conversations follow a three-part format. First, participants identify their common values across race, such as the desire to feel comfortable and have a sense of belonging within their community.

The second part of the process is an exploration of the racial history of the state of South Carolina and the United States more broadly. The Welcome Table experience ends with the planning of what Gunter calls a “safe to fail” community project that contributes to increased racial equity, such as the creation of a library or a lending library.

In the three and a half years since the Welcome Table’s founding, approximately 25 organizations and 300 individuals have participated, she says.

As of right now, the Welcome Table is primarily a community outreach endeavor facilitated by Gunter, filling a need for conversations about race that she says are “vital for the health of the whole state.” However, she is in the process of creating a quarterly, day-long version of the workshop so that students can also participate.

The collaborative also hosts the South Carolina Youth Collective, a free program that educates local underrepresented high school students about the state’s civil rights history and empowers them to return to their communities to complete racial equity projects.

The program had its first cohort in June 2019, composed of 15 students from 10 different high schools across the South Carolina midlands. Gunter says the collective’s most enduring impact so far has been to create bonds between social justice-oriented young people who continue to stay in touch.

“I really believe that only through communication, through these hard dialogues, will we actually achieve racial equity,” she says.

Ginger O’Donnell is a senior staff writer for 
Georgia Tech’s commitment to diversity, equity, and inclusion is woven into the fabric of our strategic vision and mission as a leading technological institution of the 21st century.

In 1961, Ford Greene, Ralph Long Jr., and Lawrence Williams became Georgia Tech’s first African American matriculants. Four years later, Ronald Yancey would become its first African American graduate. The four men were recognized at the Institute’s 11th annual Diversity Symposium and honored with a statue unveiling and dedication to mark their significance in our campus history.
THE ABORTION DEBATE AFFECTS HIGHER EDUCATION

By Mariah Stewart
It’s been more than 45 years since the landmark United States Supreme Court case *Roe v. Wade* legalized abortion, yet recent legislation in some conservative states stands in opposition to that ruling. The tenuous status of reproductive freedom in these states means that college students who are considering their options are left with uncertainty regarding abortion education and access.

The battle over abortion rights and its effect on higher education, however, is nothing new.

**Abortion and Women's Rights on Campus**

Abortion access is especially pertinent for college-age women, as more than half of all patients who have this procedure are in their twenties, according to the Guttmacher Institute, which advocates for reproductive justice. An estimated 18 percent of pregnancies, excluding miscarriages, end in abortion, according to the institute.

Alyssa Leader is a third-year law student at University of North Carolina Chapel Hill and a national advocate for women’s rights in higher education. She says the right to an abortion is intrinsically related to civil rights because it ties directly to education access.

Under Title IX, students who are pregnant or parenting are protected from discrimination. However, says Leader, it is still a common problem for women to be “pushed out of school because of unfair disciplinary policies that make entering students who are pregnant not eligible to compete.” One example Leader points to is having a lack of childcare support, which prevents students with children from completing assignments or attending class.

There are several misconceptions about who needs and gets abortions, according to Leader, who says many individuals think women who have this procedure do so because they are irresponsible or selfish, or that they take the decision too lightly. People may not consider that some students do so for the sake of their education, Leader says.

In fact, one in seven women who have had abortions says it was in order to continue their education, according to a 2013 University of California, San Francisco study.

“This is also as much a workplace justice and fairness issue as it is a health issue,” Leader says, noting that some women also have the procedure in order to remain employed. Faculty members, for example, might feel they have to choose between having an abortion or sacrificing their careers, especially given the strict trajectory for promotion and tenure in academia.

**Colleges and Abortion Access**

In October, California became the first state to require public universities to provide students with abortion medication upon request, which works until 10 weeks into pregnancy. Gov. Gavin Newsom, a Democrat, said in statement that other states are going backwards by restricting reproductive freedom.

“We’re removing barriers to reproductive health by increasing access on college campuses and using technology to modernize how patients interact with providers,” Newsom said.

The study “Access to Medication Abortion Among California’s Public University Students” finds that obtaining an abortion may be difficult for students, but offering abortion pills at student health centers could reduce barriers. The research says factors like cost, travel, and scheduling conflicts create obstacles for students seeking reproductive care.

Some schools in states that, like California, have more lenient abortion laws assist students in accessing the procedure in other ways. Boston University and Harvard University in Massachusetts and Princeton University in New Jersey, for example, offer abortion coverage through their student health insurance policies.

Other left-leaning states such as Illinois, New York, Nevada, Vermont, Maine, and Rhode Island have passed abortion protection laws to protect reproductive rights in the event the U.S. Supreme Court decides to overturn *Roe v. Wade*.

Riane Greenwalt is the Health Service director at Southern Illinois University Edwardsville (SUIE). The university is located near the state border of Missouri, where lawmakers have increasingly pushed for restricting abortion access in recent years.

By forcing women to have to travel out...
ABORTION RIGHTS AND SEXUAL ASSAULT

Many abortion laws include an exception clause for pregnancies resulting from rape or incest. These clauses often require women to provide proof that they were impregnated without consent, which poses another barrier for college students. More than half of students who are survivors of rape do not report the crime, according to a 2014 report by the U.S. Department of Justice.

Considering the epidemic of campus sexual assault at American colleges and universities, many students may face this dilemma. The most recent statistics show that 12.8 percent of undergraduate women experience rape or attempted rate while in college, according to a 2019 American Association of American Universities study.

In states like Alabama, which passed a near-total ban on abortions earlier this year, the fate of exclusion clauses and abortion access for women who are survivors of rape remains uncertain. Alabama’s law, known as The Human Life Protection Act, was temporarily blocked by a federal court in October.

of state to receive abortion care, states like Missouri are increasing the inequity in women’s healthcare, Greenwalt says.

“Clearly the more affluent someone is, they’ll [have more ability] to travel to another state where it’s legal,” she says. This situation puts low-income students in restrictive states at greater risk of being unable to access the reproductive care they need, according to Greenwalt. She encourages those facing that dilemma, or any student who wants to learn more about their reproductive options, to consult with campus healthcare providers.

“I hope students recognize that counseling and health services on campus are available and that they should take advantage of that assistance,” Greenwalt says. “There are support systems in place no matter what decision they make.”

Medical Schools and the Abortion Stigma

In some American medical schools, there exists a “hidden curriculum” regarding abortion training, according to a 2018 report by Harvard Medical School researchers and published in the journal Social Science & Medicine. Based on 41 medical student surveys at schools across the U.S., researchers determined that these institutions are not adequately teaching doctors how to talk about abortion and are instead reinforcing a stigma around the procedure, including judgment of the patients who seek it.

The Accreditation Council for Graduate Medical Education (ACGME) requires that “all obstetrics and gynecology residency programs provide training in comprehensive women’s reproductive health care,” including abortion training, according to its website. At many schools, students can choose to opt out if the procedure conflicts with their religious or moral beliefs. Those who do want to learn about it must complete “opt-in” training, which largely requires them to pursue opportunities to receive the training.

“The nature of opt-in training places the burden to create a clinical experience on the residents and establishes a culture of marginalization for abortion provision and those who wish to obtain training,” ACGME states.

Stephanie Ho, MD, is a physician for Planned Parenthood in Fayetteville, Ark., and an advocate for advancing education around women’s reproductive rights. She says her teachers discouraged her from learning about abortion during her time at the University of Arkansas for Medical Sciences (UAMS) and that she had to advocate for the right to spend part of her residency in Denver, where she could receive training.

“The only information that we got about abortion was a 30-minute guest lecture from an abortion provider who traveled more than three hours to come and give a talk,” Ho says of her time at UAMS. “There is a huge void in education because of the stigma around abortion.”

Ho has written about her experiences at UAMS in The Washington Post and other national publications. The university did not respond to a request for comment from INSIGHT.

Ho says medical students have to know how to self-advocate if they want to learn about abortion and that all future physicians should receive basic education around the procedure. “I couldn’t justify not learning about the heart,” she says. “I take care of patients every day who have a heart, so I need to have at least basic knowledge of it.”

As far as legal restrictions, Ho says it’s unfortunate that so many levels of government keep reproductive health from being accessible and taught openly. “Abortion is safe and legal. I think that everybody should be exposed to it just so they know [what to do] if they have a patient who comes to them wanting help,” she says.

Mariah Stewart is a staff writer for INSIGHT Into Diversity.
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Declines in international student enrollment are a growing concern at American institutions of higher education. Since the start of the fall 2019 semester, data released by colleges and universities across the United States show that institutions of all types, from small private colleges in the Northeast to flagship research universities in the Midwest, are continuing to attract fewer foreign students than in previous years.

The conversation around declining enrollment has focused in large part on the effects the Trump administration’s anti-immigrant sentiment has had on international students. Visa processing delays and the racial profiling of STEM students and scholars, for example, have contributed to a significant drop in Chinese students, who account for nearly a third of international enrollment and generate billions of dollars for the U.S. economy, according to the International Institute of Education (IIE).

Almost half of U.S. institutions experienced declines in Chinese student enrollment last year. Nearly 42 percent saw drops in new students from India, according to a fall 2018 IIE report.

The exact size of these declines depends on the type of institution and its geographic location. However, several major public research universities have reported more than a 20 percent decrease in Chinese student enrollment this fall compared with their enrollment in 2018, according to Madelyn Ross, associate director of the Chinese Studies program at Johns Hopkins University and executive director of the School of Advanced International Studies (SAIS) China, an international relations graduate program.

While alleged racial profiling of Chinese students has been a frequent topic in the news, including in INSIGHT’s September 2019 coverage of international STEM scholars, Ross says the reasons behind these steep declines are “not all about politics.”

For one, the size of China’s traditional college age population — those aged 18 to 24 — is shrinking, she says. This demographic is slated to decrease by more than 40 percent between 2010 and 2025, according to multiple data sources.

Furthermore, fewer Chinese students are choosing to study in the U.S. because other countries — including Canada, Australia, and the Netherlands — offer high-quality degree programs for lower costs, Ross says. These countries have instituted national strategies to recruit international students that are paying off, says Rachel Banks, director of public policy at NAFSA: Association of International Educators, an organization consisting of nearly 10,000 international education advocates at college campuses across the world.

Since establishing such recruitment strategies, these three nations have seen “double digit growth” in their international enrollment while the U.S.

GOVERNMENT OFFICIALS QUESTIONING THE MOTIVES OF CHINESE STUDENTS

February 2018: FBI Director Michael Wray told the U.S. Senate during a hearing about China’s growing political influence that the “use of nontraditional collectors [of intellectual property] in the academic setting, whether it’s professors, scientists, [or] students,” represents a “whole of society threat on their end” that demands a “whole of society response by us.” He also said that the U.S. government was battling “naiveté” among U.S. academics regarding the Chinese threat.

May 2018: U.S. Senator Ted Cruz (R-TX) introduced a bill called the “Stop Higher Education Espionage and Theft Act of 2018,” focusing on Chinese students.

August 2018: Politico reported that President Donald Trump allegedly told a group of 15 CEOs and senior White House staff members that “almost every student that comes over” from China “is a spy.” Trump later denied making this statement.

October 2018: Vice President Mike Pence gave a speech to the Board of Trustees at a think tank called the Hudson Institute in which he said that “China is meddling in America’s democracy” and “seeking to foster a culture of censorship ... across [American] academia.”
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Secretary Pompeo’s office referred President Crow to the Department of Homeland Security (DHS). “We have still not received a satisfactory response from DHS on the issue and are continuing our quest for answers,” Paquet says.

In another August incident, Ismail Ajjawi, a 17-year-old Palestinian student set to attend Harvard University, was detained at Boston Logan International Airport and ordered to return to his home country of Lebanon. CBP denied the student entry to the U.S. because of content posted on social media by people he was connected to online, according to The Crimson, Harvard’s student newspaper.

Harvard University President Lawrence S. Bacow also wrote Pompeo a letter, and in early September Ismail began classes after the U.S. embassy in Beirut reissued his visa.

Moving forward, Banks calls on CBP to improve “transparency, efficiency, and [increased] certainty” when it comes to processing student visas.

Moreover, she encourages higher education leaders to voice their support for the Optional Practical Training (OPT) and STEM OPT programs, which allow students and scholars from other countries to apply their skills and gain work experience in the U.S. upon completing their degrees. International student advocates and many economists believe that OPT is crucial to driving business and science innovation in America and enhances national security by allowing graduates from abroad to put their skills to use here in the U.S.

Both OPT programs are at risk of being eliminated, however, due to new developments regarding a federal lawsuit brought forth more than a decade ago by The Washington Alliance of Technology Workers, (WashTech), a union for American STEM professionals.

In July 2019, a federal judge decided that WashTech’s case against OPT could proceed. If the lawsuit is successful, the program could potentially come to an end, Banks says. According to NAFSA’s website, “there is concern that the current administration might not defend OPT.”

To help preserve the program, Banks urges as many higher education administrators as possible to file an amicus brief in support of OPT.

NAFSA has also expressed concern about a 2019 Immigration and Customs Enforcement (ICE) proposal to place a time limit on international student visas. Under current law, these students have what is called “duration of status” (D-S) on their visas, which allows them to stay in the U.S. as long as they are meeting the expectations of their

### U.S. Government Scrutiny of Chinese Scientists

Seventy-one American research institutions are investigating ethnic Chinese scientists for purportedly stealing biomedical data.

The probe is based on information collected by the FBI and the National Institutes of Health (NIH), which sent 18,000 letters to college and university administrators who supervise government grants urging them to “be vigilant” of potential intellectual property theft by Chinese scholars, according to a November 2019 report by The New York Times.

American and Chinese scientists disagree about whether Chinese researchers are engaged in widespread intellectual property theft or if they are just the targets of racial profiling.

As the FBI has mounted calls for college and university administrators to monitor the activity of Chinese students and scholars, some in the higher education community are pushing back.

In August 2019, for example, Columbia University President Lee C. Bollinger wrote an op-ed in The Washington Post in which he stated that the openness of the “U.S. university model is a strategic advantage, not a hindrance to American competitiveness” and that “administrators, professors, and research scholars... should not become an arm of U.S. law enforcement.”

He also wrote that a smarter approach to ensuring national security would be to expand the number of green cards available to international scholars so they can apply their research toward U.S. interests.

Michael Lauer, MD, who serves as deputy director for extramural research at NIH, told the Times that accusations of racism are unfounded and that “the real question ... is how to preserve the open exchange of scientific ideas in the face of growing security concerns.”

Li Xiao-Jiang, MD, PhD, a scientist from Emory University who was recently fired for accepting research funds from a Chinese recruitment initiative designed to encourage Chinese scientists to work in that country, accused the U.S. of questioning his loyalty because he had previously worked in China. He was quoted as saying that his research was “for humanity” and involved “not military secrets, but scientific ideas, designs, devices, data, and methods that may lead to profitable new treatments or diagnostic tools,” according to the Times.
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The #YouAreWelcomeHere social media campaign, initially led by Temple University in November 2016 and now run by NAFSA, is one attempt to spread that message. In addition to promoting the U.S. as an inviting place for students from other countries, #YouAreWelcomeHere is also a scholarship program.

INSIGHT followed up with four fall 2019 #YouAreWelcomeHere scholars about their experience studying in America. You can read about them on the following page.

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity.
#YOUAREWELCOMEHERE SCHOLARS SHARE THEIR EXPERIENCE STUDYING IN THE UNITED STATES

By ginger O'Donnell

Maral Atayeva
Shoreline Community College
Atayeva’s home country is Turkmenistan. She learned about the #YouAreWelcomeHere scholarship from an education adviser at Turkmenistan’s American consulate. Studying in the U.S. isn’t a popular option in her country, but Atayeva wanted an educational experience that was unique, and she values the high quality of America’s universities, she says.

With her application for the #YouAreWelcomeHere scholarship, she made a video that illustrated the meaning of embroidery to Turkmenistani women, drawing on her mother’s experience as a tailor. “I was telling how women can’t really express themselves, but they put their feelings and thoughts into their embroidery,” she says.

Atayeva — who is a first-year student — says the scholarship program has lived up to its goal of making her feel welcome. “People really care that I’m from Turkmenistan, and they want to know about it. This is the most exciting part of my arrival to the United States,” she says. “People are interested in you.”

Praise Onoyemeakpo
Miami University
Onoyemeakpo is a first-year student from Nigeria. As someone who plans to study medicine, she wrote about the importance of public health education in her application essay for the #YouAreWelcomeHere scholarship. She wanted to study in the U.S. “because of the availability of laboratories for pre-med students and because the U.S. is known to house some of the best universities in the world, so you also have high-quality academics,” she says.

“Also, America has different cultures, and I want to know more about [them],” Onoyemeakpo says.

However, she had many fears about being an international student in the U.S. “I was afraid of racism. I thought I’d be discriminated against because I was a Black from Africa,” she says. Stories of violence and sexual assault on American college campuses also made her fearful for her personal safety.

Since starting classes in the fall, however, Onoyemeakpo says her fears have been relieved. She is happy to report that out of all her worries about studying in the U.S., the only one that proved true was how cold it would be in Ohio. “I was wondering how I was going to cope with that,” she says.

Mohammed Khalid
University of Maryland, Baltimore County (UMBC)
Khalid is a first-year student from Ethiopia and is pursuing higher education in the U.S. because of America’s abundant research opportunities and “up-to-date technology.” The biochemistry major says he was “looking for scholarships related to UMBC and the #YouAreWelcomeHere [opportunity] was the only one that piqued [his] interest because it was not only about academics, it was about culture. It assesses you as a person, not just as a scholar.”

Mohammed is a member of UMBC’s Intercultural Living Exchange (ILE) Living-Learning Community, a residence life program where both undergraduate and graduate students are immersed in a foreign language and culture, including Chinese, Japanese, French, and Spanish. They also participate in cultural competency workshops designed to prepare them for international careers.

Rafid Pranto
Miami University
Pranto, a first-year student from Bangladesh, considered educational opportunities in Canada and Australia before deciding to attend college in America because he wanted a comprehensive liberal arts education.

Pranto says his family was afraid for him to study in the U.S., but he personally felt prepared, having attended a boarding school away from home since he was a child. The student demographics at his boarding school were relatively homogeneous, however, so he appreciates the multiculturalism on his current campus.

“Miami University is much more diverse than the military-run school I went to from grades seven to 12 in Chittagong, the port city of Bangladesh. The culture of inclusion and openness is much more necessary,” Rafid says.
Moving Beyond Enrollment: The Future of Hispanic-Serving Institutions Depends on More than Growing Student Numbers

By Mariah Bohanon
Over the last 30 years, college enrollment for Hispanic and Latinx students has skyrocketed. In 1995, when the federal government first appropriated special funding for Hispanic-Serving Institutions (HSIs) — or those with at least 25 percent Latinx enrollment — an estimated 1 million Hispanic and Latinx students attended American colleges and universities.

By 2016, that number had more than tripled to 3.2 million, according to Excelencia in Education, a nonprofit organization that advocates for Hispanic and Latinx student success.

Naturally, as enrollment has grown, so have the number of colleges and universities qualifying as HSIs. According to the most recent government figures, there were 523 HSIs in 2017, with 328 schools qualifying as emerging HSIs — or those with 15 to 24.9 percent Hispanic and Latinx enrollment.

Financial support for these institutions, however, has not kept pace with their significant growth in numbers. “Persistent underfunding relative to other degree-granting institutions” is one of the main challenges for HSIs, which receive an average of 68 cents for every federal dollar allotted to all other colleges and universities annually, according to the Hispanic Association of Colleges and Universities (HACU).

In 2010, there were 311 HSIs in the United States receiving an average of $821,000 each in federal funding, according to HACU. In 2016, the number of HSIs in existence had increased to 492, but the average amount of funding per school had dropped to $447,000.

HACU advocates “to make sure that Congress and the federal government, as well as the states, recognize how far behind we are when it comes to investing in HSIs and Hispanic higher education as a whole,” says Antonio R. Flores, PhD, the organization’s president and CEO. “It’s so detrimental for the nation not to invest sufficiently and equitably in these institutions because obviously they are becoming the backbone of America’s labor force in terms of training and educating the next generation.”

Currently, Congress is at a stalemate over STEM funding for Minority-Serving Institutions (MSIs) after failing to pass the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act before its expiration on September 30. Political bargaining over the act has drawn national attention to the issue of how the U.S. allocates money to MSIs and which schools get a bigger share. HSIs receive less funding per school than historically Black colleges and universities (HBCUs), for instance, because there are simply more institutions that have to share a finite amount of money designated by lawmakers.

Yet allocating funds for HSIs is not about competing with other underrepresented student groups, says Flores. Rather, lobbying for HSIs — which tend to be ethnically and racially diverse institutions — means encouraging the government to recognize the urgency of supporting all traditionally marginalized student groups. As the U.S. heads toward becoming a minority-majority nation, federal support for these underserved students will have great impact on the nation’s overall education system and economy, he says.

Like HACU, Excelencia raises awareness of the importance of government investment in HSIs. A 2016 Excelencia report showed that federal grants “represent a small but significant part of an HSI’s budget” and are important for providing “needed resources to innovate and pilot activities to serve students.”

As the number of HSIs grow, their supporters point to the fact that distinguishing between those HSIs that actually serve Hispanic and Latinx students, as opposed to simply enrolling them, is important.
Gina A. Garcia, PhD, is an associate professor of administrative and policy studies at the University of Pittsburgh whose work focuses on transforming colleges and universities to better support Hispanic and Latinx students. The term HSI as a federal label “doesn’t mean anything to me,” she says, because the government provides no guidelines for helping these students succeed.

Garcia and her colleagues are developing a multidimensional model for colleges and universities to go beyond “Hispanic-enrolling institutions” to truly serving these students, she says. The model looks at far more than graduation rates as an indicator of success, including assessing student experiences and the development of racial identity.

Transforming a traditional higher education institution to become an HSI, in Garcia’s sense of the term, requires what she calls “decolonizing the institution.” Rather than providing Hispanic and Latinx students with “the same White colonial education that they’ve had throughout their entire schooling,” colleges and universities can help faculty and curriculum become more culturally relevant, she says.

Leadership should also educate themselves about the historic marginalization of Hispanic and Latinx people and the barriers that these students face, says Garcia.

“There are really great examples of Latino support, like Latino student centers or Latino Greek organizations, that have been doing this work for 40 or 50 years. But colleges have always relied on these types of co-curricular structures to do the work of supporting these students when it’s really up to everyone,” she says.

Garcia offers multiple levels of training for institutions that want to take on this transformative process, but she believes far too many schools that are designated as HSIs by federal standards do not recognize how they need to change. “I get a lot of requests and I’m working with 10 different institutions right now, but then you realize that’s out of 523 HSIs,” Garcia says. “Regardless, the ones I do interact with give me hope.”

Deborah Santiago, CEO of Excelencia in Education, agrees that more colleges and universities are starting to recognize that serving Hispanic and Latinx students goes beyond enrollment. “While there isn’t a requirement in the federal definition for an HSI to be intentional in serving students, I think the community and the field is ready to do more and to discern that this is not just an issue of enrolling students, but of serving them,” she says.

In 2018, the organization created the Seal of Excelencia to distinguish an HSI that has “developed a comprehensive and systemic approach to accelerating Latino student success and seeks to raise the bar by which institutions are evaluated with regard to serving Latino students,” according to Excelencia’s website. Applicants are evaluated in three categories, based on the organization’s evidence-based framework for supporting Hispanic and Latinx students: data collection, practices and policies, and leadership.

Nine of the 33 institutions that applied for the seal in its inaugural year received it. Santiago says she expects this number to go up as interest and investment in HSIs increase. “We’re seeing a lot of institutions that want to become HSIs,” Santiago says, “and I think that is the harbinger of a positive focus for these institutions and for investing in their success.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. The Hispanic Association of Colleges and Association is a partner of INSIGHT Into Diversity.
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VCOM makes minority access a priority in our commitment to health and education.

Diversity and inclusion are key elements in learning patient-centered healthcare. As the population of the United States becomes increasingly diverse, the Edward Via College of Osteopathic Medicine (VCOM) seeks to create a student body that reflects this trend by recruiting medical students from rural and medically underserved populations, underrepresented minority communities, and those with a strong commitment to underserved care.

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The University of Rochester School of Nursing is honored to once again receive the 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.

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THE 2019 HEALTH PROFESSIONS HEED AWARDS

Top Colleges for Diversity

A.T. STILL UNIVERSITY OF HEALTH SCIENCES

WEILL CORNELL MEDICINE

THE UNIVERSITY OF ARIZONA COLLEGE OF MEDICINE - PHOENIX

MEDICAL UNIVERSITY OF SOUTH CAROLINA
Healthcare employees constitute the largest workforce in the United States and, as the country ages, are predicted to grow in number and demand in coming years, according to the U.S. Bureau of Labor Statistics.

Preparing students for the responsibilities of this enormous sector requires far more than bestowing clinical expertise. The healthcare workers of tomorrow must be trained in both compassion and cultural competency and, ideally, should represent the diverse identities of their patients if they are to combat health disparities and provide superior care for all patients.

The INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award recognizes those schools that make such a future possible.

Since 2012, we have used the highest standards to evaluate colleges, universities, medical centers, and more to determine which institutions deserve national recognition. The 43 health professions schools to earn the INSIGHT Into Diversity Health Professions HEED Award in 2019 represent the largest group of recipients to date.

What sets these health professions schools apart is their exceptional dedication to diversity, equity, and inclusion (DEI) in all aspects of healthcare education. Specifically, they demonstrate a unique commitment to academic,
THE OHIO STATE UNIVERSITY COLLEGE OF NURSING

financial, and social support for students; recruiting and retaining underrepresented faculty and staff; serving local communities and marginalized patient populations; and much more.

In the following pages, you will find examples — programming, strategic initiatives and policies, outreach efforts, and events and celebrations — from each of the 2019 Health Professions HEED Award schools that best represent the innovative DEI efforts taking place in healthcare education today.”

We commend and congratulate everyone who helps to make these institutions exemplars for the future of healthcare.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity.

WHICH INSTITUTIONS ARE ELIGIBLE?

Allied Health Schools
Dental Schools
Health Sciences Centers
Medical Schools and Medical Health Centers
Nursing Schools
Osteopathic Schools
Pharmacy Schools
Schools of Public Health
Veterinary Schools

RUSH UNIVERSITY

UNIVERSITY OF VIRGINIA SCHOOL OF MEDICINE

UNIVERSITY OF MICHIGAN MEDICAL SCHOOL
PCOM INSTITUTIONAL DIVERSITY STATEMENT

PCOM recognizes the need for recruiting minority students as we dedicate efforts to close the health disparity gap. The PCOM community cultivates an environment of inquiry, inclusiveness and respect; one that promotes discovery and celebration of our differences, and fosters an appreciation of the rich social fabric that binds us together.

AN EDUCATION CENTERED IN HUMANITY

Founded in 1899, Philadelphia College of Osteopathic Medicine (PCOM) is building on its tradition of excellence. The College now features 15 graduate programs, a branch campus in Suwanee, Georgia and an additional location in Moultrie, Georgia.

The PCOM community cultivates an environment of inquiry, inclusiveness and respect; one that promotes discovery and celebration of our differences, and fosters an appreciation of the rich social fabric that binds us together.

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CONGRATULATIONS TO ALL OTHER AWARD RECIPIENTS!
RECIPIENTS OF THE 2019 INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

A.T. Still University of Health Sciences
California State University, Los Angeles
Columbia University College of Dental Medicine
Edward Via College of Osteopathic 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
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 & Biomedical Sciences
The College at Brockport, State University New York
The Medical University of South Carolina*
The Ohio State University College of Nursing
The Ohio State University College of Optometry
The Ohio State University College of Veterinary Medicine
The Ohio State University College of Medicine
The University of Arizona College of Medicine - Phoenix
The University of Illinois at Chicago College of Pharmacy
Touro College of Osteopathic Medicine
UNC Gillings School of Global Public Health
University of California, Irvine, School of Medicine
University of California, Riverside School of Medicine
University of California, San Francisco
University of Cincinnati College of Nursing
University of Cincinnati James L. Winkle College of Pharmacy
University of Cincinnati College of Allied Health Sciences
University of Florida College of Dentistry
University of Houston College of Nursing
University of Louisville Health Sciences Center
University of Maryland School of Nursing
University of Michigan Medical School
University of Minnesota School of Nursing
University of Mississippi Medical Center
University of Rochester School of Medicine and Dentistry
University of Rochester School of Nursing
University of Virginia School of Medicine
University of Virginia School of Nursing
University of Texas Southwestern Medical Center
Virginia Tech Carilion School of Medicine
Weill Cornell Medicine

*Also a 2019 INSIGHT Into Diversity “Diversity Champion”
A commitment to diversity.
A passion for knowledge.
A mission to dream, discover and deliver a healthier world.

We are proud to receive the Health Professions Higher Education Excellence in Diversity Award four years in a row!

Learn more about our commitment: nursing.osu.edu/diversity
Columbia University College of Dental Medicine’s Foundations for Excellence in the Dental Profession course was developed based on feedback from students who went through a “Self-Awareness” orientation day and asked for more content on cultural sensitivity, power and privilege, and diversity and inclusion. The college created the foundations course to address topics essential to patient care and the dental profession such as emotional intelligence, implicit bias, imposter syndrome, self-care and wellness, ethics and professionalism, and more. Students are asked to write reflections from related prompts so they can assess the course’s impact on themselves and their ability to serve a diverse patient population.

Frontier Nursing University (FNU) held the 9th annual Diversity Impact Student Conference in June 2019. The conference is hosted by FNU’s Diversity Impact Program to promote a more diverse, culturally conscious healthcare workforce. Over 60 FNU students, alumni, faculty, and staff attended the four-day event, which helped attendees explore how to fully experience, live, and create meaningful connections within diverse communities. Presenters spoke on positive marginality; psychiatric-mental health; LGBTQI issues; Hawaiian culture, expression, and storytelling through creative movement; and intersectionality issues for indigenous/Native American midwives. Attendees were also offered an on-site counselor to lead individual and group debriefing sessions.

University of Houston College of Nursing understands the importance of providing linguistic and culturally appropriate care to better serve the needs of the Hispanic population. The college created a course for students with various levels of fluency in Spanish to improve their ability to interact with Spanish-speaking patients. The course included role playing, videos, a nursing interview, and a head-to-toe nursing assessment. By the end of the experience, students were able to apply what they learned in a clinical setting and to communicate successfully with patients to obtain the correct medical information.

University of Minnesota School of Nursing created a first-of-its-kind interprofessional simulation experience with standardized patients who are nonbinary or transgender. The simulation, which has actors portraying patients, allows students to ask questions and listen in a simulated clinical environment. Evaluation of students’ knowledge, skills, and comfort in taking a health history from a nonbinary or transgender individual occurs before and after the experience. Faculty and standardized patients meet afterward to review the encounters and data collected and to make any needed modifications to the learning activity.

University of Mississippi Medical Center’s (UMMC) Office of Diversity and Inclusion sponsors many innovative diversity efforts, including distinguished lectures presented biennially by national thought leaders; a monthly dialogue series titled InclUsive Conversations; and a Diversity and Inclusion Champion Professional Development and Certificate Program, which offers up to ten digital credentials and ten continuing education credits for employees. UMMC also offers year-round, in-person trainings that dive deep into cultural sensitivity, inclusive climates, and unconscious bias in workplace, healthcare, and learning environments.

University of Rochester School of Nursing’s Racial Equity Series is an ongoing discussion about issues such as race, sexual identity, sexual orientation, and social justice. Led by school of nursing faculty and staff, it is open to any interested parties and features an informal set of presentations meant to inform and facilitate discussion about the topic of the day. Past
The University of Rochester School of Medicine and Dentistry is honored to receive the 2019 Health Professions HEED Award.

Diversity and inclusion are core values at the University of Rochester School of Medicine & Dentistry. Our vision is to cultivate a diverse and inclusive environment that guides and transforms our approaches to health care, education, research and community partnerships.

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THE 2019 HEALTH PROFESSIONS HEED AWARDS

INNOVATIVE DIVERSITY EDUCATION

conversations included “The Poetry in Me,” or how the arts help shape our associations with fairness and justice, and “Framing Issues with a Racial Equity Lens,” or how belief systems inform policy and law, which can contribute to and perpetuate injustices.

University of Virginia (UVA) School of Medicine’s “Stepping In” training is a series of workshops designed to empower team members from the UVA Health system to respond to acts of bigotry, prejudice, and discrimination. The workshops include short films based on actual encounters, role playing, and discussions of how to respond when witnessing discriminatory behavior. The Committee on Responding to Discriminatory Behavior, which is part of the medical school’s office of diversity and inclusion, created the training.

University of Texas Southwestern Medical School is committed to training physicians who understand the needs of the patients they serve. The school’s “Health Care in Underserved Communities” elective course introduces students to the healthcare issues faced by underserved populations. Using a direct immersion approach, students are given an opportunity to gain an understanding of the demographics of underserved communities, the structural barriers to healthcare, the needs of the uninsured, and the resources available to meet those needs. They also examine the effects of health policy on care and investigate potential avenues to advocate for medically underserved populations.

For the past three years, students at Virginia Tech Carilion School of Medicine have led “diversity discussions” as part of the #VTCUnfinished Initiative. Approximately 60 percent of the medical school’s students are from groups underrepresented in medicine, and these discussions provide them space to explore deeply personal topics, such as identity and race, with their colleagues and mentors. In doing so, they become more culturally competent physicians. This year’s discussion focused on obstacles that refugee and immigrant families face once they enter the U.S., as well as community efforts in place to help overcome these obstacles.
Inclusive excellence
starts with you.

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When it comes to fostering inclusive excellence — We’re on it!

Learn more: sph.unc.edu/diversity
To address changing patient demographics and in response to student feedback, Penn State College of Medicine has established a review process for problem-based learning cases. The process is led by Nancy Adams, assistant dean for foundational sciences, in conjunction with a newly created position, the director of culturally responsive healthcare education. The goal is that patients not be portrayed only with the diseases customarily attributed to that population; that race be described as a social construct rather than a biological trait; that cases include the social determinants of health; and, where possible, that cases show providers engaging in model behaviors related to addressing bias.

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 Diversity, Equity and Inclusion Advisory Committee at the University of California, Riverside piloted a faculty Equity Advisor program on campus. The selection committee appointed five new Equity Advisors, including two dedicated to the University of California, Riverside School of Medicine. All faculty Equity Advisors are trained by the Office of Diversity, Equity and Inclusion with input from related campus offices. All Equity Advisors work to identify and encourage best practices for faculty recruitment and retention, work with graduate advisors to improve student success, provide leadership, assist the dean in research on issues of pay equity, and provide formal and informal mentoring.

Along with GPA and test scores, University of Cincinnati College of Nursing uses holistic admissions strategies that augment personal attributes. Strategies include a new star rating system and Multiple Mini Interviews (MMI), which consist of a series of short, structured interview stations to assess characteristics such as ethics and self-awareness. Admissions data show that the holistic admissions process has increased ethnic, racial, and gender diversity as well as first-generation college offers. In 2019, 37 percent (N=101) of the accepted applicants would not have received offers had the college looked at quantitative data alone.
UH College of Nursing fuels the health care industry by educating skilled nurses with a 100% first-time pass rate on the NCLEX-RN licensure exam for 2015, 2016, and 2017, and FNP national certification exam for 2015, 2016, 2017, and 2018.

The College of Nursing debuted the Traditional BSN Track with the inaugural class starting in August 2019 at the new University of Houston at Katy building. The 80,000 sq. ft. facility featuring state-of-the-art simulation labs officially opened in October 2019.

The College of Nursing is honored to receive the Health Professions HEED Award for diversity and inclusion for four years in a row - 2016, 2017, 2018 & 2019.
Since 2000, the College of Graduate Studies at the Medical University of South Carolina (MUSC) has sponsored the annual E.E. Just Symposium to promote recognition of diversity in the biomedical sciences. Named in honor of Ernest E. Just, a prominent 20th century African American marine biologist and South Carolina native, it brings approximately 300 underrepresented undergraduate students and their advisors to MUSC. The event includes a session with nationally recognized scientists and scholars as invited speakers and role models, as well as career development opportunities where students meet with representatives of MUSC’s six colleges to learn about the programs the school offers.

MGH Institute of Health Professions held a series of Latinx Heritage Month events to merge the campus community with the Greater Boston Latinx community. The events included a showcase of a student trip to Peru, with catering provided by a local Peruvian restaurant, and an interactive presentation on Bomba, a traditional Puerto Rican music and dance style. In partnership with a primarily Latinx middle school, the institute had a screening of a film discussing the U.S. border crisis. The keynote presentation, “The State of Latinx Health in Boston,” featured Boston’s Health and Human Services chief and Fenway Health’s medical director, both of whom are Latinx.

The Inclusive Excellence Speaker Series at The University of Arizona College of Medicine – Phoenix (COM Phoenix) brings fresh perspectives and voices to campus to share stories that are not being told or not being told frequently enough. The series gives students the opportunity to meet and interact with dynamic speakers. In addition, medical student organizations and COM Phoenix’s Office of Diversity and Inclusion host an annual discovery series, HealthWeek, which has sessions that offer unique perspectives on how different cultures and communities access and navigate today’s healthcare system. All sessions are free and open to the public.
As an academic medical institution, we continue to strive toward becoming a college reflecting the community of Arizona, supporting all its students, faculty, staff, residents, fellows and post-docs and creating a culture centered on inclusive excellence.
The Texas A&M CVM is honored to receive a 2019 Health Professions HEED Award.

Office for Diversity & Inclusion

Reference: vetmed.tamu.edu/diversity
Understanding your campus’s climate is an important step toward ensuring your institution’s future success — and that of your students and employees. Viewfinder® Campus Climate Surveys are designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for students, faculty, staff, and administrators. They provide insight into what shapes the experiences and perceptions of diverse individuals on campus to help institutions create an environment where everyone feels safe, welcome, valued, and respected.

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Images from the 2019 Health Professions HEED Award recipients

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Dr. Erin Tenney, DNP, CNM, WHNP

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For 25 years, UNC Gillings School of Global Public Health has hosted the National Health Equity Research Webcast (NHERW). The NHERW is an annual and interactive live-streamed symposium that explores the intersection of health policy and diversity through expert panel discussions with a question-and-answer segment. The webcast is a significant national event for researchers, students, and community leaders who aim to advance public health through addressing health disparities. This highly regarded webcast, which is hosted on the campus of UNC-Chapel Hill, has both a large virtual and in-person audience. In recent years, participation has been over 700 persons annually.

The University of Illinois at Chicago College of Pharmacy offers a degree concentration in Urban Pharmacy (UPHARM) that takes advantage of the college's urban location to address the many healthcare disparities in underserved communities. The overarching mission of the UPHARM program is to prepare pharmacy leaders who will serve urban communities and increase healthcare resources and capacity building in Chicago. Curriculum focuses on understanding the social, environmental, and economic issues that contribute to health disparities in urban settings; cross-cultural clinical skills and knowledge of diseases and medical conditions prevalent in urban areas; and a commitment to serve as practicing pharmacists and leaders in an urban setting.

The Program in Medical Education for the Latino Community (PRIME-LC) at University of California, Irvine School of Medicine is a five-year, dual degree MD/Master’s program for future physicians who are committed to careers in public service. PRIME-LC graduates are expected to work on closing the healthcare gap of the nation's largest ethnic group by improving healthcare delivery, research, and policy for California's underserved Latinx communities. Unique features of the program include a summer immersion experience, a clinical foundations course with Spanish-speaking standardized patients, and a one-month clinical rotation at Universidad Cayetano Heredia Hospital in Lima, Peru.

The Health & Social Justice Scholars Program is a flagship research, scholarship, and curriculum program at University of Louisville Health Sciences Center. Graduate and professional school students (AuD, DMD, PhD, DNP, MD) are eligible to apply beginning their second year, and the program is renewable for up to three years. Scholars dig deep into intersectionality, social determinants, and health equity. Activities include completing windshield tours, or community observations and surveys from a moving vehicle; community service projects; disseminating accessible information; and mentoring. The program provides professional development support and culminates in the implementation of a community-based participatory research project and intervention.

A flagship event for the University of California, San Francisco’s (UCSF) Office of Diversity and Outreach, the annual Health Disparities Research Symposium (HDRS) showcases research by faculty and trainees at UCSF and other institutions. For 13 years, HDRS has been building community among health disparities researchers across disciplines, units, schools, and the Bay Area, inspiring collaborations and future research. HDRS presentations represent the breadth of the field, ranging from community and individual trauma related to police killings, health differences in Black and White cigarette smokers, and pragmatic implementation of research to reduce disparities.
The School of Medicine is adopting a strategy of leveraging diversity and inclusion to drive the School’s mission of excellence in the delivery of quality patient care, the conduct of biomedical research, and the training of health professionals. The School of Medicine aspires to be a national leader in the creation and sharing of health knowledge within a culture that promotes equity, diversity, and inclusion.

Office of Admissions

PO Box 800725
Charlottesville, VA 22908
(434) 924-5571 | Fax: (434) 982-2586
For questions, email: SOMADM@virginia.edu

The University of Virginia School of Medicine’s admissions process uses a holistic review in order to select a talented and diverse student body. As physicians and other health care providers, our commitment to goes beyond the walls of clinics and hospitals. We are hoping to narrow the gap between UVA and minority communities locally. Our goal is to enhance cultural competency among UVA students and faculty.

Be a Part of What’s Next

VIRGINIANS: 44%
OUT OF STATE: 56%
WOMEN: 45%
UNDER-REPRESENTED IN MEDICINE: 19%
TOTAL STUDENTS: 156

CLASS OF 2022

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The School of Medicine is adopting a strategy of leveraging diversity and inclusion to drive the School’s mission of excellence in the delivery of quality patient care, the conduct of biomedical research, and the training of health professionals. The School of Medicine aspires to be a national leader in the creation and sharing of health knowledge within a culture that promotes equity, diversity, and inclusion.
The Edward Via College of Osteopathic Medicine’s (VCOM) International Outreach program provides healthcare to communities in the Dominican Republic, El Salvador, and Honduras. The program reaches thousands of patients annually, providing immunizations for children and prenatal care where it was not previously available. In addition, VCOM students are actively involved in local area health fairs, free clinics, community education, and other local service-based learning through the college’s Community Outreach program. These practical experiences occur under the guidance of experienced faculty and staff and help to prepare medical students to take a team approach to medical care.

The Ohio State University College of Nursing and Wexner Medical Center welcomed 55 students from two Columbus, Ohio, high schools to spend a day learning about health careers as part of the “Be the One” outreach program. This program encourages students who have experienced hardship to “Be the One” from their families to graduate from high school and pursue career opportunities in healthcare. In addition, nursing faculty visited two high schools every month to engage with students and teach best practices for health and wellness, such as handwashing, mindfulness, physical activity, and nutrition.

Advanced Pharmacy Practice Experiential students from the University of Cincinnati James L. Winkle College of Pharmacy provide health education to people in need during monthly experiences at St. Vincent DePaul Charitable Pharmacy (SVDP), which serves vulnerable residents across southwest Ohio who are unable to afford prescription medications. Since its inception in 2006, SVDP has dispensed over 500,000 prescriptions valued at $60 million for free. In 2018, 36 pharmacy interns in their final year of doctorate-level training completed 9,232 patient-care training hours at SVDP under the supervision of pharmacist preceptors.

The Science and Math Excellence Network at Rush University is committed to improving educational outcomes for children in Chicago’s West Side neighborhoods. In 2017, Rush streamlined the network’s educational programs into a unified strategic approach known as the Rush Education and Career Hub (REACH). REACH is a cradle-to-career program that deepens the university’s involvement with students, teachers, and families from pre-K through college. It is designed to boost high school graduation rates and college enrollment, build pathways to careers in STEM and healthcare, and improve readiness for college and the workforce.

Nursing students in both the BSN and MS-FNP programs at The College at Brockport, State University of New York have the opportunity to provide service hours in Ollantaytambo, Peru, in conjunction with Sacred Valley Health (SVH). During this educational service immersion trip, students spend most of their time volunteering alongside SVH volunteers who are involved in many ongoing health promotion campaigns. Students also work closely with elected local community health liaisons. Both partnerships teach participants how to deliver healthcare services and education to residents of rural communities.

University of Rochester School of Medicine and Dentistry’s Eastman Institute for Oral Health operates SMILEmobiles that provide dental treatment to underserved children and adults. These units have a significant impact on treating and preventing severe tooth decay for underinsured children in inner-city schools. One SMILEmobile travels to nursing homes, refugee centers, colleges, group homes, and a school for children with intellectual and developmental disabilities and medically complex conditions. This unit features a wheelchair lift and three dental chairs with maneuverability to accommodate patients’ needs. As part of a $3.5 million grant, providers are being trained for treating patients with special needs on the SMILEmobiles.
The Office for Health Equity and Inclusion develops mechanisms for inclusion, diversity and cultural sensitivity among faculty, students and staff at Michigan Medicine. OHEI advances clinical care for under-served patient populations through research and education.

VISION
TO CREATE a world where every person feels valued and can thrive,

MISSION
TO HONOR the well-being, individuality and dignity of all who work, learn, and heal at Michigan,

TO CHAMPION diversity and inclusion for our patients, our community, and society.

TO DIVERSIFY the next generation of physicians, nurses, health professionals, and scientists,

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Our ambition is to Be The Model™ comprehensive college of veterinary medicine, and Diversity and Inclusion is one of our foundational principles.

Ohio State’s College of Veterinary Medicine is honored to be a Health Professions Higher Education Excellence in Diversity (HEED) Award winner for the third year in a row!

Our ambition is to Be The Model™ comprehensive college of veterinary medicine, and Diversity and Inclusion is one of our foundational principles.

The Ohio State University (OSU) College of Veterinary Medicine’s Be Well initiative is a comprehensive and integrated health and well-being program for students, staff, and faculty. In alignment with the college’s Be The Model™ strategic plan and in partnership with OSU’s Buckeye Wellness team, the initiative incorporates evidence-based approaches, outcome assessments, and programming specific to academic and healthcare professionals. Initial core programming includes a full-day workshop on healthy lifestyles; MINDSTRONG, a cognitive behavioral theory-based program; wellness programming such as a book club, snack swaps, yoga, tai chi, and mindfulness classes; and the development of a house system for students.

Fit n Fun, an affinity group with University of Maryland School of Nursing’s (UMSON) Office of Diversity and Inclusion, and University of Maryland, Baltimore’s Launch Your Life wellness program are coordinating a campus-wide step challenge known as the Ultimate Mileage Battle. After organizing a successful step challenge solely within the nursing school last year, the Fit n Fun group found the friendly rivalry and encouragement for improved health practices had a positive impact on employee engagement. As a result, UMSON is helping to establish a new campus tradition, encouraging healthy lifestyles and work-life balance.
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Recruitment & Retention

The Graduate Health Professions Scholarship Program (GPS) at A.T. Still University (ATSU) is a recruitment strategy designed to improve educational access through financial support and enhance retention through cohort-centered, co-curricular activities. GPS provides gap funding, advisement, professional development, and other opportunities to organically cultivate mentoring relationships for pre-health students. Students also attend annual conferences with an emphasis on recruiting historically underrepresented groups. GPS students receive preparation support toward the development of a priority applicant dossier that serves as an application cover document and indicates to selection committees a strong relationship with ATSU’s Diversity Office. Many of these students receive program interviews.

Florida State University College of Medicine’s effort to produce alumni physicians responsive to community needs requires a strategic approach. It’s not only about finding students who are most likely to choose to practice in locations and specialties where they are needed most, but about developing medical school candidates who understand and believe in the college’s mission. The Science Students Together Reaching Instructional Diversity and Excellence (SSTRIDE) program identifies as early as seventh grade students who have an aptitude for science and who fit this profile. More than seven percent of the college’s 1,368 alumni from 2005-2019 were introduced to medicine through SSTRIDE.

In summer 2019, Philadelphia College of Osteopathic Medicine (PCOM) launched the inaugural African American and Hispanic Male Undergraduate Research initiative. The program exposes undergraduate science and psychology majors at Cabrini University, an emerging Hispanic-Serving Institution, to careers in research and medicine. Participants spend eight weeks as part of a supportive and collegial research team consisting of faculty, research staff, and medical students. They are mentored in how to formulate research questions and hypotheses, design experiments, record results, interpret data, and communicate their findings.

To truly change cultural norms around the profession, Johns Hopkins School of Nursing (JHSON) aims to be a consistent voice for the benefits of a nursing career, the diversity of who nurses are and what they do, the critical role they play on healthcare teams, and the need for more than a million new nurses by 2030. JHSON has a dedicated admissions officer for diversity to underscore its commitment to attract talented students with diverse backgrounds, heritages, and experiences; create a culture where diversity is embraced in the broadest sense; and enhance the school’s ongoing efforts to create a world-class education.

The Ohio State University College of Medicine Medical Careers Pathway Post Baccalaureate Program (MEDPATH) program was created in 1991 to increase the enrollment of underrepresented students as well as assist those who are economically and educationally disadvantaged. MEDPATH is a yearlong post-baccalaureate program designed to enrich the academic knowledge base for such students prior to their entrance into medical school. Since its inception, nearly 250 MEDPATH participants have gone on to attain the Doctor of Medicine degree.
One of The Ohio State University College of Optometry's broadest endeavors geared toward increasing diversity within the profession is the Improving Diversity of Optometric Careers Program (I-DOC). For the last 11 years, underrepresented minority undergraduates have been recruited from across the U.S. for this three-day summer program, which includes coursework, hands-on experiences, student and practitioner panel discussions, and interactions with renowned vision science researchers. I-DOC participants also attend workshops on admissions, financial aid, and preparing for the Optometry Admission Test. Each I-DOC student stays on campus and all expenses are paid.

In an effort to improve retention and graduation rates for historically underrepresented and first-generation students, University of Cincinnati, College of Allied Health Sciences established the Connections Mentorship program, which is now in its eighth year. The program partners underrepresented students with alumni, community partners, and other professionals in their respective disciplines who provide academic support, role modeling, and job shadowing and networking opportunities. The program has seen notable success, with most of those graduating having been in it two or more years.
A new scholarship program established by Weill Cornell Medicine (WCM) will eliminate education debt for all students who qualify for financial aid. A lead gift from The Starr Foundation, directed by WCM Overseer Maurice R. Greenberg, in partnership with gifts from Joan Weill and Board of Overseers Chairman Emeritus Sanford I. Weill and the Weill Family Foundation, have made this goal possible. These gifts and those from other donors, together totaling $160 million, will ensure that the best and brightest aspiring doctors have necessary financial support. By replacing student loans with scholarships for tuition, housing, and living expenses, the program ensures all students can access medical education debt-free.

Touro College of Osteopathic Medicine has a full-time social worker on staff as well as an organized wellness program. The program supports student-led activities for reducing stress and promoting peer-to-peer socialization. Further support is provided through 24/7 telephone access to licensed professional counselors, which is confidential and at no cost to students. The college also provides financial support via need-based scholarships and funds to attend conferences and research or educational programs. In addition, academic support is provided through a peer-to-peer tutoring program in which academically advanced second-year students tutor first-year students who may struggle academically.

**Patricia S. Levinson Center for Multicultural and Community Affairs (CMCA)**

Mount Sinai Office for Diversity and Inclusion

“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 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, institution-wide diversity initiatives, academic and non-academic supports for medical and graduate students and trainees, community engagement and service learning activities, and coordinated approaches in the areas of educational pipeline programs, diversity affairs, school-wide diversity initiatives, and training and education programs focused on the intersection of medicine, science, and social justice through an urban health lens largely within the School of Medicine.

**Support**

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We are honored to be selected as recipient of the 2019 Health Professions HEED Award two years in a row – 2018 & 2019

Since the founding of our institution, Weill Cornell Medicine has been committed to supporting individuals of wide-ranging backgrounds to succeed in medicine and science. With bold initiatives, like elimination of medical education student debt, we continue this tradition and ensure that every student who wishes to become a doctor can do so—for their betterment and for the patients they serve.
The University of Florida College of Dentistry Office of Student Advocacy and Inclusion formed the Black Student Advocacy Group to help the college community better understand the African American student experience, address concerns that arise for this population, and help generate ideas to increase recruitment and retention of Black students. This advocacy group is part of a series of endeavors intended to cultivate a humanistic environment, enhance a culture of respect and inclusion, and foster a greater sense of community among faculty, staff, students, and residents at the college.

The Icahn School of Medicine at Mount Sinai (ISMMS) launched the Change Now! Racism and Bias Initiative in 2015 in response to student activism and advocacy aimed at recognizing the historical underpinnings of racism and bias in medicine and medical training. Its goal is to address and undo racism and bias in all areas of the medical school and center and to promote racial justice, health equity, and the voices and experiences of underrepresented medical educators. The initiative is driven by a change management methodology that guides how ISMMS prepares and supports individuals to adopt transformational change toward a future of healthcare and education free of racism and bias.

Diversity, Equity and Inclusion (DEI) Leads are individuals committed to communicating University of Michigan Medical School’s values by building collaborative DEI committees within their respective departments and serving as examples of the value of diversity. Their responsibilities include creating DEI programs at the departmental level and planning activities to bring teams together, such as potlucks and book clubs. More than 170 DEI Leads at Michigan Medicine help coordinate the hundreds of innovative and exciting DEI activities happening across campus. Their network is foundational in communicating diversity messaging to faculty, staff, and students.

University of Virginia School of Nursing’s leadership team, including the dean, dean’s council, and most academic program and center directors, recently participated in an eight-week intensive racial equity training delivered by experts from the renowned University of Southern California Center for Race and Equity. The nursing school has also raised funds to train an additional cohort of 20 faculty and staff within the next year. Small groups from the leadership cohort developed ongoing projects in the areas of holistic admissions, inclusive curricula, recruitment of underrepresented faculty, and diversification of representations found in the school’s history center and other physical spaces.
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University of Louisville Institute ‘Builds a Bridge’ Between Research and Action for Social Justice

By Ginger O’Donnell

The Anne Braden Institute for Social Justice Research at the University of Louisville (UofL) seeks to support racial and social justice activism through the study of movements for social change. Named for Anne Braden, a White journalist and prominent anti-racism activist from Louisville, the institute was founded in 2007 by UofL professor Catherine Fosl, PhD. Research projects are wide-ranging, from the study of low-income women’s housing in Louisville to the state’s civil rights history.

The institute’s academic research doesn’t provide “a direct line to social change,” Fosl says, but exposes people to untold histories and enriches understanding of how they play out today.

Recently, for example, researchers for the institute completed an award-winning project called The Kentucky LGBTQ Historic Context Narrative, a 125-page encyclopedia of the state’s LGBTQ history dating back to the pre-colonial period. In addition, the institute inspires individuals to take action through social change, offering partnership opportunities with local organizations like Louisville for Racial Justice or the state’s main LGBTQ advocacy organization, the Fairness Campaign.

In addition, for the past 13 years, the institute has sponsored the Anne Braden Memorial Lecture, featuring historians who focus on issues of social justice. Jelani Cobb, PhD, a professor of journalism at Columbia University and a widely known popular commentator on race and racism, delivered this year’s lecture, “The Half-Life of Freedom: Race and Justice in America Today.” The event marks the beginning of the annual Peace and Social Justice Week at UofL and within the local community.

Above: Catherine Fosl, professor and director of the University of Louisville (UofL) Anne Braden Institute for Social Justice Research (right) and volunteer leader Gerry Gordon Brown (left) pose with an Anne Braden puppet created by a local group called the Squallis Puppeteers. Top right: Fosl and renowned local poet Hannah Drake wait to hear activist and author Angela Davis speak at the November 2016 Anne Braden Memorial Lecture. Davis’ talk, titled “Freedom Is a Constant Struggle,” took place a few days after the election of President Donald Trump. The hall was packed and the institute had to turn away 1000 community members who wanted to attend the event. Bottom right: A group of students from Brazil visit the institute in January 2019, learning from Fosl and her graduate student, Jerika. (Photos courtesy of UofL)
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When diverse perspectives come together, anything is possible. UT Southwestern seeks out the brightest minds and the best talents, whoever and wherever they may be. And while our backgrounds are varied, our goal is simple — the good health of the people we serve. We are proud to have once again received the HEED award, recognizing our commitment to diversity.

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LEARNING HOW TO HEAL OFTEN MEANS DISCOVERING HOW TO LEAD.

While nearly 40 percent of Texas residents are Latinx, they make up just eight percent of the state’s physicians. Victor Rodriguez, who earned a Master of Public Health (MPH) and is currently pursuing a medical degree at Texas A&M, is striving to change that.

As a member of the College of Medicine’s Admissions Committee and a leader within the Latino Medical Student Association (LMSA), Victor mentors students wanting to enter the medical field and tirelessly advocates for better health care for underserved communities across the Lone Star State.

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