Top Colleges for Diversity in Health Professions

This year, the 2020 Health Professions Higher Education Excellence in Diversity Award recognizes 46 institutions that are leaders in equality in education, health care, and society.

ALSO IN THIS ISSUE

What a Biden-Harris administration means for higher ed

How universities are promoting diversity in the quest for the COVID-19 vaccine
In times of challenge, commitment.
In times of worry, wisdom.
In all times, a mission to dream, discover and deliver a healthier world for all.

We are honored to receive the Health Professionals Higher Education Excellence in Diversity Award for the fifth consecutive year!
Learn more about our commitment: nursing.osu.edu/diversity
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**December 2020**

### THE 2020 INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HEED AWARDS

**Top Colleges for Diversity**

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The University of Louisville is home to a community of diverse perspectives and backgrounds. To rise to the highest ideals to which we aspire, we are taking a stand against systemic inequities and have pledged to become a premier anti-racist metropolitan research university. Working together, we address global challenges and drive needed change to build a better world here and beyond.

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[louisville.edu/diversity]
In Brief

Diversity and Inclusion News Roundup

New Directions

Leaders on the Move

Nearly Two Decades After 9/11, Muslim Students Face Discrimination and Hope on College Campuses
By Musbah Shaheen, Kevin Singer, Alyssa N. Rockenbach, PhD, and Matthew J. Mayhew, PhD

Academic Community Pushes for Much-Needed Diversity in COVID-19 Vaccine Trials
By Lisa O’Malley

Closing INSIGHT

Kansas State University Annual Drag Show Highlights Diversity, Equity, and Community Responsibility
By Brandon H. Haddock, PhD
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 that improves people’s lives. It’s an honor for us to receive the 2020 Health Professions Higher Education Excellence in Diversity (HEED) Award alongside three other colleges at The Ohio State University. We believe it’s a reflection of our university’s commitment to diversity and inclusion.

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Our January/February 2021 Issue: Nursing and Pharmacy Schools

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

The advertising deadline is December 14. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.

IN BRIEF

UAB Develops First Culturally Based Palliative Care Protocol

Palliative care in the U.S. has long had a cultural focus on the White middle class, but a recent project by The University of Alabama at Birmingham (UAB) researchers aims to help physicians provide better end-of-life care based on patient culture and ethnicity.

The protocol is meant to be used as a tool for medical providers to examine and understand cultural differences among ethnic and racial groups when it comes to living with serious illnesses or facing end-of-life care; it’s the first culturally based palliative protocol of its kind, according to a UAB press release.

The project included more than a year of research in several rural Southern communities. Ronit Elk, PhD, a researcher in the UAB Division of Gerontology, Geriatrics, and Palliative Care, developed the new end-of-life guidelines along with a Community Advisory Board made up of Black and White community members in Beaufort, South Carolina.

Having lived in several countries, Elk says she noticed upon moving to the U.S. that medical providers here seem to pay little attention to the cultural norms of different demographic groups, especially Black patients.

“Lack of respect for cultural differences may compromise care for seriously ill minority patients,” Elk said in a UAB press release. “Until recently, culturally appropriate models of palliative and end-of-life care have not been available in the United States. … [This protocol] is an example of what is possible when health care providers truly listen to the voices of underserved or underrepresented groups, and build health care programs based on those communities’ cultural values and preferences.”

Elk and other UAB researchers began holding focus groups with community members in 2019 and began testing the new guidelines in three rural hospitals in Alabama, Mississippi, and South Carolina in March. Though the protocol has been published and the idea is gaining traction, UAB researchers will have to continue to prove its efficacy and develop training for physicians, Elk said in an interview with WBHM Radio.

“The first thing we have to do is to prove that it’s very effective,” she stated. “What we’ve shown is that it’s feasible and it can be done. So we are simultaneously developing trainings so that we can train the physicians who won’t push against it, but will rather embrace it and it will be accepted in hospitals.”
Philadelphia College of Osteopathic Medicine is seeking qualified physicians to perform clinical and teaching duties that meet the needs of patients, students, and the communities they serve across all three of our locations in Philadelphia, Pennsylvania, Suwanee, Georgia, and Moultrie, Georgia.

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Introducing: Dr. Myrtle Bell, Associate Dean for Diversity, Racial Equity and Inclusion

Myrtle P. Bell, PhD, is a management professor who holds the endowed Thomas McMahon Professorship in Business Ethics. She’s been at UT Arlington since 1996. Dr. Bell is internationally recognized for her work in the field of diversity, racial equity and inclusion and is charged with implementation and focus on new inclusion-based strategies.

These UTA College of Business diversity-focused strategies include:
- The formation of a Diversity, Racial Equity and Inclusion (DREI) Research and Education Group and creation of a Student DREI Council to engage students in this work.
- The creation of Diversity Partners, a group of community and business leaders that will provide an external perspective regarding DREI matters and utilize UTA COB expertise in their organizations.
- To promote the development of new diversity and inclusion programs, courses and certificates, the College will provide research grants to assist faculty in developing these new offerings.

To learn more, visit go.uta.edu/Business/DREI
WHEN DIFFERENT PERSPECTIVES MEET, THE WORLD OPENS UP

Like history, science often informs perspective and stirs dialogues so that we can, ultimately, learn from our past and build a brighter future for all.

As an R1 institution, the University of Kentucky has a significant responsibility to bring these truths to light. One of those truths, undeniably, is the existence of racial disparities and inequity among communities of color.

UK’s newest research priority area (RPA), UNITed in racial Equity (UNITE) Research Initiative, supports research focused on racial disparities, racial health equity, social and racial justice as well as the recruitment and retention of racially diverse faculty, staff and students at UK.

Designating this kind of research as an RPA makes it one of seven such research programs across the enterprise. The university is taking a necessary step to ensure that our past is not representative of our present or future.

An RPA in racial disparities and inequities will bring our experts together who are already engaged in similar research, and it will ensure a strong collaboration between our research teams and will help build a more diverse faculty.

We are committed to do more and be more for our community … for our friends, neighbors and colleagues who have, for far too long, experienced the systemic and systematic racism that exists in nearly all aspects of our society.
Erika D. Beck, PhD, has been appointed president of California State University, Northridge. Beck was previously president of California State University Channel Islands.

Britt Rios-Ellis, PhD, was selected as the provost and executive vice president for academic affairs at Oakland University in Rochester, Michigan. Rios-Ellis previously served as dean of the College of Health Sciences and Human Services at California State University, Monterey Bay.

Cathy A. Sandeen, PhD, was selected as president of California State University, East Bay. Sandeen previously served as chancellor of the University of Alaska Anchorage.

Eduardo M. Peñalver, JD, was selected as president of Seattle University. Peñalver previously served as dean of the Law School at Cornell University in Ithaca, New York.

Mitzy González has been appointed program manager of the Coalition of Urban Serving Universities. González was an assistant director of the University of Central Florida's Center for Higher Education Innovation in Orlando.

Britt Rios-Ellis, PhD, was selected as the provost and executive vice president for academic affairs at Oakland University in Rochester, Michigan. Rios-Ellis previously served as dean of the College of Health Sciences and Human Services at California State University, Monterey Bay.

Robin Means Coleman, PhD, has been appointed vice president and associate provost for diversity and inclusion and chief diversity officer for Northwestern University in Evanston. Coleman was vice president and associate provost for diversity and a professor of communications at Texas A&M University in College Station.

Francine Conway, PhD, was selected as the provost and executive vice chancellor of academic affairs at Rutgers University in New Brunswick. Conway previously served as dean of the university’s Graduate School of Applied Psychology.

Mitzy González has been appointed program manager of the Coalition of Urban Serving Universities. González was an assistant director of the University of Central Florida’s Center for Higher Education Innovation in Orlando.

Beth Borgen, DBA, will serve as the first woman president of Lakeland University in Plymouth. Borgen previously served as executive vice president of the university.

Thomas Gibson, EdD, has been appointed chancellor of the University of Wisconsin-Stevens Point. Gibson was vice president for student affairs and vice provost at Bowling Green State University in Ohio.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Clemson University Men of Color National Summit
Thursday and Friday
November 4-5, 2021
Greenville, S.C.

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.

Though typically held in April, the 2021 Clemson University Men of Color Summit has moved to ensure safety and the same interactivity and engagement you have come to expect from this important event.

REGISTRATION OPENS FEBRUARY 1, 2021.

FOR MORE INFORMATION, VISIT CLEMSON.EDU/MENOFCOLOR.
The events of September 11, 2001, were a defining moment in the history of the U.S. and its relationship with the religion of Islam. The terrorist attacks of that day triggered a tumultuous climate for Muslims in the U.S. that continues to affect campus climate for Islamic students.

Notably, many Muslim students in college today were born after the events of September 11. Nearly two decades later, what are their experiences like on campus?

As part of a team of researchers from North Carolina State University (NCSU), The Ohio State University (OSU), and the nonprofit program Interfaith Youth Core (IFYC), we developed the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) to learn how today’s students are affected by the religious and worldview diversity that they are exposed to at colleges and universities. We tracked thousands of students through four years of college on more than 120 campuses, surveying them at the beginning of their higher education experience in fall 2015, at the end of their first year in spring 2016, and again at the end of their fourth year in spring 2019.

Our findings about the perceptions and experiences of Muslim students paint a complicated picture. Many members of this population reported that their campus was welcoming, while others reported experiencing instances of discrimination such as insensitive comments from their peers.

The majority of Muslim students — 58 percent — reported in the fourth-year survey that their campus was at least “somewhat” welcoming. Notably, their perspective on campus climate was even more positive than that of nearly all other student groups, including many members of the Christian majority.

Some Muslim students, however, reported hearing or reading insensitive comments about their religion on campus at a higher rate than that of their peers. While less than 1 percent of students overall said they regularly encountered insensitive messages about their religious or nonreligious identity, 7 percent of Muslim students reported experiencing such encounters on a frequent basis. Additionally, nearly one-fifth also reported that they often felt pressured to limit when or how they expressed their worldviews, setting them apart from most of their peers.

The complex picture of Muslim students on our college campuses seems to mirror the overall national climate when it comes to the Islamic faith. In a 2017 survey by the Pew Research Center, only 14 percent of Muslims said they believe that the American people are unfriendly towards people of their religion. At the same time, the nation has seen a rise in Islamophobic rhetoric over the last four years, as exemplified by executive orders such as President Donald Trump’s travel ban on Muslim countries, which continues to raise questions about the place of Muslims in American society.

There are several ways that college administrators and educators can ensure a welcoming and supportive campus for these students. Institutions can offer Halal-friendly dining options, dedicated spaces on campus for daily prayers, and religious exemptions for the commemoration of Islamic holy days. Colleges should also ensure that Muslim student organizations are offered the same level of support as other faith-based organizations on campus. Campus leaders can also diversify faculty and staff to ensure that Muslims are represented and consider hiring a Muslim chaplain to support the spiritual and academic needs of students of the Islamic faith.

All of these methods are crucial in sending the message that people of all faiths are valued members of the campus community. Doing so helps to ensure that Islamophobia has no place in our society and that Muslim students in the U.S. have a safe, welcoming environment in which to learn and thrive.

To learn more about the Interfaith Youth Core, IDEALS, and how you can better support Muslim students on your campus, visit ifyc.org.

Musbah Shaheen is a doctoral student in higher education and student affairs at OSU. Kevin Singer is a doctoral student in higher education at NCSU and a Research Associate for IDEALS. Alyssa N. Rockenbach, PhD, is a professor of higher education and an Alumni Distinguished Graduate Professor at NCSU and a co-principal investigator of IDEALS. Matthew J. Mayhew, PhD, is the William Ray and Marie Adamson Flesher Professor of Educational Administration at OSU and co-principal investigator of IDEALS.
Texas A&M School of Public Health professor E. Lisako J. McKyer, MPH, PhD, was recently presented the Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellowship, an award to support and honor faculty making significant achievements in their respective fields. McKyer is an internationally-recognized expert on social and structural determinants of health inequities, and believes that communities are stronger when they stand together to tackle issues of racism, discrimination and social justice, all of which can lead to health disparities.
Academic Community Pushes for Much-Needed Diversity in COVID-19 Vaccine Trials

By Lisa O’Malley

Although numerous companies and medical institutions are working tirelessly to develop a COVID-19 vaccine, people of color — who according to the Centers for Disease Control and Prevention are more likely to be exposed to and die from the virus — continue to be underrepresented in vaccine trials.

In response, the higher education community is working to bolster the recruitment of ethnically and racially underrepresented communities in these trials to ensure that a potential vaccine is effective for and trusted by all demographic groups.

These efforts have most notably taken place at historically Black colleges and universities (HBCUs), where officials have been urging their students to enroll in vaccine trials and undergo more frequent COVID-19 testing. In early September, Walter Kimbrough, president of Dillard University, and Reynold Verret, president of Xavier University, sent a joint letter to their academic communities announcing that
they had participated in vaccine trials themselves and encouraged students to enroll as well.

“We’re protecting our communities,” Verret told NBC News. “It is important to have people like us in these trials. We all know someone who has passed or been hit with COVID-19. When a vaccine comes, we want it to be available and to work on our community. Participating in trials is the only way to do so.”

In addition to encouragement from college leaders, the Bill and Melinda Gates Foundation stated it would give $15 million over the next three years in partnership with The Just Project to assist seven HBCUs to serve as testing centers for their students and members of their communities.

Other HBCUs — including Meharry Medical College, Howard University College of Medicine, Morehouse School of Medicine, and Charles R. Drew University of Medicine and Science — also have COVID-19 vaccine trials underway.

“We’ve engendered a level of trust with communities of color that other organizations, quite frankly, just don’t have,” James Hildreth, president of Meharry, told StatNews.com. “It’s imperative for us as HBCUs to rise to this occasion because people need us.”

Besides historically Black institutions, other colleges and universities are also establishing initiatives to increase diversity in vaccine trials. George Washington University researchers announced they had surpassed their goal for including underrepresented participants in COVID-19 inoculation testing, with people of color comprising nearly half the trial enrollment. The University of Wisconsin has also announced a focus on increasing diversity across age, gender, race, and ethnicity in clinical trials at its university hospital.

The two major frontrunners in the vaccine race have claimed ensuring diversity is one of their top priorities. On October 16, the biotechnology company Moderna announced the Phase 3 trial of its COVID-19 vaccine had achieved a level of diversity that is representative of the U.S. population. The trial has more than 11,000 enrollees from communities of color, representing 37 percent of the study population. Meanwhile, nearly 42 percent of the participants in Phase 3 of Pfizer’s vaccine clinical trials were from racially and ethnically diverse backgrounds, according to a November 9 press release. However, other clinical research groups have publicly stated they are still struggling to meet diversity goals in their trials.

Neglect and abuse by the mainstream medical establishment have long fostered distrust among marginalized communities when it comes to clinical research. Historical injustices such as the Tuskegee Experiment are well known for creating a deep-seated apprehension about participating in vaccine trials and other medical testing. According to a 2019 report by the U.S. Food and Drug Administration, 72 percent of clinical trial participants were White, 18 percent were Hispanic, 9 percent were Black, and 9 percent were Asian. Enrollment of Indigenous individuals including American Indians, Alaska Natives, and Pacific Islanders is also historically low but is more difficult to track due to the fact these groups are usually reported as “Other.”

Yet racial and ethnic participation in clinical research is vital in guaranteeing that therapies are both safe and effective for all patients. While people are nearly identical genetically, socioeconomic status often negatively influences the health of marginalized groups, and scientists warn that this status can affect how different populations respond to a vaccine. Environmental factors such as increased exposure to air pollution or a propensity for certain chronic diseases such as diabetes and sickle cell anemia could also have an effect on vaccine reactions for Black patients.

Dr. Anthony Fauci, director of the National Institute of Allergy and Infectious Diseases, has acknowledged the importance of diversity in clinical trials and called on pharmaceutical companies to enroll Black, Latinx, American Indian, and Alaskan Native participants at nearly double their population percentages.

“We need to get a diverse representation of the population in the clinical trials,” Fauci told a panel of Congressional Hispanic Caucus members in September. “So, when they are proven to be safe and effective, we can say they are safe and effective in everyone, not only in Whites.”

Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
Among the changes implemented by colleges and universities this year in response to the demand for more intentional racial justice efforts is an increased focus on ethnic studies and social justice curricula.

A growing number of institutions have recently added new policies requiring students to take a course in these subjects in order to graduate. The University of Pittsburgh now mandates that incoming first-year students take a class on anti-racism. In California, a new law requires all California State University system students to take an ethnic studies course. Other schools, such as The University of Texas at San Antonio (UTSA), have added electives centered specifically on the Black Lives Matter movement and this pivotal time in U.S. history.

Despite ample evidence that such courses enrich the educational experience of all students and broaden worldviews, this subject matter has traditionally faced and continues to face a great deal of criticism. Most recently, President Donald Trump argued as part of an executive order banning racial justice training for federal employees that the subject matter causes divisions between racial groups, and he called such teaching “un-American propaganda.”

Researchers and advocates, however, continue to raise awareness of the benefits of curricula that better helps all students understand the culture, experiences, and oppression of ethnically and racially underrepresented groups in the U.S.

Well-designed and well-taught ethnic studies learning can have positive impacts on all students’ academic and social outcomes, according to Christine Sleeter, PhD, Professor Emerita at California State University, Monterey Bay and author of Transformative Ethnic Studies in Schools.

“Ethnic studies courses deliberately try to develop communication across groups rather than division, but the communication is based on understanding more where each other comes from rather than assuming that there’s only one dominant point of view,” Sleeter says.

“For students of color, the research shows the experience of being in a course in which people like you are at the center, rather than in the margins, can be very intellectually and personally empowering,” she explains.

She and other education advocates believe that ethnic studies and diversity-centered courses should be a requirement long before students get to college. The reason Trump and other critics have a disregard for this type of learning is due to a lack of exposure or absorption of racial justice knowledge at a young age, Sleeter says. “Primary school onward is one that tends to be geared toward White people,” she explains. “The curriculum is still predominantly White, and the teachers are predominantly White, so the ways of seeing the world, the ways of thinking, the way kids are treated, tend to emphasize Whiteness as simply being normal.”

Data from the U.S. Department of Education has long shown that the vast majority of K-12 educators are White; recent statistics show that 80 percent of public school teachers are White women.

Ethnic studies courses are not a federal requirement, nor are they required in many states. In fact, states such as Texas have attempted to suppress this type of racial awareness.
in recent years. Public K-12 textbooks in that state were found to have downplayed American slavery and referred to enslaved people as workers and immigrants.

Omitting the experiences of marginalized groups and the history of racial injustice in the U.S. can lead White students to internalize a sense of superiority and students of color to internalize negative images and lack of confidence in themselves as well as a distrust of the education system, according to Sleeter. Providing ethnic studies education at the college level can help to counter those beliefs learned from a young age, she says.

Some colleges and universities are also helping to spread this message to K-12 youth as well as their own students. In an effort to better equip local high school educators with the resources to teach ethnic studies, UTSA launched continuing education workshops this summer in African American studies. The training, titled “Building Critical Consciousness in the Classroom and Community: African American History, Culture, and Economics,” is offered through UTSA’s College of Education and Human Development. The learning opportunity was available at no cost and was also open to non-educators in the San Antonio community.

In addition to the summer workshops, UTSA also offers new fall 2020 ethnic studies courses which include the following: a Black Lives Matter course called “Black Lives Matter: Race, Ethnicity, Gender and Sexuality”; a new Mexican American studies course that focuses on issues of race, class, and gender identity through the life of legendary singer Selena Quintanilla-Pérez; and a course on the history of the incarceration of Black children.

“A history that doesn’t teach our next generation about the contributions of all Americans, regardless of the color of their skin, is an incomplete story,” says Karla Broadus, senior lecturer and director of the African American Studies program in the Department of Race, Ethnicity, Gender and Sexuality Studies at the university. She believes that “if COVID-19 did anything for us, it gave people the time to sit down and absorb what’s been happening around them” and to process events such as the social justice uprising following the death of George Floyd and Breonna Taylor.

“One of our goals is to make learning about African American history an ‘I want to learn more’ experience for the students who will be impacted and the educators and community leaders who deliver the knowledge,” Broadus said.

Sleeter agrees that recognizing the racial justice issues happening around them and throughout history makes all students, including those who are White, want to learn more. This has been a proven benefit of ethnic studies courses, according to her research. For White students, these classes can be emotionally challenging because of the histories of institutional racism and White supremacy.

“White people tend to grow up thinking that race is something you’re not supposed to talk about and that it’s impolite; if you talk about race, it causes racial divisions, and racism is simply an individual thing; it’s not institutional,” says Sleeter.

Yet, White students who may have at first resisted but continue with the learning challenges of ethnic studies eventually want to learn more.

“It’s like a light bulb comes on,” she explains.

Mariah Stewart is a senior staff writer of INSIGHT Into Diversity.
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Gender Bias Means Women Are More Likely to Be Silenced Online

By Mariah Bohanon

On September 28, University of Iowa graduate student Claire McDonnell recorded a video call of herself and a group of male classmates discussing plans for an upcoming class project. She then uploaded the brief clip to the video-sharing app TikTok with the label “live footage of being a woman in STEM.”

Within 48 hours, McDonnell’s video had been viewed 2.4 million times.

In the recording, McDonnell is consistently interrupted by her classmates as she attempts to contribute to the discussion and pitch ideas for their assignment. In some cases, group members simply repeat McDonnell’s statements, effectively presenting her ideas as their own.

The thousands of comments on her TikTok post include messages from a multitude of women, both students and professionals, describing similar experiences during virtual classes and meetings.

As McDonnell explained in an interview with BuzzFeed.com, the discussion with her classmates was all the more frustrating because she was the only member of the group who had actual work experience with the assignment’s topic of commercial underwriting. Such interactions occur “on a daily basis,” she told BuzzFeed.

“If [women] present an idea, whether it’s theoretical or any type of opinion, it’s always like [male classmates] are very hesitant to believe it. And if they do believe it, then they take the credit like, ‘I already knew that,’ and repeat it to other people and claim it as their own,” McDonnell stated.

These types of gender imbalances have been well-documented over the years by researchers studying workplace and classroom communication. Now, with much of the world working and learning online, activists and experts have begun calling attention to how this form of gender bias and discrimination occurs in virtual spaces.

Gender Imbalances in Meetings and the Classroom

Multiple studies have shown that during in-person meetings, men are more likely to interrupt women, subvert or take credit for their ideas, talk longer and at louder volumes, and be argumentative or critical. By contrast, women are more likely to apologize for speaking up or having opinions, tend to be self-deprecating, and make brief contributions to group discussion.

“Women often feel that they don’t want to take up more space than necessary, so they’ll often be more...
succinct,” Deborah Tannen, a professor of linguistics at Georgetown University, explains in an April 2020 article in *The New York Times*. Women’s linguistic behavior tends to be based on a desire to be seen as likable, whereas men are more driven to sound authoritative, according to Tannen.

Furthermore, researchers have repeatedly found that perceptions of men and women in group discussion reflect and reinforce these types of learned linguistic behaviors. In surveys, performance reviews, and student grades, women rank lower for speaking more often and are perceived as less likable when they try to be assertive in meetings. Men, on the other hand, rank higher and are seen as more competent or as having leadership qualities. Experiments have shown that women’s suggestions in workplace meetings are more likely to be ignored or not believed, even when — as in McDonnell’s case — the woman speaking has more expertise on the subject at hand than male colleagues.

In virtual spaces, “these imbalances are amplified,” Tannen told the *Times*.

Miscommunication and interruptions are common in online meetings due to technology issues and the inability to clearly read body language and behavioral cues as compared with in-person discussion. Problems with internet connectivity “can make it difficult to know what was said and who spoke last,” and contribute to women being left out of the conversation, according to a 2020 *Mashable.com* article titled “How to be a better ally to women on Zoom.”

Tannen isn’t alone in recognizing how virtual spaces contribute to male-dominated conversation. In a June 2020 survey of students and working professionals, 31 percent of women and genderqueer or nonbinary respondents “reported getting talked over, interrupted, or ignored more frequently during virtual meetings than those held in person,” according to a report by the Society of Women Engineers (SWE).

**Solutions**

Managers, teachers, and classmates or colleagues who are cognizant of these biases can help improve gender equity in virtual spaces. Expert educators recommend establishing expectations for discussions at the beginning of a class, informing and enforcing guidelines about how to take turns and the extent to which each person is expected to participate. In Tannen’s own Zoom classes, she uses tactics such as calling directly on students, using hand symbols, and communicating during discussions via the chat function, she told the *Times*.

Leaders and colleagues can also be better allies to women in virtual discussions by pointing out gender imbalances when they occur. Sarah J. Brazaitis, associate professor at Columbia University Teachers College, explained in an article on Mashable that she has told online classes in which men were dominating the conversation “that she is happy to hear their input, but she also wanted to hear from the women.”

Male classmates and colleagues can be allies by asking a woman participant directly what she thinks about the topic at hand or by asking her to go back to a point she was making earlier before she was interrupted. In these situations, it’s important to remember that it isn’t a woman’s fault if she is ignored and that the onus shouldn’t be on her to fight for space in a conversation, Brazaitis states.

While the SWE survey did not find significant differences for negative interactions or interruptions during virtual meetings for people of color, it did reveal that they are more concerned about the possibility of losing their jobs during the pandemic than their White colleagues and thus feel more stressed about their job performance.

**MANSPLAINING IN THE WORKPLACE**

The word “mansplaining” was added to the Oxford English Dictionary (OED) and the Merriam-Webster Dictionary in 2018. The OED defines the term as when a man “explains (something) needlessly, overbearingly, or condescendingly, especially (typically when addressing a woman) in a manner thought to reveal a patronizing or chauvinistic attitude.”

The financial services company Self.inc conducted a survey about sexism in the workplace in early 2020. Their results show that, on average, women employees get “mansplained” at work at least six times per week — the equivalent to 312 times per year.

Mansplaining is a toxic workplace behavior because it reinforces negative stereotypes about both men and women, according to a 2016 article in *Psychology Today*. It belittles women and reinforces the assumption that they are less intelligent or authoritative. It also reinforces negative stereotypes about men as being power-hungry and dismissive toward women.

Male allies should bear in mind that it is each woman’s right to speak as a participant in the class, not a privilege bestowed on her by male classmates when they give her permission, she says.

Brazaitis also notes that women can and should be allies for themselves and each other. Directly pointing out when a woman is interrupted and asking her to continue her point is a good method to “immediately stop the interruption in its tracks instead of allowing it to carry on,” she states.

Mariah Bohanon is the senior editor of *INSIGHT Into Diversity*. 
Currently, about 10 percent of our students represent racial minority groups. Ten percent are first generation college students. About one-third are lower income (SES), distance-traveled students.

The school’s senior administrative group is 65 percent female, 35 percent male with 6 percent African American and 3 percent Hispanic/Latino.
Faculty at Risk

Colleges and Universities Can Support Faculty Mental Health During Stressful Times

By Erik Cliburn

While the COVID-19 pandemic has created a range of challenges for many professionals, college and university faculty face unique stressors during this time of upheaval. Having to rapidly adjust to virtual teaching, being separated from campus resources and colleagues, and supporting struggling students are just a few of the burdens with which faculty members must contend.

While much of the attention regarding mental health in higher education has been focused on students, colleges and universities should recognize that the pandemic has also created unprecedented personal and professional hardships for teaching staff, says Joy Himmel, PsyD, a psychologist and liaison for the American College Health Association (ACHA).

“In addition to the effects on the student population, there has been a huge impact on faculty and staff,” Himmel, who is also a member of the ACHA’s COVID-19 task force, says.

Adjusting to the Online Classroom

Online teaching is one of the leading sources of stress right now for professors and instructors, says Himmel. Virtual classrooms and hybrid courses are unfamiliar territory for many and adjusting to these formats “has been a learning curve for most faculty,” she says.

Rob Starkey, PsyD, a psychologist and the program director of the University of California, Davis Academic and Staff Assistance Program (UC Davis ASAP), agrees that transitioning to the new world of virtual education is a having significant strain on college educators.

“Remote teaching has stressed out a lot of faculty. It’s difficult to connect with students in the same way, and the work just feels more difficult and time-consuming,” he explains.

Public focus on the detriments of distance learning has largely centered on K-12 teachers, overlooking the “traumatic stress” that this sudden shift has caused for postsecondary educators, according to a recent article on the website ResilientEducator.com. The site provides free resources created by veteran teachers and experts, including practical guides for designing online courses and coping with common stressors that arise in the virtual classroom.

Colleges and universities should also maintain this awareness that helping faculty members succeed in the online classroom requires more than simply providing one-time orientations or technical support. At The George Washington University School of Business, for example, the instructional design team hosts workshops as well as one-on-one sessions that highlight the opportunities and advantages of online teaching and address its challenges. As of August, the team had hosted 24 workshops and more than 120 individual sessions.

Since the pandemic started, there has seemingly been more stress on young professors who are on the tenure track and those who have children, particularly women, Starkey says.

Additional Stressors

Beyond having to adapt to a new teaching style, professors have also had to deal with the stress that comes with working from home. Research has shown that this makes it more difficult to maintain work-life balance; for faculty, it also means dealing with family and personal issues while at the same time trying to support students, says Himmel.

Since the pandemic began, there has seemingly been more stress on young professors who are on the tenure track and those who have children, particularly women, Starkey says.

“It’s tough trying to have two full-time jobs, as a parent and a professor,” he explains. “Unfortunately, as it often happens, the burden seems to be heavier on female faculty members.”

In addition, caretaking responsibilities for loved ones who contract COVID-19 may also fall more often on women faculty. For educators of color, there is a greater likelihood of having a sick loved
Identifying students who are in distress, stress reduction techniques and tips for regularly issuing resources that teach of the pandemic, many have begun assistance programs. Over the course such as UC Davis, offer employee services as students, while others, use the same on-campus counseling but the accessibility and type of socioemotional support for employees, according to Himmel. 

"There are some labs that can be done virtually, but then there are clinicals where you have to be in the hospital to care for patients and demonstrate your skills," she explains. "So, there is a whole different level of anxiety related to having to comply with that, and you can't get around it."

Himmel recommends that health professions faculty take advantage of campus resources such as remote counseling and employee assistance programs that can help all teaching staff cope with the anxiety and stressors of their unique situations during COVID-19.

One or mourning the loss of someone who has died from the virus, as racially and ethnically underrepresented populations have suffered higher infection and mortality rates.

Aside from personal worries and career anxiety, college faculty serve as a source of academic and emotional support for students. "They are seeing a lot of stress in their student population. There is always that dilemma faculty have as to how they can appropriately identify those students that need additional resources and how to intervene appropriately," says Himmel.

Providing Mental Health Support

Colleges and universities take “a lot of different avenues” when it comes to meeting the mental health needs of their employees, according to Himmel. Most offer at least some type of socioemotional support for employees, but the accessibility and type of resources vary.

Some institutions allow faculty to use the same on-campus counseling services as students, while others, such as UC Davis, offer employee assistance programs. Over the course of the pandemic, many have begun regularly issuing resources that teach stress reduction techniques and tips for identifying students who are in distress, Himmel says.

Though the anxiety of COVID-19 affects everyone, higher education institutions should make a concerted effort to promote equity, diversity, and inclusion regarding mental health services for underrepresented faculty, staff, and students, according to a study conducted by Leslie Gonzales, an associate professor at Michigan State University, and Kimberly Griffin, an associate professor at the University of Maryland, College Park.

One challenge for colleges and universities is simply meeting the increased demand for faculty mental health support, according to Starkey. "As long as ASAP has been in existence, we've offered no-cost, confidential, short-term counseling for faculty and staff," he says. "That part hasn't changed, but the need has gone up. The level of distress that people are under has gone up."

ASAP staff and clients have also had to adjust to the parameters of online therapy. ASAP counselors have been working from home since mid-March, so they and the faculty members they serve have mostly learned to adapt to and become more comfortable with the new remote format. A common downside, however, is a lack of privacy for patients who work from home, Starkey says.

"It's harder for them to find privacy to actually do counseling," he explains. "You don't want to be talking about how you're having issues with your partner in a space where your partner can hear you. People will sometimes go for walks, sit in their car, or do other things like that to find privacy and talk about their concerns."

Himmel and Starkey both say it is difficult to predict the ultimate effects of the pandemic on how colleges care for the mental health of students and employees. Campus counseling services will likely be offered as part of a hybrid model that includes traditional in-person counseling as well as remote sessions, they say. As with college courses, this transition could help expand the use of these services by making them more convenient to access.

"There is much more of an awareness that university presidents have related to the mental health needs of their campus population," says Himmel. "That increased awareness started before COVID, but I think COVID has brought it to the surface even more so."

Moving forward, colleges and universities should be aware that they have the power to support faculty in preventing and overcoming the mental health challenges of the pandemic. It is within their ability to prevent at least one significant source of anxiety by becoming more transparent regarding potential changes, policies, and updates regarding COVID-19.

When administrators keep faculty, staff, and students in the dark, it creates a great sense of unease among campus communities, Himmel says. "Probably the most important thing is for universities to have an understanding that they need to have a lot of transparency," she explains. "One of the things that increases anxiety more than anything else is not knowing what is going on administratively within the university."
Breaking the Cycle to Heal: How Campus Leadership Can Center Diversity, Equity, and Inclusion

By Brandon Wolfe, PhD, and Paulette Patterson Dilworth, PhD
For the past several months, we have faced a racial pandemic in the U.S. that has gained international attention. The pandemic of social injustice and policing in the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, Elijah McClain, and several other African Americans led to Black Lives Matter becoming the global clarion call for reform. At the same time, the world is also battling COVID-19, which has further exposed our systemic vulnerabilities in health, economics, and education, all of which disproportionately affect Black, Indigenous, and people of color (BIPOC).

As diversity, equity, and inclusion (DEI) professionals unpack what this means for our campuses and for our students and colleagues, we recognize that this is just the latest iteration of ongoing social justice struggles. BIPOC have been navigating racial pandemics in various guises for centuries. They have done everything possible to resist their subjugation through marches, sit-ins, petitions, and sharing their lived experiences with systemic racism through every available avenue. When continued frustrations mount from being unseen and unheard, the reaction often escalates to outright revolt.

Meanwhile, college and university leadership provide statements condemning acts of racism, hatred, and bias, thus reaffirming institutional values. They declare support for diversity, followed by detailed action plans for their campus communities. Although well-meaning, many of these strategies contribute to an ongoing cycle of exposing the limitations of many institutional DEI efforts as short-term, superficial changes or misguided approaches to achieve compliance rather than institutional transformation.

Here, we offer six commonly observed misces and provide suggestions for improving DEI practice in higher education.

Simplifying DEI Work Around the "3 Fs"
We must be intentional in not appropriating lived BIPOC experiences into the monthly “Three Fs” of food, festivals, and famous people. There is much to be gained by reimagining full BIPOC experiences and narratives before and since the founding of the U.S. When we default to such surface-level “3 F” understandings, we are guilty of promoting a repeated White supremacist pedagogy of diluting the importance of BIPOC cultures into service and entertainment.

Instead, shift the focus to the “Three Es” of education, engagement, and empowerment. Use education to infuse diversity curriculum with authentic BIPOC voices who honor and tell our stories about culture, identity, mores, motivations, perspectives, philosophies, and theories. Be intentional in using cross-cultural engagement to facilitate co-constructed learning opportunities among groups — not as an elective, but as a mainstream course design and program expectation for student leadership, staff, and faculty professional development.

Next, provide the tools needed to empower individuals to engage in DEI work alongside others, for inclusive excellence reminds us that community well-being is everyone’s responsibility and is not just on the shoulders of the chief diversity officer (CDO).

Re-centering Whiteness
We have all struggled with consistently calling out Whiteness and its fragility during our careers. Much of it is due to our constant self-interrogation and mental simulations of strategically delivering the message without shutting down a potential White ally, accomplice, or disrupter. Like our colleagues, we find ourselves balancing the weight of engaging and losing the White audience we need at the table by adjusting our speech, tone, and explanations in response to the nonverbal feedback and emotional sighs and moans of our White colleagues.

Dear White colleagues, we understand the cognitive dissonance of not wanting to be connected to the images of racist figures, language, or histories. This is not a personalized attack on your character. It is just a difficult truth of oppression in this country.

That said, dear all colleagues, we have come to realize that “now” is always the time to hold ourselves and the entire community accountable for getting comfortable with calling “a thing” a thing. White supremacy and White privilege are not myths. Racism is salient in every institutional structure in this country — higher education is no exception. When we fail to stand in these truths, we run the risk of derailing conversations by permitting feelings to take precedence over needed social change within communities. Furthermore, by re-centering this level of White fragility in these spaces, we become complicit in tone-policing or muting lived BIPOC experiences and histories while mitigating the reality and weight of systemic oppression.

This is also an issue with campus surveys. We caution campus leaders not to make the mistake of allowing Whiteness in data to shape DEI decision-making so that it limits programs, initiatives, gains, and allocation of resources. In worst-case scenarios, such reliances on poorly contextualized and summarized aggregated data has been used to justify overhauling entire DEI offices to reflect the overrepresentation of White survey respondents. Therefore, be intentional in highlighting and centering BIPOC data and counternarratives into mainstream consciousness and institutional action.
Continuing the Shame and Vulnerability of Difficult Conversations

We cannot discuss Whiteness and feelings without raising self-awareness and interrogating our own. We are lifelong learners. There are no mistakes, only teachable moments. Dr. Brené Brown posits that vulnerability is our uncertainty, risk, and emotional exposure. Shame is the fear that keeps us from showing our vulnerability.

We get it. Leadership is scary, but we must not forget that leadership is also being human and relatable. As we are institutional leaders, the community trusts us to make tough decisions and be authentic. Unfortunately, shame can hinder transparency in response to racial incidents. Consequently, leaders either send “out-of-touch messages” or remain silent, which suggests compliance. If we are to engage in inclusive excellence, we must create a culture of embracing vulnerability. It is OK to lean into and sit with the discomfort of sharing personal feelings of observed or lived experiences as well as the uncertainty of not knowing. Such sharing does not compromise one’s ability to lead. Instead, it empowers the opportunity for community input and collaboration. This is how we show up for each other and the communities that need us.

Expecting DEI Professionals To Be “Diversity Genies”

It is an open secret that some DEI offices across the country are routinely understaffed and under-resourced. They are tasked with campus expectations that often exceed the reach and capacity of their much larger student or academic affairs unit counterparts.

Despite these limitations, CDOs work within these parameters to meet and even exceed institutional goals, metrics, and benchmarks. However, this is not a sustainable approach for the DEI field. Without the proper resources and positional empowerment, CDOs either are set up to fail or experience a short-term tenure. If DEI is going to be a core value at your institution, it must be prioritized and centralized with the same intensity as other academic and administrative offices. DEI roles must be fully supported and sustained through resources with an intentional institutional focus and shift from checking boxes to creating and sustaining a culture in which inclusive excellence is an everyday practice, rather than a crisis management response.

Implementing Knee-jerk Reactions in Hopes for Sustained Outcomes

Deeply rooted systemic oppression can be hidden in curricula, policies, messaging, protocols, and traditions. It is designed to normalize itself and to remain invisible in order to continue its work of victimizing and exploiting vulnerable groups.

The societal manifestations of oppression that we see are often signs of deeper-rooted issues. A deeper dive into this context often reveals why a calculated and strategic approach to overcome this oppression (or “overcome systemic racism”) is needed. We must unpack ourselves and institutions by dissecting the layers of how we arrived at this historic moment. Until we get to the root nature of our social systems, we are merely responding to the surface symptoms and reactions.

Although helpful in the moment, poorly conceived strategies, piecemeal policy, the creation of a new DEI position (often with limited support), or a one-time monetary investment toward a DEI initiative do not provide the sustained support that is needed to uproot and disarm a system of oppression that has been perfected over centuries.

Embracing Virtue Signaling and Co-opting DEI Language as “Enough”

As the demographics and cultures of the U.S. continue to diversify, so does the DEI field and its trends. Subsequently, cultural vocabulary becomes mainstream. Knowing the language for dialogue is essential, but it is not all that is required.

We need advocates, allies, and accomplices willing to amplify silenced voices, echo messages, provide sponsored mobility, and contribute their time, resources, talent, bodies, and reputations to ensure institutional transformation.

We are beyond tolerance, showing interest, and signaling support. We need actual sweat equity and investment that is inclusive, co-constructional, and reflective of the prioritized needs dictated by the targeted community receiving the support. Solutions created in an echo chamber of privilege and delivered in a patriarchal and paternalistic manner are often proven to be short-sighted and culturally offensive. Community engagement solves community problems.

We hope that you will take these advisements into consideration. Current local, national, and global events continue to remind us of how pivotal this moment is for higher education. Let us not waste it through intellectual and culturally dishonest shortcuts.

Assume that we can successfully navigate these racialized pandemics. To do so, we must invest resources in a sustainable DEI infrastructure that embraces action, assessment, accountability, and improvement to make excellence inclusive. The disparities that have been created in our society will not be undone in a calendar year; however, we can break the cycle that leads to the marginalization of DEI efforts today. ●

Brandon Wolfe, PhD, is the assistant vice president for Campus and Community Engagement at the University of Alabama at Birmingham (UAB). Paulette Pattenson Dilworth, PhD, is the vice president for Diversity, Equity, and Inclusion at UAB. UAB is a 2016 and 2018-2020 INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award recipient and a 2018-2020 Diversity Champion.
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 late October, officials at Furman University in South Carolina received reports of troubling allegations against one of the institution’s celebrated professors. An anonymous source had claimed on Medium.com that they had known Kelly Keen Sharp, an associate professor of African American history, as a PhD student at the University of California, Davis, and was surprised to find out that she had begun identifying as Chicana. According to the source, Sharp had never before identified as having Mexican or Latinx heritage.

Furman launched an investigation into the claims and found them to be true, leading Sharp to resign. She is, however, not the only White scholar to be exposed in recent months for falsely claiming to be a member of an ethnically or racially underrepresented group.

In some cases, White faculty members have completely invented an online persona as a person of color. Craig Chapman, an assistant chemistry professor at the University of New Hampshire, was suspended in early October after he posed as a woman of color on Twitter in order to speak out against “woke culture.” In September, CV Vitolo-Haddad, a graduate teaching assistant at the University of Wisconsin-Madison, withdrew from school and resigned as the co-president of the university’s Teaching Assistants’ Association after admitting, via social media, that they had falsely claimed to be a person of color.

A month prior, former Vanderbilt University professor BethAnn McLaughlin was exposed for posing on Twitter as an anonymous Arizona State University (ASU) professor who identified as bisexual and Indigenous. ASU investigated the account after McLaughlin claimed that the unnamed professor — who had been active on Twitter since 2016 — was a friend of hers and had died of COVID-19 after being forced to teach on campus during the pandemic.

The disturbing trend of White scholars donning these personas is not a victimless offense, but rather harms people of color that must already contend with the institutional racism in higher education and society.

McLaughlin claimed that the unnamed professor — who had been active on Twitter since 2016 — was a friend of hers and had died of COVID-19 after being forced to teach on campus during the pandemic.

The disturbing trend of White scholars donning these personas is not a victimless offense, but rather harms people of color that must already contend with the institutional racism in higher education and society.

“Knowing the difficulties and challenges that faculty of color and BIPOC communities go through, especially in academia... it’s hurtful,” Martinez, who also identifies as Chicana, says. “It’s hurtful to think that other individuals who don’t identify that way, or are not sure if they identify that way, would utilize that to their advantage.”

In some instances, as with Chapman and McLaughlin, White faculty invent a persona in order to speak with authority or credibility regarding social justice issues. In McLaughlin’s case, her unnamed professor was outspoken about what they saw as inequities in academia. Among the causes championed by the professor was...
protesting Vanderbilt’s decision to deny McLaughlin tenure in 2017, which she alleged was retribution for accusing a colleague of sexual harassment.

Other White academics who commit these falsehoods may see it as a way to “get in the door,” says Martinez. One such example appears to be Jessica Krug, an associate professor of African and Latin American studies at George Washington University who revealed in September that she had been presenting herself for years as having a Black Caribbean identity. Krug was considered an expert scholar on the intersection of African and Latin American identities, often referencing her own alleged heritage and experiences in her writing and in the classroom, according to multiple reports.

Not only do these scandals harm underrepresented ethnic and racial groups by their very nature, but they also take away opportunities from underrepresented scholars, says González.

“This continues to not only marginalize [BIPOC individuals], but it also excludes them from being able to gain good reputations within academia and society,” she explains.

Both González and Martinez agree that although there is no simple solution for stopping this type of impersonation, preventing this behavior starts at the institutional level.

Creating more diverse hiring committees can help to identify and recruit people who are actually from underrepresented ethnic or racial groups. Including multiple sociocultural identities in the curriculum and during campus events helps raise awareness and respect regarding ethnic and racial heritage.

“Part of [the solution] is everyone getting to understand their own culture,” Martinez says. “It’s the idea of engaging in culturally relevant practices for everyone, so that everyone’s culture is affirmed and they don’t feel the need to have to take on or put forward a false identity.”

It is also important for White allies and colleagues to support underrepresented communities while not speaking for them and to allow those communities to have their own spaces, says González.

“You don’t necessarily need to be African American or Latina to study African American or Latina history or studies,” she says. “There are great White scholars who write within those fields, but you don’t have to impersonate within that culture. That just goes back to using that culture as costume, and that’s disrespectful.”

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity.
What a Biden-Harris Administration Means for Higher Education

By Mariah Stewart

The election of Joe Biden and Kamala Harris has many indications for diversity, equity, and inclusion in higher education.

Harris’ victory broke gender and racial barriers, as she is the first woman, first Black person, and first South Asian person to serve in the role of vice president. As a graduate of Howard University, she will also be the first high-ranking White House official who is an alum of a historically Black college and university (HBCU).

“While I may be the first woman in this office, I won’t be the last. Because every little girl watching tonight sees that this is a country of possibilities,” Harris said during her victory speech. “And to the children of our country, regardless of your gender, our country has sent you a clear message: Dream with ambition, lead with conviction, and see yourself in a way that others might not see you, simply because they’ve never seen it before.”

The Biden-Harris victory comes at a time when the nation is seeing a renewed social justice movement due to racial tensions across the country. A week before the election, protests and social unrest ensued in Philadelphia after a police officer fatally shot a 27-year-old Black man with bipolar disorder.

Biden’s campaign slogan centered around “restoring the soul of America” and his popularity resonated with youth. Mid-October polls found that he had a 50-point lead among college students, according to a survey released by College Pulse and Chegg.

College Affordability and Student Loan Debt
One of the key issues that caters to Biden’s young supporters is his proposal to forgive up to $10,000 of federal student loan debt. The president-elect
Biden has also said that he will focus on reducing the cost of tuition at public two-and four-year colleges and universities. His administration plans to strengthen community colleges by creating a new grant program to support students on the path to success. Biden has also said that he intends to make a $50 billion investment in workforce training, including community college and business partnerships and apprenticeships.

Biden's wife, Dr. Jill Biden, works at a two-year college. As an English professor at Northern Virginia Community College, she will be the first First Lady of the United States (FLOTUS) in 231 years to have a full-time job, according to USA Today. Media outlets have already given her the moniker of “Professor FLOTUS.”

Education — in addition to cancer research and a focus on military families and veterans — will be one of Jill Biden's priorities as FLOTUS. In his acceptance speech, Joe Biden told American educators that his victory was triumphant news, as they will “have one of [their] own in the White House.”

**International Students**
The Trump administration has made detrimental policy decisions for international students in recent years, including banning travel from certain Muslim-majority countries and threatening to revoke visas if students didn’t attend in-person classes during the pandemic. Biden has vowed to undo Trump’s travel ban, stabilize the student visa system, and improve international student access through measures such as securing the Deferred Action for Childhood Arrivals — also known as DACA — program.

**Diversity and Title IX**
President Donald Trump’s rhetoric and policies have been criticized by many Americans for perpetuating hate speech, xenophobia, racism, and misogyny during a time when issues of racial injustice and gender inequality are still at the forefront of society. His dramatic political ideology and style became widely known as Trumpism. One of the president’s most recent executive orders bans federal contractors from participating in diversity training.

Schools such as the University of Memphis, the University of Iowa, and John A. Logan College in Illinois have suspended diversity training and related events in response to the executive order, which threatens to withdraw funding for noncompliance. Biden’s administration will most likely reverse this policy, according to USA Today.

Trump’s administration also significantly rolled back Title IX restrictions, a decision that critics say discourages sexual assault survivors from reporting campus harassment and sexual violence. Biden’s plan looks to strengthen Title IX guidelines by supporting legislation that expands survivors’ reporting rights on college campuses and requires comprehensive sexual assault, stalking, and dating violence prevention education and training at higher education institutions.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
Weill Cornell Medicine’s commitment to diversity and inclusion is a guiding principle.

We have sought to make a lasting impact by establishing high school and community pipeline programs, boosting recruitment and improving training classes, opening discussions about racism and social justice, eliminating debt for medical students, and researching health disparities and inequities.

We are honored to be recognized for a third consecutive year with the Health Professions HEED Award.

It is a reflection of how we care, discover, and teach at every level – and it is working because we are taking these challenges to heart, together.
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The 2020 Health Professions HEED Awards: Providing Care through Crisis

We are pleased to announce that 46 health professions schools have been selected for the 2020 INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award.
Now in its fifth year, the Health Professions HEED Award recognizes U.S. medical, dental, pharmacy, osteopathic, nursing, veterinary, allied health, and other health schools and centers that demonstrate an outstanding commitment to diversity and inclusion on their campuses. These institutions are evaluated using a variety of metrics that examine the level of attention and resources that they put into ensuring the representation and inclusion of people of all backgrounds and sociocultural identities.

As with all institutions of higher education, health professions schools have faced immense, unforeseen challenges over the course of the past year. The ongoing coronavirus pandemic and racial unrest have highlighted the systemic health and social inequities that have long affected communities of color. As the educators of future physicians, nurses, pharmacists, and other health professionals, these schools have a great responsibility in ensuring students are equipped with the knowledge and training necessary to provide culturally competent care for people from all demographics. Furthermore, these schools are tasked with showing students how to remain safe, be courageous, and stay committed in the face of major public health crises.

The 2020 Health Professions HEED Award schools have developed innovative approaches for addressing these crises. Through a range of programs, services, and more, these schools provide environments that foster the academic, professional, and personal lives of underrepresented employees, students, and community members.

The COVID-19 pandemic has increased the level of investment and support necessary for the communities in which they are located. Studies have shown that Black, Latinx, and other underrepresented Americans
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The Miller School believes that a diverse community is better prepared to face the challenges of the future — in advancing medical knowledge with research and in dealing with the clinical needs of our society. This commitment to making diversity and inclusion a top priority is essential to the Miller School’s mission: to empower to transform, inspire to serve.

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Which aspects of diversity, equity, and inclusion are taken into consideration when evaluating Health Professions HEED Award applicants?

- Campus Climate
- Community Outreach
- Events and Celebrations
- Health and Wellness (for students, faculty, and staff)
- Innovative Diversity Education Policy
- Recruitment and Retention
- Social Justice and Activism Support (academic, financial, professional, and social)

Creating new and supporting existing diversity, equity, and inclusion practices during this tumultuous racial and political climate.

The 2020 Health Professions HEED Award schools will continue to forge a path forward and serve as models of excellence for others. They understand the importance of the education — both clinical and cultural — that they are providing for the health care workers of tomorrow. They are also unafraid of undergoing change and doing what is necessary to guarantee a safe, inclusive, and equitable campus setting for their constituents — making them worthy of this elite national recognition.
Inclusive Excellence
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For more stories about advancements in medical education, community outreach and pipeline development, visit https://phoenixmed.arizona.edu/diversity.
RECIPIENTS OF THE 2020 INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2020 HEALTH PROFESSIONS HEED AWARD RECIPIENTS

A.T. Still University
California State University, Los Angeles
Columbia University, College of Dental Medicine
Duke University School of Nursing
Edward Via College of Osteopathic Medicine
Florida State University College of Medicine
Frontier Nursing University
Icahn School of Medicine at Mount Sinai (ISMMS)
Johns Hopkins School of Nursing
Louisiana State University School of Veterinary Medicine
MGH Institute of Health Professions
Penn State College of Medicine and Penn State Health Milton S. Hershey Medical Center
Philadelphia College of Osteopathic Medicine
Purdue University College of Veterinary Medicine
TCU and UNTHSC School of Medicine
Texas A&M University College of Veterinary Medicine & Biomedical Sciences
Texas A&M University College of Dentistry
The Medical University of South Carolina*
The Ohio State University College of Medicine
The Ohio State University College of Nursing
The Ohio State University College of Optometry
The Ohio State University College of Veterinary Medicine
The University of Alabama at Birmingham School of Public Health
The University of Arizona College of Medicine – Phoenix
Touro College of Osteopathic Medicine – New York
UNC Gillings School of Global Public Health
University of California, Riverside School of Medicine
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 Colorado School of Dental Medicine
University of Florida College of Dentistry
University of Louisville Health Sciences Center
University of Maryland School of Nursing
University of Miami Leonard M. Miller School of Medicine
University of Michigan Medical School
University of Minnesota School of Nursing
University of Rochester School of Medicine and Dentistry
University of Rochester School of Nursing
University of Texas at Austin College of Pharmacy
University of the Incarnate Word Feik School of Pharmacy
University of Virginia School of Medicine
UT Southwestern Medical Center
Vanderbilt University School of Nursing
Virginia Tech Carilion School of Medicine
Weill Cornell Medicine

*Also a 2020 INSIGHT Into Diversity Diversity Champion school, ranking in the top tier of HEED Award recipients
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“We applied for the Health Professions HEED Award because we want our school to continue to be recognized for its diversity and inclusion efforts, which are driven by the Patricia S. Levinson Center for Multicultural and Community Affairs and supported by the System’s Office for Diversity and Inclusion. Additionally, we want to continue to be an employer of choice for faculty and a medical and graduate school of choice for students, as well as continue to attract attention to the medical school community by highlighting our longstanding diversity focus and commitment from leadership.”

Icahn School of Medicine at Mount Sinai

“The Medical University of South Carolina (MUSC) has worked hard to earn this national award, and it is our earnest desire that we maintain this honor. In the last eight years, MUSC has made remarkable strides toward creating and sustaining an academic health science center that demonstrates an unyielding commitment to diversity and inclusion. Each senior leader at our institution is dedicated to the commitment of creating an organization that actively demonstrates its diversity values, so much so that they’ve allocated human and fiscal resources to that end. Too often we fail to talk about our D&I stories of success. If we don’t tell our story, someone else will. That is why we delight in sharing the hard work of our successes and outcomes. The 2019-2020 academic year has presented many opportunities to demonstrate and put our values in action, including responding to the COVID-19 pandemic and local and national events related to social injustice and racial violence. As we continue to make significant progress with regard to diversity and inclusion, we renew our commitment to fully and equitably creating an inclusive experience for the lives we touch.”

Medical University of South Carolina

“To be nationally and internationally recognized for our commitment to inclusion, diversity, and equity is an important metric for success. The Health Professions HEED Award is a gold standard for recognition in diversity and inclusion among health care colleges. National recognition allows us to continue our critical message of equity, inclusion, diversity, and accountability to our students, employees, alumni, donors, and other colleges and universities. This award speaks volumes to all of our constituents about shared values. Finally, we learn important information about ourselves each year during the Health Professions HEED Award application process. It has helped us to highlight our strengths and, perhaps more importantly, understand areas that we need to improve. With the profound social justice issues that presented themselves this summer, structural inequities came to the forefront and made us take a hard look at ourselves. This work must be ongoing, but the recognition of where we can do more, be better, and lead was a vital moment for our college. There is a great deal of work in our profession to do, but the “buy-in” at all levels is so much more evident now that we believe we can really make a difference. Being a past Health Professions HEED Award winner has helped us to have a bigger and more impactful voice.”

Texas A&M University College of Veterinary Medicine & Biomedical Sciences

“Virginia Tech Carilion School of Medicine aims to be among those institutions that “demonstrate an outstanding commitment to diversity and inclusion.” INSIGHT’s stringent review of our diversity efforts helps to identify where we may have deficiencies and to shine a light on impactful, innovative strategies that contribute to a welcoming and inclusive medical school community.”

Virginia Tech Carilion School of Medicine
Diversity and inclusion are cornerstone values of the College of Veterinary Medicine & Biomedical Sciences, an award-winning college that both leads and collaborates in climate, equity, and wellbeing initiatives. The college strives to be representative of our ever-changing state and nation and to create an inclusive environment for all.

The “I Am CVM” video series highlights the diversity of attributes within the CVMBS and celebrates our talented and amazing staff, faculty, and students, while encouraging everyone to remember that we are united by a common goal of creating a welcoming environment for all. To learn more about the CVMBS’ diversity & inclusion efforts, visit tx.ag/IAmCVMPlaylist.

We are CVMBS!

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“We were originally inspired to pursue this award on behalf of our college based upon the university’s achievement in receiving the HEED Award and sharing its merits. The opportunity to achieve this honor separately for health professions colleges is of significant value. Our strategic intention and improved efforts in the diversity, equity, and inclusion arena provided additional motivation to pursue this award. By completing the award application, we were able to learn more about best practices in DEI work and to make progress in our DEI efforts.

University of Cincinnati College of Allied Health Sciences

“A proud multi-year recipient of the Health Professions HEED Award, the University of Cincinnati applied for this honor once again because we understand that excellence in diversity in higher education continues to be critical, particularly in the health professions, which hold a long history of lack of diversity. INSIGHT Into Diversity is a highly respected organization that “for over 45 years, has connected potential employees with institutions and businesses choosing to embrace a workforce more reflective of our local and national communities.” We have become an institutional champion and sustainable model for diversity and inclusion that continues to catalyze change internally, at the university, and in the Cincinnati community and beyond. The prestigious HEED award is a benchmark for which we strive.”

University of Cincinnati College of Nursing

“We applied for this award to showcase the efforts of our Health Sciences Center schools and to understand where we fall short. This gives us a roadmap for areas of improvement. Demonstrating that we are making progress in these efforts can provide a glimpse of the scope of our endeavors for those who may not know about them and wish to explore more. The award also can be used to heighten our research efforts. Funding agencies can clearly see that our schools take diversity very seriously and are always striving to do better. Receiving the Health Professions HEED Award for the first time in 2019 enhanced our ability to have conversations about the importance of equity and diversity with various populations. With faculty and staff, it highlighted the hard work we have accomplished, what other institutions are doing in these regards, and some of the work ahead of us. With students, it reflected our interests in equity and our acknowledgement that we are continuing to work to improve our institution.”

University of Louisville

“Diversity and inclusion are issues inherently important in the education of future nurses and health care leaders, and the University of Rochester School of Nursing takes pride in providing a richly diverse and inclusive community that not only welcomes students from diverse backgrounds but is preparing them to serve an increasingly global patient community. We are proud that diversity issues are ingrained in what we do and who we are, and we very much value being recognized for the past three years as leaders in this area.”

University of Rochester School of Nursing

INSIGHT Into Diversity

Higher Education Excellence in Diversity Award

2020

Top Colleges for Diversity
The University of the Incarnate Word Feik School of Pharmacy is proud to emphasize the importance of diversity, equity and inclusion in its curriculum and culture. It is an honor to educate a diverse population consisting of 76% minority students and 29% first-generation college students. We are also home to the first national chapter of the National Hispanic Pharmacist Association. Our Mission leads us to care for the underserved as we provide world-class education for the healthcare leaders of tomorrow.
**Inclusion, Diversity, Equity, and Access (IDEA) Workgroup**

The University of Florida College of Dentistry’s IDEA Workgroup was created to ensure the continued cultivation of a model academic and environmental culture in which differences are invited, recognized, and valued. The workgroup fosters understanding, collaboration, professionalism, and leadership through discussion of diversity, inclusivity, equity, gender identification, and disabilities. It encourages dialogue from diverse perspectives; ensures equitable access to resources necessary to succeed; promotes positive and productive relationships among students, faculty, and staff; and creates an educational and work environment where every person feels a sense of belonging.

**Call to Action**

Following this past summer’s racial and social unrest, the University of Cincinnati College of Allied Health Sciences Diversity Equity and Inclusion Advisory Council has focused on the college’s “Call to Action” initiative. Areas of importance include embedding more equity and inclusion topics into the curriculum; increasing faculty and staff training and development; strengthening student-centered engagement; and improving DEI communications. In addition, the council recommended and established an inventory that lists all of the diversity-related programs, research, publications, and efforts taking place throughout the college. This inventory will be published and shared with faculty, staff, and students and updated annually.

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**Diversity Representative**

During the 2019-20 academic year, Columbia University College of Dental Medicine created a Diversity Representative position in its class council to serve as a resource for classmates by directing concerns to the Office of Access, Equity, & Inclusion, its student liaison, and committee members, as well as working with student organizations and initiatives that enhance inclusion on campus. The representative assists in developing and implementing programs, services, activities, and initiatives that create a welcoming environment and promote awareness of issues that affect diverse individuals based upon race, ethnicity, culture, heritage and religion, gender, and sexual orientation.

**InclusiveVTCSOM Task Force**

In response to recent events of systemic racism and violent policing in the Black community, Lee Learman, dean of Virginia Polytechnic Institute and State University (Virginia Tech) Carilion School of Medicine (VTCSOM), hosted a virtual forum with more than 150 student, resident, faculty, and staff participants. Shortly after, Learman assembled the InclusiveVTCSOM Task Force to address a wide range of diversity issues, including those pertaining to admissions, curriculum, recruitment, and the learning environment. More than 100 members of the VTCSOM community serve on the task force and their recommendations will be woven into the school’s strategic plan.

**Council on Diversity and Diversity Advocates**

Established in 2003, the University of Cincinnati James L. Winkle College of Pharmacy’s Council on Diversity invites the college community, as well as retail and industry representatives, to participate in a variety of initiatives such as increasing the pipeline of diverse applicants; bolstering engagement among faculty, staff, and students; and exploring potential scholarship and other funding opportunities. To complement the Council on Diversity, the college created an ad-hoc committee called Diversity Advocates to develop a culture of belonging, increase learning opportunities for faculty and staff, and expand diversity and inclusion activities and topics within the college’s curriculum.
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.

[son.rochester.edu]
And through us, society.

Vanderbilt University School of Nursing is intentional in advancing diversity, equity and inclusion for all our students, faculty, postdocs and staff. We respect the inherent dignity, worth and unique attributes of every person.

To bring to life our vision of inclusive excellence, we seek to recruit, admit, hire, retain, promote, and support diverse and underrepresented groups of students, faculty, postdocs and staff. We value social justice and human rights.

We embrace the plurality of humanity that composes our community including, but not limited to, age, race, ethnic origin, gender identity, sexual orientation and religion. We affirm the inherent worth of each individual in order to protect, promote and optimize the health and abilities of all people.

As educators, we accept the responsibility to foster and graduate highly educated, culturally sensitive health care professionals who mirror the diverse populations they serve.
Community Health Workers program
The Ohio State University College of Nursing has received a Health Resources and Services Administration grant to support a community health worker (CHW) program. As members of the communities they serve, CHWs are frontline public health workers who assist in improving quality of care and breaking down cultural barriers to treatment. Full tuition assistance is available for program participants whose income is at or below 200 percent of the poverty level, receive Franklin County Department of Job and Family Services benefits, and/or have a minor living in the household.

Community Action Poverty Simulation
Through Vanderbilt University School of Nursing’s Community Action Poverty Simulation, faculty, staff, and students assume the role of a low-income family member to explore the challenges of living in poverty and discuss implications relevant to health care providers and those they serve. Low-income neighborhood residents in Nashville are integral partners in implementing the poverty simulations and also provide real-life experiences and educational opportunities in lectures, clinicals, and research. In addition, faculty and students engage in interprofessional community volunteerism at the Shade Tree Clinic and Clinic at Mercury Courts, which provide free care to the uninsured and recently homeless.

School-Based Health Centers
The University of Rochester (UR) School of Nursing provides free and comprehensive physical and mental health services at two school-based health centers in Rochester, New York. Staffed and supported by nurse practitioners from the UR School of Nursing, the centers support more than 5,000 visits annually by adolescents in grades 6–12, regardless of their ability to pay or health insurance status. Services include physical and mental health assessments; mental health therapy; medication management and an on-site medication dispensary; health screenings and education; management of chronic conditions; and diagnosis, treatment, and management of acute illnesses and injuries.

Global Student Experiences
The growing connections across global populations and the need for deeper cultural understanding and empathy led to the expansion of the University of Cincinnati College of Nursing global student experiences. Through partnerships with health colleges in Thailand and Tanzania, as well as with the nonprofit Village Life Outreach Project, students participate in global immersion programs and develop greater cultural competence by living and working with local students as part of the health system. They can also experience clinical rotations in Japan, the Dominican Republic, and India.

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Community Health and Harlem Week
Several times throughout the year, students and faculty from the Touro College of Osteopathic Medicine – New York (TouroCOM) provide free health counseling, screenings, and flu shots to local residents. Students, staff, and faculty organize and participate in public health fairs, youth outreach, and blood drives, and coordinate support for women and families. Located in Harlem, New York, TouroCOM is a proud sponsor and supporter of Harlem Week. The event, started in 1974, is an annual tradition that now features several health-oriented events. TouroCOM students are activists and advocates as they work alongside the residents of Harlem to make the community they serve safer, healthier, and happier.

Compassion Clinic
Housed in the Office of Diversity and Inclusion, the Compassion Clinic is a mobile, longitudinal University of Louisville Health Sciences Center (HSC) student-run initiative whose goals are to provide basic health screenings and education to disparate populations in Louisville. The clinic’s targeted chronic disease screenings are based on the reported findings of the 2017 Louisville Metro Department of Health and Wellness Health Equity report. The Compassion Clinic offers opportunities for students, residents, fellows, staff, and faculty to provide screening services and education in surrounding neighborhoods while fostering a collaborative interdisciplinary medical experience among the HSC schools.

COVID-19’s Impact on Vulnerable Populations Virtual Town Hall Series
The University of Alabama at Birmingham School of Public Health hosted a series of virtual town halls focused on the impact of COVID-19 using a stakeholder-engagement approach with panelists from local partner organizations. The sessions were titled: “COVID-19’s Impact on the Black Community,” “COVID-19’s Impact on Women,” and “COVID-19’s Impact on Food and Shelter Insecurity.” The town halls livestreamed via the school’s Facebook page and the pages of each partner, including the Housing Authority of Birmingham, Pathways: A Woman’s Home, and Jones Valley Teaching Farm. The livestreams exceeded 53,000 views on Facebook alone.

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THE 2020 HEALTH PROFESSIONS HEED AWARDS

Events & Celebrations

Breaking Bread and Community Discussions

The Weill Cornell Medicine College (WCM) community gathers frequently to make connections beyond medicine through mixers hosted by the Office of Diversity and Inclusion, the LGBTQ+ Steering Committee, and women resident groups. One such event is Breaking Bread, a series of facilitated dinner dialogues to discuss timely topics across the spectrum of diversity and inclusion in a safe, collegial, and communal setting. During the event, WCM community members share a meal together and tackle difficult topics such as “The Election & Our Community: Moving Forward” and “COVID-19 and Our Community: Staying Connected.”

Diversity Impact Conference

The Diversity Impact Conference (DIC) is an annual Frontier Nursing University event held for diverse nursing and health care professionals. Nurse practitioner and nurse-midwifery students, faculty, and alumni address diversity, equity, and inclusion issues in health care. They also have collaborative and compassionate dialogue and find proactive solutions for improving the health of diverse, rural, and underserved populations, and reducing health inequities and disparities. The 10th annual DIC, themed for the World Health Organization designation of 2020 as “Year of the Nurse and the Midwife: Increasing Diversity, Equity, and Inclusion,” was held in a virtual capacity in response to the COVID-19 pandemic.

Community Engagement Institute

The University of Alabama at Birmingham’s (UAB) School of Public Health, in partnership with the UAB Center for Clinical and Translational Science, has hosted an annual Community Engagement Institute since 2014. The goal of this year’s institute, titled “Sharing the Torch: Mobilizing Across Generations,” was to create critical conversations that examine the importance of effective and meaningful information exchange and to mobilize for improved community health. Directed by School of Public Health assistant professor Shauntice Allen, the half-day virtual event had more than 200 participants.

Diversity Speaker Series

Texas Christian University and University of North Texas Health Science Center (TCU and UNTHSC) School of Medicine Diversity Speakers Series promotes ethnic diversity and multicultural awareness through increased interaction with high-profile multicultural scholars, dignitaries, and personalities on campus. The series is designed to inspire participants to consider perspectives other than their own, encourage civil debate, broaden the basis for critical thought, and promote cultural understanding. The inaugural speaker was Antonia Novello, the first woman and first Hispanic to serve as U.S. Surgeon General.
Creating a Culture of Diversity

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- Chief Diversity & Inclusion Officer
Dr. Geraldine Young, DNP, APRN, FNP-BC, CDE, FAANP

frontier.edu/diversity
MINORITY HEALTH CONFERENCE
For 40 years, the UNC Gillings School of Global Public Health has hosted the Minority Health Conference, the oldest and largest student-led health conference in the country. The event seeks to raise awareness of health disparities and mobilize coalitions of students, community members, and academics to take action for change. This year’s theme was Truth to Power: Exercising Political Voice to Achieve Health Equity, featuring LaTosha Brown, an award-winning community organizer, political strategist, and co-founder of the Black Voters Matter Fund and Abdul El-Sayed, a physician, progressive activist, and professor.

DÍA DE LOS MUERTOS
The University of the Incarnate Word Feik School of Pharmacy’s National Hispanic Pharmacists Association (NHPA) chapter, established in 2019, was the first in the country. In observation of Día de los Muertos (Day of the Dead), the NHPA invites diverse populations of students, faculty, and administrators to honor the lives of deceased loved ones. In a warm environment of decorations, prayers, and fellowship, the school engages culturally by exchanging memories and stories while enjoying traditional foods such as corn in a cup and pan de muerto (bread of the dead).

VANDERBILT UNIVERSITY SCHOOL OF NURSING EVENTS
Vanderbilt University School of Nursing (VUSN) events and celebrations are designed to meet the needs of all community members while promoting diversity, equity, and inclusion. The Dean’s Diversity Lecture Series, held throughout the year, explores diverse backgrounds, cultures, ideas, and viewpoints. Two of the school’s most significant events, Diversity Month and Diversity Day, are driven by student affinity groups that give presentations on relevant topics. In 2021, VUSN will host the second national LGBTQI+ Summit for top U.S. nursing programs and governmental leaders as part of a greater effort to provide culturally sensitive care and enhance LGBTQI+ outreach.
Different Paths. Different Stories. One Purpose.

At Texas A&M University College of Dentistry, we welcome different life experiences and interests and celebrate diverse perspectives and aspirations. We believe when people from different backgrounds come together for a common purpose, breakthroughs happen, discoveries are made and lives are changed for the better.

An honored recipient of the 2020 Health Professions Higher Education Excellence in Diversity Award.

Learn more about diversity and inclusion at dentistry.tamu.edu/idea
The college is pleased to congratulate our Dr. J.H. Bias Black Affinity Group as a 2020 Inspiring Affinity Group Award recipient and honored to be a Health Professions HEED Award winner for the 4th year in a row.

Our ambition to Be The Model™ comprehensive college of veterinary medicine in the world is built upon the foundational principles of Diversity, Equity and Inclusion.

Be Well and MINDSTRONG
Be Well is The Ohio State University College of Veterinary Medicine’s comprehensive and integrated health and well-being initiative for students, staff, and faculty. Included in the initiative is MINDSTRONG, an evidence-based cognitive behavioral skill program piloted to first-year veterinary students in 2019 that equips participants with coping skills and improves resiliency. The 73 students who participated had statistically significant increases in healthy lifestyle beliefs and behaviors and decreases in depression, anxiety, and stress. Based on this data, the college has made the program mandatory for all incoming first-year students.

Student Success Center
The Duke University School of Nursing (DUSON) has developed a Student Success Center (SSC) which includes two mental health providers. By collaborating with the larger university community to identify referral processes, the center has extended mental health support services. The DUSON undergraduate program has incorporated Wise Mind training for all undergraduate students through orientation sessions and for all faculty who teach in the undergraduate program. In addition, the SSC is supporting a faculty member to become trained in Koru mindfulness to enable the center to provide enhanced meditation and stress management services.

Student Support
To support students academically and socially, Touro College of Osteopathic Medicine – New York has on staff a full-time social worker and a full-time learning specialist as well as an organized wellness program. The program supports student-led health and wellness activities across campus that are focused on reducing stress and promoting peer-to-peer socialization. Further support is provided through a service that offers 24/7 telephone access to Licensed Professional Counselors, which is confidential and free for students.
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.

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WOMEN: 45%
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TOTAL STUDENTS: 156

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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.
**Anti-Oppression Collaborative in Education**

The Anti-Oppression Collaborative in Education (IHP-ACE) was established as Massachusetts General Hospital Institute of Health Professions’ incubator for innovative ideas in teaching and learning about Justice, Equity, Diversity, and Inclusion (JEDI) issues. With the support of trustees, the incubator has continued its faculty capacity-building efforts and provided more targeted support for developing inclusive curricula. IHP-ACE hired seven student fellows, each of whom is matched with an academic department to help support various curricular projects, including staffing task forces focused on anti-oppression, developing trainings and workshops for clinical preceptors and adjunct faculty, and supporting the JEDI strategic planning process.

**Booked for Lunch Club**

The Booked for Lunch Club at the University of Maryland School of Nursing (UMSON) offers a platform for dialogue, awareness, and collaborative thinking through a variety of diverse reading and media materials. More than 100 members — including faculty, staff, and students from across the university’s Baltimore campus — gather to discuss a shared reading every other month. Lunch and reading materials are provided through sponsorships with local woman- and minority-vendors from West Baltimore. Since the club’s first meeting in May 2017, the group has read 15 books that explore topics such as systemic racism, politics, history, mental health, and more.

**Health Equity Leadership Weekend**

Sponsored by the University of Michigan Medical School’s Office for Health Equity and Inclusion, the Health Equity Leadership Weekend (HELW) aims to promote the development of leadership skills in medical students interested in health equity, diversity, and inclusion work. Due to the COVID-19 pandemic, the second annual HELW was reconfigured to be a two-day virtual workshop and attracted more than 120 fourth-year medical students and over 300 total participants from across the nation. This year’s theme, Gender Equity and Gender Healthcare Equity, tackled gender disparities and pay gaps, social determinants of health, and how to address other pressing health equity topics.

**Dean’s Grand Rounds Lecture Series**

Louisiana State University School of Veterinary Medicine holds a monthly Dean’s Grand Rounds Lecture Series that is mandatory for Doctor of Veterinary Medicine students and well-attended by faculty and staff. It has featured speakers on several diversity and inclusion topics, including Unconscious Biases and Microaggression; Well-being in the LGBTQ+ Veterinary Community; Cultural Competence in Veterinary Medicine; and The Financial Case for Diversity and Inclusion in Veterinary Practices. In addition to educating on the value of diversity and inclusion, the series has raised awareness of disparities in mental health amongst marginalized individuals in the profession.

**Leadership and Communication in Action Project**

Texas A&M University College of Veterinary Medicine & Biomedical Sciences’ (CVMBS) Leadership and Communication in Action Project encourages faculty, staff, and students to embrace the idea that leadership responsibilities at all levels require a strong communication skill set. As part of this year’s project, 30 faculty and staff members who completed the 40-hour basic mediation course engaged the broader CVMBS community on the importance of effectively communicating and managing conflict. Working in pairs, participants created videos to explain specific conflict management skills, such as “I” statements and mindfulness, and how their colleagues can use those skills in their everyday interactions.
Are you inspired to become a physician?

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. The VCOM community supports diversity as a richness of human differences and fostering a sense of belonging, respect and value for all.

Visit us online to find out how healthcare’s diverse future begins at VCOM.
Problem-Based Learning Cases
The problem-based learning cases used at Pennsylvania State University (Penn State) College of Medicine, which portray diverse U.S. patients, now include a program evaluation to eliminate bias in training. Three medical student focus groups assessed the impact of faculty using the patient diversity aspect to challenge student assumptions about vulnerable populations. Adjustments were incorporated into faculty development to ensure they’re teaching students to understand that health disparities are biologically and socially driven. The cases take place during the first two years of the medical curriculum and involve small groups of self-directed students and a faculty advisor.

Indigenization Curriculum Review
The University of Minnesota School of Nursing is in the process of an Indigenization Curriculum Review for both undergraduate and graduate courses. Led by an alumnus on sabbatical, the project will include faculty participation and will focus on Indigenous perspectives that have broad application to inclusion, diversity, and equity efforts in the school. The approach is congruent with the school’s current effort to engage in self-learning and reflection around structural racism and social justice. The project will create case stories of Native Americans’ health experiences that include social determinants of health and cultural aspects of health and healing.

Gainsboro History Tour
Hosted by the Virginia Polytechnic Institute and State University (Virginia Tech) Carilion School of Medicine, the Gainsboro History Tour was designed to inform community members about a neighborhood that was once one of the most vibrant centers of Black culture and commerce in the American South. The month-long 5K event enabled participants to take the self-guided tour that included 10 landmarks, such as the city’s Martin Luther King, Jr. statue and bridge, and document their stops at each for prizes. As one participant said, “I was astounded by the amount of history within the Black community in Roanoke.”

Health Disparities Panel Series
The Office of Diversity and Inclusion at the Edward Via College of Osteopathic Medicine Virginia campus created a new series on health disparities that affect underrepresented groups, especially the African American community. The series will focus on several topics and be held via virtual Zoom meetings moderated by student representatives. The panels will include esteemed alumni who will share their clinical expertise. The student moderators and physician panelists will discuss the academic and clinical aspects of an identified health disparity. The first panel meeting focused on “Colon Cancer in Young African-Americans.”

Microaggressions in Medicine Virtual Training
In June 2020, the Office of Diversity and Community Relations at the Philadelphia College of Osteopathic Medicine launched a Microaggressions in Medicine virtual training for all rising third-year students and residents. The training is designed to examine the dimensions, explore the implications, and equip students with strategies to navigate the occurrence of microaggressions as future health care practitioners. The Microaggressions in Medicine training assists students in building a toolkit to respond to microaggressions they may encounter from patients during their clinical training. Over 600 students and residents completed the training.
At the Purdue University College of Veterinary Medicine, our vision is to create an equitable and inclusive culture and climate that reflect cultural competency in the learning and working environment of our faculty, staff, and students; thereby, contributing to the development of meaningful relationships across the globe.
POST-BACCALAUREATE PROGRAM
The University of Colorado School of Dental Medicine, in collaboration with the University of Colorado Denver, offers a post-baccalaureate program designed to prepare students from underserved populations to succeed in dental school. This one-year intensive program concentrates on the sciences, the significance of manual dexterity, and meaningful activities within the Denver metro community. It helps students strengthen their academic credentials, fulfill prerequisite courses, and ease academic stress. Students can access resources such as hand skill courses, monthly professional development seminars, a subsidized Dental Admission Test prep course, individual mentorship, personal statement reviews, and mock interviews.

LOCAL OUTREACH
The University of Cincinnati College of Allied Health Services works in partnership with university admissions to do outreach to inner-city and suburban public schools with diverse student populations. One example is the medical terminology course the college offers seniors in the health pathways program at a nearby STEM high school. Students can obtain college credit for successful completion of the course while achieving a jump-start in college-level coursework in their areas of medical interest. In addition, the college established the Connections mentorship program, now in its 10th year, to improve retention and graduation rates for historically underrepresented and first-generation students.

BRIDGE PROGRAM
The Florida State University (FSU) College of Medicine Bridge Program seeks to bring more students into medical school from underrepresented backgrounds. Through 2019, 112 graduating doctors were in the program and 75.5 percent are now practicing in family medicine, pediatrics, obstetrics-gynecology, or internal medicine. It is one of two pipeline programs that has made the college one of the most diverse in the country. For four consecutive years, the Association of American Medical Colleges’ data has shown that FSU was one of the only medical schools in the country with more than 10 percent enrollment of Black and Hispanic students.

VET UP! PROGRAM
Purdue University College of Veterinary Medicine was awarded a $3.18 million-dollar grant from the Health Resources and Services Administration (HRSA) Health Careers Opportunity Program for the Vet Up! Program. HRSA funds grant programs aimed at increasing access to care for underserved populations and bolstering the number of students from underrepresented groups and/or disadvantaged backgrounds at health and allied health professional schools. The Vet Up! National Academy seeks to fill veterinary shortages in rural areas and food animal practice as well as public health and regulatory medicine with equity-minded individuals from underrepresented populations and rural areas.

DIVERSIFYING VETERINARY SCHOOL ENROLLMENT
The Louisiana State University School of Veterinary Medicine is committed to the recruitment and retention of underrepresented minorities (URM). The school recently welcomed the Class of 2024, which includes 28 percent URM and the highest total number of African American students admitted to a class in the school’s history. The key to this growth is a focus on recruiting from several historically Black colleges and universities and Hispanic-Serving Institutions. Additionally, recruiters attend the Minorities in Agricultural, Natural Resources, and Related Sciences regional and national events. Internally, the Student Affairs office increased the number of URM coordinators from zero to three.
At Minnesota, we are committed to the everyday work of inclusivity.

The School of Nursing has a strong history of equity and inclusion, but the events of 2020 have helped us realize more fully the inequities in health care and academia. We are committed to dismantling racism. Receiving the Health Professions HEED Award for the fifth consecutive year affirms we’re on the correct path.

STEP AND SURF PROGRAMS
The University of Rochester School of Medicine and Dentistry Science and Technology Entry Program (STEP) is for high school students who are economically disadvantaged or from underrepresented backgrounds. Participants have the opportunity to work directly with graduate students and health professionals while being exposed to a variety of academic and professional skill development options. The Summer Undergraduate Research Fellowship (SURF) prepares candidates who are committed to improving the health of diverse patient populations for careers in health professions, research, and biomedical sciences. The 10-week academic program helps strengthen the science, clinical, and research skills of selected college students.

SCHOOL ROADSHOW INITIATIVE
The University of Texas at Austin College of Pharmacy established its School Roadshow Initiative to nurture successful partnerships with educational institutions. The college maintains relationships with schools throughout the year through tabling, campus visits, email check-ins to interested students, and regular communication with campus administrators and faculty liaisons. Recipients of roadshow visits include historically Black colleges and universities and Hispanic Serving Institutions.

» Join us at nursing.umn.edu/diversity

SCHOOL OF NURSING
University of Minnesota
RECRUITMENT AND RETENTION EFFORTS
The University of Virginia School of Medicine has made significant efforts over the past several years to increase the diversity of its student body. In 2020, 23 percent of students were from underrepresented groups and 56 percent were women. The school and its faculty also continue to work on creating a more inclusive environment for students, faculty, and patients. For example, surgeon Michael D. Williams formed an unofficial collective called the Hernandez Revels Saund Group to help build a sense of community among faculty members of color in the School of Medicine and School of Nursing.

BRIDGE TO DENTISTRY PROGRAM
In recognition for its efforts to advance student and faculty diversity, Texas A&M University College of Dentistry has been designated as a Center of Excellence by the U.S. Department of Health and Human Services. The designation comes with multi-million dollar grants which have provided additional financial support to the college’s award-winning pipeline program, Bridge to Dentistry. The program is coordinated through the Office of Student Development. Activities include visits to elementary schools; campus tours with hands-on exercises for junior high and high school students; and summer dental education and career preparatory programs for high school, college, and post-baccalaureate students.
INCLUSIVE EXCELLENCE STARTS WITH US.

We at the UNC Gillings School of Global Public Health are committed to achieving health equity and institutional innovation. This requires diverse perspectives — and that includes yours.

As one of the first schools of public health to receive the Higher Education Excellence in Diversity (HEED) Award, we’re committed to equity, social justice and inclusion. Join us!

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

Learn more: sph.unc.edu/diversity
**Social Justice & Activism**

**LGBTQ Health**

The LGBTQ+ Health selective provides educational opportunities for University of California, Riverside School of Medicine students to increase their knowledge about the unique challenges faced by members of the LGBTQ community and how they can provide quality medical care when treating these patients. Students are asked to participate in at least one community-based event where they will gain first-hand interdisciplinary experience working with LGBTQ populations in and around Southern California. Topics for the selective include transgender care, caring for LGBTQ youth, an LGBTQ clinicians panel, and more.

**Health Equity, Social Justice, and Human Rights Concentration**

The UNC Gillings School of Global Public Health (UNC Gillings) offers the Health Equity, Social Justice, and Human Rights concentration within its Master of Public Health program. This prepares participants for positions in diverse areas of public health through training in quantitative, qualitative, and community-engaged approaches in research and practice. A cross-cultural and interdisciplinary concentration, its aim is to empower students with a fundamental understanding of health equity, anti-racism, social justice, and human rights. The concentration is hosted by the UNC Gillings departments of Epidemiology, Health Behavior, and Environmental Sciences.

**LGBTQ+ Affirming Healthcare Series**

The LGBTQ+ Affirming Healthcare Series hosted by the University of Louisville Health Sciences Center is a self-paced health care training program designed for students and providers across the health sciences. Topics covered in the series uphold the mission to provide inclusive and affirming health care for the LGBTQ+ community through advocacy and skills-building based on best practices. Attendees can earn an optional certificate of completion by completing at least four content modules and participating in a live patient simulation session. Eighty individuals earned this certificate during the 2019-2020 LGBTQ+ Healthcare Series, which had nearly 450 participants from across the U.S. and Puerto Rico in total.

**OEDI Taking Action**

In early 2020, the University of Arizona College of Medicine – Phoenix’s Office of Equity, Diversity, and Inclusion (OEDI) hosted the highly successful Building the Next Generation of Academic Physicians National Conference, which brought together diversity thought leaders to help improve the number of underrepresented trainees who seek a career in academic medicine. Later in the year, the campus community assembled in solidarity with the Black Lives Matter movement in response to the killings of unarmed Black Americans and subsequent civil unrest. The OEDI held a series of dialogue sessions to address police brutality and protests around the country. Through these sessions, a 12-step action plan was developed to work toward dismantling racism as well as eradicating the barriers and deficits that it creates.

**Taking Anti-Racist Action Steps**

Following the killing of George Floyd less than five miles from campus, the University of Minnesota School of Nursing (UMN Nursing) renewed fervor for promoting anti-racism, examining White bias, and taking action steps to create a more diverse and equitable climate. The school’s Inclusivity, Diversity, and Equity (IDE) committee created an anti-racism and Black Lives Matter resource guide, which is available on the IDE webpage. UMN Nursing hosted virtual listening sessions for campus community members to create action steps and held town hall meetings to recognize community needs and strategize support. The school also reviewed search and selection processes for students and faculty, created a one-year plan to review curriculum for White bias, and developed a plan for IDE work to be included in yearly merit appraisals for staff and faculty.
This is a place where **YOU** belong.

At UT Southwestern, a diverse and inclusive environment is an organizational imperative. By working together, we leverage our singular and collective power to catalyze advances in research, education, and patient care. We are proud to be recognized with the HEED Award for the third year in a row.

“UT Southwestern stands on the side of those working to improve the world through affirmation of human dignity, kindness in our interactions with others, and respect for every individual in every encounter, every day.”

- Daniel K. Podolsky, M.D., President, UT Southwestern Medical Center

Join our journey:
utsouthwestern.edu/about-us/diversity
For 11 years, the Women in Academic Medicine (WIAM) group at the University of Miami Leonard M. Miller School of Medicine has supported the career development of women faculty by promoting clinical, scientific, and teaching excellence. There are nearly 665 members who help increase representation and participation of women on campus. WIAM hosts leadership skills training seminars, offers strategies to enhance recruitment and retention, and encourages advocacy and strategic alliances for the benefit of women in medicine.

The Ohio State University College of Veterinary Medicine’s newly opened House System cultivates and fosters a sense of connection among the college community. House System-style learning communities provide opportunities for students to interact with one another and get to know staff and faculty outside of the classroom. Students, faculty, and staff are sorted into one of four Houses to engage in informal community-building activities and friendly competitions throughout the year, with the overarching goal to create increased support and connection across campus as well as help to further the college’s Community of Inclusion and Be Well programming.

The University of Florida College of Dentistry’s Peer Tutoring Program is available free of charge to individual or small groups of dental students who need additional instruction in didactic or preclinical courses. Student performance is reviewed to identify those who may require interventions and academic assistance. Interventions may include counseling, tutoring, and on-campus resources. Peer tutors are selected by faculty and receive compensation for their services, thus providing the added benefit of helping them pay for dental school. The vast majority of tutors and those being tutored are from disadvantaged backgrounds.

The Texas Christian University and University of Texas Health Science Center School of Medicine (TCU and UNTHSC School of Medicine) know that students who are underrepresented in medicine or disadvantaged socioeconomically — especially first-generation medical students — are typically not exposed to medical culture from a young age. The TCU and UNTHSC School of Medicine pairs students with faculty in the Diversity and Inclusion Mentoring Network Program (DIMNP). Mentors help students adjust to medical school, serve as a resource for services available on campus, and provide guidance on specialty decisions and research. No students are turned away; however, DIMNP focuses on those who self-identify as Hispanic/Latinx or African American/Black, are socioeconomically disadvantaged, and educationally disadvantaged.

To systematically address the cost of medical education for prospective students from socioeconomically disadvantaged backgrounds, Weill Cornell Medicine has committed to a debt-free medical education program. All students with financial need are offered debt-free graduation based on the annual cost of attendance. This includes not only tuition but also cost-of-living expenses such as housing and health insurance fees. Thanks to generous support from the Starr Foundation and Maurice and Corinne Greenberg, Joan and Sanford I. Weill, the Weill Family Foundation, and many other Weill Cornell Medicine donors, the best and brightest aspiring doctors have the financial support and freedom needed to seek careers in this field.
WHERE DIVERSITY INSPIRES

At the LSU School of Veterinary Medicine, a diverse community inspires us to improve the profession of veterinary medicine.

Progress doesn’t happen by accident. We are committed to moving the profession of veterinary medicine forward by providing our students, faculty, and staff with a vibrant community filled with enrichment, opportunities, and acceptance.

We invite you to learn more about our diversity efforts at lsu.edu/vetmed/diversity.

WORKFORCE DIVERSITY GRANT

Awarded in 2017, the $1.9 million Health Resources and Services Administration Nursing Workforce Diversity Grant provides opportunities for Frontier Nursing University (FNU) to recruit and retain racially underrepresented groups; disseminate DEI training; offer financial and academic assistance; and more. The grant supports a four-year project to increase the presence of diverse nurse-midwives and nurse practitioners in the health care workforce. It also maintains mentoring programs for students of color, meeting their specific professional and academic needs. The Professional Organization Mentoring Program, for example, pairs students with faculty members who provide mentorship and guidance at professional conferences.

OCCUPATIONAL THERAPY SCHOLARSHIPS

The College of Health Professions Department of Occupational Therapy at the Medical University of South Carolina was recently awarded a $3.25 million grant over five years from the federal Health Resources and Services Administration (HRSA). The grant will provide scholarships to occupational therapy students from economically, educationally, and environmentally disadvantaged backgrounds. The first round of scholarships was awarded to 24 students in fall 2020. The award criteria include a review of FAFSA and a demonstrated willingness to serve in a HRSA-designated Medically Underserved Communities for two years after graduation. Incoming and current students in the Entry-Level Occupational Therapy Doctorate program meeting eligibility requirements are encouraged to apply.
The Community College of Baltimore County (CCBC) is ranked among the top providers of undergraduate education, workforce development, technology training, and lifelong learning/life enrichment in the Baltimore Metropolitan area. Rooted in the community since 1957, CCBC offers a unique approach to learning that empowers people to transform their lives. Our graduates, many on scholarship, go on to attend some of the nation’s finest colleges and universities. Nationally recognized as a leader in innovative learning strategies, CCBC educates nearly 65,000 people each year, including more than half of all Baltimore County residents attending undergraduate college. By offering a holistic learning environment that is both accepting and challenging, we meet students where they are and take them where they want to go.

The Nursing Program at CCBC is the premier, learning-centered, Associate Degree Nursing Program in the greater Baltimore metropolitan area. We prepare students for an exciting career in the health field by offering degrees and certificates in highly sought after areas.

**Benefits:** CCBC’s benefits include medical, dental, vision, disability, AD&D and life insurances, ample paid time off, choice of one of two Maryland State Retirement Plans (contributory and noncontributory), tuition waiver/reimbursement, and much more.

10-month faculty (Instructor), $53,091 - $65,295 or 12-month faculty (Instructor), $63,709 - $78,354

10-month faculty (Assistant Professor), $56,171 - $69,084 or 12-month faculty (Assistant Professor), $67,404 - $82,900

**CCBC invites applicants for the following anticipated positions for Fall 2021:**

- **School of Wellness, Education, Behavioral and Social Sciences**
  - Human Services
  - Psychology
  - Economics

- **School of Business, Technology and Law**
  - Accounting

- **School of Arts and Communication**
  - Music/Voice/Choral Specialist
  - Music/Instrumental Specialist
  - Interpreter Prep
  - Music/Piano

- **School of Mathematics and Science**
  - Physical Sciences
  - Mathematics
  - Biology

- **School of Health Professions**
  - Nursing

Various Adjunct Faculty Opportunities Also Available

Online and In Person Teaching – some physical presence on campus may be required.

**TO APPLY, visit** [http://www.ccbcmd.edu/jobs](http://www.ccbcmd.edu/jobs)

For best consideration, please apply by December 18, 2020.

CCBC strongly encourages applicants from diverse backgrounds and life experiences.

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*CCBC is an Equal Opportunity/Affirmative Action employer. CCBC is committed to ensuring equal opportunity and non-discrimination in all hiring and employment practices. We are committed to equal treatment for all applicants and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation or any other basis protected by law.*
Pediatric Otolaryngologist

The University of Utah Otolaryngology is seeking a BC/BE Pediatric Otolaryngologist at the Assistant Professor level on the Clinical Track. Fellowship training is required.

This new faculty will staff the Primary Children’s Hospital in Salt Lake City. This is a full-time academic position at the University of Utah. The successful candidate will join an existing pediatric group of 7 providers.

The successful candidate must demonstrate excellence in resident education, clinical research and patient care. Primary Children’s Hospital is the only freestanding pediatric center for the state of Utah, and it has a large referral base comprising the surrounding states.

Interested applicants must apply online at: http://utah.peopleadmin.com/postings/106257

For more information contact:
Albert Park, MD, Professor
University of Utah School of Medicine
50 North Medical Drive 3C120
Salt Lake City, Utah 84132
(801) 585-3186
susan.harrison@hsc.utah.edu

Applicants should send an updated CV and a list of three references to the above address.

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

Equal Employment Opportunity

University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/ expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 Presidents Circle, 135, (801)581-8365.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

OPEN FACULTY POSITIONS

The vision of the College of Engineering and Science at Louisiana Tech University is to be a world leader in integrating engineering and science in education and research. The College is undertaking a faculty recruiting campaign to attract culturally and academically diverse faculty of the highest caliber. The College recently completed construction of a new $40M integrated engineering and science education building providing an additional 128,000 square feet of educational and laboratory space. To build a diverse workforce the college encourages applications from individuals with disabilities, minorities, veterans and women.

Multiple faculty positions are anticipated for the 2020-21 academic year in the following degree programs.

Biomedical Engineering
Chemistry
Chemical Engineering
Civil Engineering
Construction Engr. Technology
Computer Science
Cyber Engineering
Electrical Engineering
Industrial & Systems Engineering
Instrumentations & Control Systems Engr. Technology
Mathematics & Statistics
Mechanical Engineering
Micro and Nanosystems Engineering
Physics

All professional ranks (Assistant, Associate, and Full Professor) will be considered. Lecturer and Instructor (non-tenure-track) positions are also available for highly qualified teaching faculty. Applicants for professor and lecturer positions must have a doctorate or complete one by their start date in the relevant area or a closely related field, and instructor applicants must have a minimum of a master’s degree. Successful tenure-track candidates are expected to actively participate in multidisciplinary research efforts in the College; initiate, build and sustain an externally funded research program; and supervise masters and doctoral students. Excellent written and oral communication skills, strong teaching skills, and a commitment to high quality professional service and active participation in college responsibilities are expected. The College is especially interested in qualified candidates who can contribute, through their research, teaching and/or service, to the diversity and excellence of the academic community. The University is a doctoral granting public institution that enrolls approximately 11,000 students from 48 states and 69 countries.

Research activity is leveraged through one or more of the College’s multidisciplinary centers of excellence in micro and nanotechnology, biotechnology and biomedical applications, cyber security, trenchless technology, STEM education or applied physics research. Additional research opportunities are also available through the Louisiana Tech Research Institute (LTRI). Overarching goals of LTRI are to enable the university to provide the US Air Force with next-door access to a dedicated and applied research centers and support for nuclear defense, cyber and intelligence-related research, and educational activities.

Interested applicants should compile a single PDF that includes a 1) cover letter; 2) curriculum vitae; 3) statement of research interests and goals; 4) description of teaching experience and interests; and 5) the names and contact information for at least three references. The PDF file should be submitted electronically to facsearch@latech.edu with the subject line “<Last Name, First Initial> - COES faculty search”. Review of applications is ongoing and will continue until suitable candidates are identified. The anticipated starting date for most positions is September 1, 2021. Louisiana Tech University is an EEO/AA employer.
Chief, Division of Transplantation and Advanced Hepatobiliary Surgery, Department of Surgery

The Department of Surgery at the University of Utah is actively recruiting qualified applicants for the position of Chief, Division of Transplantation and Advanced Hepatobiliary Surgery, Department of Surgery. Qualified candidates will also be considered for Executive Medical Director for the Solid Organ Transplantation Service Line.

Description:
The Division of Transplantation and Advanced Hepatobiliary Surgery is one of nine divisions within the Department of Surgery at the University of Utah. The Chief oversees a highly cohesive faculty of abdominal transplant surgeons and advanced practice clinicians who are dedicated to high quality, value-driven patient care, education, and innovation & discovery through basic science, clinical, and/or health services research. The division faculty are also instrumental in caring for patients with benign and malignant hepatic and biliary disease in conjunction with the University of Utah/Huntsman Cancer Institute, a NCI-designated Comprehensive Cancer Center.

Requirements:
• Recognized academic transplant surgeon qualified for, or at the rank of, Associate Professor or Professor
• Strategic vision for the Division, and accountability to fulfill the education, research, clinical, and administrative service missions and values of the Department
• Strong leadership abilities and management experience in multidisciplinary environments, and ability to influence and motivate faculty and support a culture of collaboration, quality, and efficiency
• Demonstrated commitment to foster the growth of others through a collaborative mind-set, and aptitude to motivate others through inspiration, effective communication and good listening skills that result in a strong level of trust and guidance.
• Strong commitment to the educational excellence and advancement of faculty, trainees, students, and advanced practice clinicians (APCs).

Candidates will have demonstrated effective leadership experience as well as a commitment to excellence in all three traditional academic missions of clinical practice, education, and research. The candidate must have the ability to work cooperatively and collegially within a diverse environment, and lead by example. The candidate must also have the ability to work across departments with specialties in Internal Medicine, Radiology, Anesthesia and others involved in the care of abdominal transplantation and advanced hepatobiliary disease.

The Chief will work closely with the Chair of Surgery and other department leadership to promote a collaborative environment that enhances clinical growth and excellence along with academic development consistent with Department and Institutional missions. The selected candidate will be a strategic leader who will promote a strong culture of institutional stewardship throughout the University of Utah Health Care system.

Education/Qualifications:
Prospective candidates must have an MD degree and will be Board Certified in General Surgery and completed a fellowship in abdominal solid organ transplantation. Additional instruction in advanced leadership or management training (e.g. ACS Physician Executives or Physician in Management series) is highly preferred.

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

Interested applicants must apply at:
http://utah.peopleadmin.com/postings/108118

For further information contact:
Robert Glasgow, MD
Robert.Glasgow@hsc.utah.edu

The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm 135, (801) 581-8365.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.
General Urologist

The Division of Urology, Department of Surgery at the University of Utah is seeking a BC/BE trained Urologist for a full-time clinical track faculty position in urology. Clinical activities will take place at the Mountain West location in Tooele, Utah. A strong background in general urology or endourology is preferred. Applicants would be joining a vibrant growing clinical enterprise and would be welcomed into divisional education and academic activities. No on call responsibilities via call coverage from the University of Utah. Competitive package based upon experience with exceptional retirement, as well as bonuses for productivity over MGMA median national benchmarks.

Interested applicants apply online:
http://utah.peopleadmin.com/postings/108295

For further information contact:
Jeremy Myers, MD
Professor & Chief
Division of Urology
Jeremy.Myers@hsc.utah.edu

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

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The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

Improving racial inequities on your campus begins by administering a campus climate survey.

Visit viewfindersurveys.com to learn more.

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OUR MISSION:
To advance health to serve Michigan and the world.

OUR VISION:
Our discoveries change care; our care changes lives.

OUR CORE VALUES:
CARING - INNOVATION - INCLUSION - INTEGRITY - TEAMWORK

medicine.umich.edu/medschool  ohei.med.umich.edu
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For more than a decade, Kansas State University (K-State) has held an annual drag show sponsored by the Student Governing Association, K-State Union Program Council, LGBT Resource Center, and several LGBTQ and allied student organizations. The K-State Annual Drag Show has become a highly anticipated event for the campus and surrounding community. In addition to the entertainment aspect, the show has served as an educational and advocacy opportunity to feature ongoing efforts to increase awareness of diversity and inclusion at the university.

Originating with a core group of student performance artists, the drag show troupe became known as Hot, Sticky, and Sweet. Performing first in local small bars, the group moved the show to campus and used K-State’s Union Ballroom and Forum Hall. Each year the event grew in popularity and attendance and eventually outgrew standard venues on campus. It then moved to K-State’s 1,800-seat McCain Auditorium, which it continues to fill to capacity. The cast of the K-State Annual Drag Show has remained true to its beginnings and continues to feature the Hot, Sticky, and Sweet troupe but has expanded to include a variety of diverse performers who are invited from across the U.S. The core original cast members, most of whom are now alumni of K-State, return each year to continue the tradition.

One of the hallmarks of the K-State Annual Drag Show has been to raise funds to support the university’s LGBTQ students. Over the past decade, the performers have helped to provide over $100,000 for scholarships, university excellence funds, and more. In 2018, the lead performer and host Dusty Garner, Class of 2011, established the Dusty Jo Garner Carpenter LGBT Excellence Fund through the Kansas State University Foundation. This fund focuses on assisting LGBTQ students with the costs of mental health care and the supplemental costs of health care through university services.

The 2021 Annual Drag Show will be held on February 21, 2021 and is currently in the planning phase. Due to the COVID-19 pandemic, several changes have been implemented. Returning to the stage will be the original cast in the more intimate Forum Hall of the K-State Student Union. The show will be livestreamed from the venue without an audience present but will retain much of the same energy with group and individual lip sync performances as well as live vocal performances. The organizers and cast members believe that now more than ever, the show must go on.

Brandon H. Haddock, PhD, is the Student Services Coordinator for the LGBT Resource Center, Intercultural Learning and Academic Success, and Diversity and Multicultural Student Affairs at Kansas State University.
A.T. Still University believes excellence requires understanding, affirming, and valuing human differences.

Founded in 1892, A.T. Still University (ATSU) has a history of inclusion as the founding school of osteopathic medicine. We are proud to continue that history as a recipient of the HEED award for the fourth consecutive year.

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

- Athletic training
- Audiology
- Biomedical sciences
- Dental medicine
- Health administration
- Health education
- Health sciences
- Kinesiology
- Nursing
- Occupational therapy
- Osteopathic medicine
- Physical therapy
- Physician assistant studies
- Public health

Learn more at atsu.edu/HEED
The Medical University of South Carolina is proud to receive the Health Professions Higher Education Excellence in Diversity Award for four consecutive years and be named a Diversity Champion for three consecutive years.

The College of Health Professions division of occupational therapy was awarded a $3.25 million grant over five years by the Health Resources & Services Administration (HRSA). This grant will provide scholarships to entry-level occupational therapy doctorate students from economically, educationally and environmentally disadvantaged backgrounds to support their career goals of becoming licensed occupational therapists.

Learn more at chp.musc.edu/hrsa-otscholarship.

The MUSC College of Health Professions is growing and looking for talented faculty to join us. Our faculty are engaged in teaching, curriculum development, scholarship, clinical practice and training the next generation.

Learn more about our open faculty positions chp.musc.edu/JoinUs.

We develop and inspire health scientists and leaders. Join us.

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