Recognizing the DEI Efforts of Health Professions Schools

The 2021 Health Professions Higher Education Excellence in Diversity Award recognizes the efforts of 51 institutions that celebrate and encourage diversity, equity, and inclusion across their campus.
Providing opportunities and support for equity-minded individuals from diverse backgrounds to enter the veterinary profession and serve society by advancing public health, ensuring food safety, or serving rural areas.
In this issue

Universities Increase Endowment Spending on Students Amid Investment Gains
By Erik Cliburn

Addressing the Lack of Black Mental Health Professionals
By Lisa O’Malley

New Virtual STEM Academy Connects Underrepresented Student-Athletes to Health Careers
By Mariah Stewart

Nonprofit Seeks to Diversify Dietetics Field Through Student Mentorship, Professional Development
By Erik Cliburn

Q&A: New CDOs ‘Stand on the Shoulders’ of DEI Predecessors
By Mariah Stewart

Association of American Medical Colleges Rebrands Restorative Justice Approach to Address Mistreatment of Medical Students
By Mariah Stewart

Oklahoma State University Takes Major Steps to Fight Health Disparities for Native American Communities
By Lisa O’Malley

White Faculty and Staff at PCOM Address Biases Through ‘Unlearning Racism’ Program
By Erik Cliburn

Addressing the Emotional, Interpersonal, and Professional Costs of Being a Senior Diversity Officer
By Kimberly Barrett, PhD, Noelle Chaddock, PhD, and Gretchen Hathaway, PhD

The University of Houston College of Nursing Opens Innovative Clinic to Serve the City’s Homeless
By Mariah Stewart

The 2021 Health Professions HEED Awards
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The University of Houston College of Nursing Opens Innovative Clinic to Serve the City’s Homeless
By Mariah Stewart
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.
ALSO In THIS Issue

In Brief

Diversity and Inclusion News Roundup

New Directions

Leaders on the Move

Profile

First Black Woman Transplant Surgeon Receives Prestigious Award
By Mariah Stewart

Closing INSIGHT

Johnson & Wales University Hosts ‘Chalk OUT!’ to Celebrate National Coming Out Day

The views expressed in the content of the articles and advertisements published in INSIGHT Into Diversity are those of the authors and are not to be considered the views expressed by Potomac Publishing, Inc.
$40 Million Donation to Help First-Generation Students Through University of Michigan Program

In late October, the University of Michigan (UM) received a $40 million donation from the Judy and Fred Wilpon Family Foundation to help fund and expand the Kessler Scholars Program, which supports first-generation college students.

Beyond offering financial assistance, the program was revamped in 2017 to also provide networking and career guidance opportunities, alumni and peer mentoring, and additional staff support. Since its inception in 2008, more than 400 students have received financial help.

“We have learned that just giving students a scholarship is not enough,” Fred Wilpon, a New York-based business executive and former New York Mets owner, said in a news release. “As a first-generation college student myself and a graduate of UM, I know the importance of having a close-knit community and a sense of belonging on campus. Through this gift and the resources offered in the program, we want students to feel secure, empowered, and engaged so they can excel and become the next generation of global leaders.”

Although the program is housed in the UM College of Literature, Science, and the Arts, it has expanded to five other higher education institutions in recent years: Cornell University, Johns Hopkins University, Queens College, St. Francis College, and Syracuse University. The recent gift, along with a partnership between the Wilpon Family Foundation and Bloomberg Philanthropies, will allow for further expansion to 10 additional universities.

“First-generation students bring enormous talent and unique perspectives to the University of Michigan — and they face challenges other students don’t,” President Mark Schlissel said in the university’s announcement. “UM is fully committed to ensuring that students do more than arrive at Michigan; we want them to thrive here.”

This donation marks the latest in a recent string of major philanthropic gifts to universities aimed at underrepresented students. Examples include large contributions from Bloomberg Philanthropies, the Bill & Melinda Gates Foundation, and MacKenzie Scott, among others, that both support economically disadvantaged students and bolster diversity efforts.

Read, Watch, Listen

READ: The Loneliest Americans

Jay Caspian Kang considers the complexities behind the term “Asian American” as he intermingles both personal memoir and historical reporting to examine the difficulties Asian immigrants have faced when attempting to carve out an identity for themselves in the U.S. Kang, the child of Korean refugees, offers a candid analysis of the Asian American experience that draws upon his own upbringing along with the accounts of immigrants of different generations to highlight how a lack of shared identity has led to lasting feelings of exclusion and loneliness in younger Asian Americans. Published by Crown

WATCH: My Name is Pauli Murray

The lesser known legacy of Pauli Murray is highlighted in this documentary that details how this Black, nonbinary legal activist was instrumental in formulating race and gender equity laws years before the rise of the civil rights movement. Using archival footage, present-day interviews, and diary entries, the film demonstrates the impact of Murray — who was a lawyer, poet, Episcopal priest, and co-founder of the National Organization for Women — on advancing social justice issues and inspiring later advocates such as Justice Ruth Bader Ginsburg. Streaming on Amazon Prime Video

LISTEN: Because of Anita: “The Conversation: Prof. Anita Hill and Dr. Christine Blasey Ford”

The new four-part podcast series Because of Anita focuses on the lasting impact of Anita Hill and her 1991 Senate testimony against then-U.S. Supreme Court nominee Clarence Thomas for sexual harassment. In this episode, Hill and Dr. Christine Blasey Ford speak together publicly for the first time about Ford’s 2018 testimony against then-nominee Brett Kavanaugh for sexual assault. The women compare their experiences and the ways in which society has, and has not, evolved since Hill’s testimony. Available on all major podcast apps
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.

**Proud to be a 2021 Diversity Champion.**
Emory University to Invest in Underrepresented Startup Founders Through Student Venture Fund

Emory University’s (EU) Goizueta Business School recently announced the creation of the Peachtree Minority Venture Fund, a student-run venture capital fund that aims to teach students about investing and to support underrepresented startup company founders. The $1 million program is allocated from the school’s endowment and will launch in the spring 2022 semester as part of a course that teaches students about the technical aspects of investing.

The organization of the roles and responsibilities will mimic that of a traditional venture capital firm. Three students in the class will serve as managing partners and will handle a majority of the organization and deal sourcing responsibilities. The student fund managers will also act as teaching assistants and will supervise other students serving as senior associates and analysts.

In addition, there will be an advisory board composed of The Russell Center for Innovation, Atlanta Tech Village, and Venture Atlanta, that will provide the knowledge and resources of more seasoned investors. Through the coursework, students will also learn about investing through the lens of diversity, equity, and inclusion and how to avoid unconscious bias when making their decisions.

Each year, the students will make two investments of $20,000 to $25,000 as well as a number of $10,000 investments in Black, Latinx, Indigenous, and other underrepresented business owners.

“We’ll be making equity investments into these underrepresented minorities, but our goal is also to create multiple classes of investors of all different racial and ethnic backgrounds that have been super engaged with this type of entrepreneur[ship] while they were at Goizueta Business School,” Willie Sullivan, EU student and founding member of the fund, told TechCrunch.com.

The Peachtree Minority Venture Fund course will begin in January, and the first investments are expected to be made in March, Sullivan said. As of October, Sullivan and the rest of the founding team had compiled a database of nearly 150 potential investee companies.

UC System to Adopt Policies for Responsible Use of Artificial Intelligence

The University of California (UC) System recently announced it will adopt policies that promote the responsible use of artificial intelligence (AI). These include the creation of a public database that outlines the system’s specific applications of AI and the establishment of departmental councils that will assess the implementation of the technology. The policies are based on the recommendations of “Responsible Artificial Intelligence,” a recent report by UC’s Presidential Working Group on AI.

The working group focused primarily on how this technology might affect individual rights in various university settings. Their report lists four recommendations based on the potential impact that AI could have on policing, health, academics, and human resources through automatic decision-making, chatbots, and facial recognition.

“Because of UC’s size and stature as a preeminent public research university as well as California’s third-largest employer, the principles and guidance from the report have the potential to positively inform the development and implementation of AI standards beyond university settings within the spheres of research, business, and government,” a UC statement reads.

Though AI has the potential to reduce human workloads, it also raises serious ethical concerns. According to the report, using AI in the admissions process, in particular, could cause real problems without significant human oversight. By using historical data in the process, AI could reinforce traditional biases and ultimately reduce equitable outcomes.

“This means that the computational model must be able to take into account difficult-to-quantify criteria such as valuing life experiences as part of a student’s capacity for resilience and persistence needed to complete college-level work,” the report states.

“If the computational model does not accommodate criteria such as life experience, a human must remain in the loop on that part of the review.”

As AI’s presence at higher education institutions continues to grow, it is vital that similar policies are adopted and that administrators are aware of the technology’s potential flaws, said Brandie Nonnecke, founding director of UC’s CITRIS Policy Lab, in a news release.

“It’s good we’re setting up these processes now,” Nonnecke said.

“Other entities have deployed AI and then realized that it’s producing discriminatory or less efficient outcomes. We’re at a critical point where we can establish governance mechanisms that provide necessary scrutiny and oversight.”
The University of Kentucky College of Medicine is honored to be named a Health Professions HEED Award recipient and congratulates all other awardees who are paving the way toward inclusive excellence. Our commitment to diversity, equity, and inclusion will continue through our values, plans, and actions.
IN BRIEF

Drexel University to Use $14 Million NIH Grant for Health Disparities Research, Diverse Faculty Recruitment

A new five-year grant program launched by the National Institutes of Health (NIH) will allow Drexel University along with five other institutions nationwide to hire, support, and retain underrepresented faculty and researchers to examine various aspects of health disparities. As part of the grant program, Drexel’s Dornsife School of Public Health, College of Nursing, and College of Health Professions have joined the Faculty Institutional Recruitment for Sustainable Transformation (FIRST) cohort.

The grant provides Drexel with $14.4 million, enough to recruit a group of 12 diverse, early career, tenure-track faculty members and to financially support their research related to health disparities. The FIRST program was created by NIH as a means to increase and maintain diversity within the health research community and examine potential solutions to issues surrounding health inequity, specifically regarding environmental determinants, aging, and chronic diseases.

“When research lacks input from diverse researchers, our research questions and measures are inadequate, and the communities most in need very often are not included in research studies,” Laura N. Gitlin, co-principal investigator and College of Nursing and Health Professions dean, said in a news release. “When this happens, our understanding is incomplete and health disparities are not meaningfully addressed; that is, knowledge generation does not translate into actions that reduce health inequalities. This funding ensures that research faculty from historically underrepresented groups not just contribute to but lead critical and impactful research in this area.”

The initiative coincides with Drexel’s recent commitments to bolster transdisciplinary research and promote a more inclusive and equitable culture. Beyond the specific goals of the initiative, the principal investigators noted that the ultimate aim of the program is to reshape the university’s culture, policies, and procedures regarding health research, which will lead to better health outcomes.

“This grant comes at a time when we are not only continuing to invest more in [DEI] across the university, but also employing this lens to re-evaluating everything we do,” Aleister Saunders, Drexel’s executive vice provost for research and innovation, said in the release. “It is imperative that we continue to support a collaborative structure involving university leaders, academic units, and faculty in the shared goal of supporting and fostering research excellence.”

The other NIH FIRST awardee institutions are Cornell University, Florida State University, Icahn School of Medicine at Mount Sinai, San Diego State University, and a partnership between The University of Alabama at Birmingham and Tuskegee University. The Morehouse School of Medicine also received a FIRST Coordination and Evaluation Center award.

Georgetown University Launches Academic DEI Track for Medical Students

In spring 2022, the Georgetown University School of Medicine (GUSOM) will launch a new academic track that aims to enhance diversity, equity, and inclusion (DEI) in medical education. The program is now part of GUSOM’s selection of longitudinal academic tracks, which involve a capstone project, leadership development, and experiential learning through interdisciplinary collaboration in conjunction with students’ medical education.

As part of her capstone research project, L. Tamara Wilson, a 2021 GUSOM graduate, developed the track as a way to address the lack of DEI training for medical students throughout their education. The DEI track is co-directed by Ann Jay, an associate radiology professor, and Colin Stewart, an associate psychiatry professor, who will select a cohort of up to 10 DEI-dedicated students to participate.

“We will look at students that are traditionally underrepresented in medicine, have had lived experiences that will help them fulfill the goals of the track, have evidence of previous experiences in DEI, and are passionate about making a difference in the DEI space,” Jay told the university’s student newspaper, The Hoya.

Initially, students will participate in modules and training focused on anti-racism, cultural humility, and overcoming bias. Later, they will work with community organizations to address inequities within health care. The four-year curriculum will coincide with students’ standard medical education and includes mentorship opportunities, experiential learning, peer-to-peer teaching, a journal club, and more.

“If people don’t feel like they can be authentic in the workplace, then you can have that representational diversity, but you’re not really able to capitalize on it to develop real organizational excellence,” Stewart told The Hoya.

“People are looking for leaders who are able to really enact anti-racist policies, bring about equity within the workplace, and vigorously close the gaps in terms of health care inequities.”
We all have a role. Claim yours...

Virginia Tech is hosting the 10th Annual Faculty Women of Color in the Academy National Conference. The keynote speakers are: Roxane Gay, “an author and cultural critic whose writing is unmatched and widely revered” (pictured left) and Nikole Hannah-Jones, “Pulitzer Prize-winning creator of the ‘1619 Project’ and a staff writer at The New York Times Magazine” (pictured right). This conference will also include featured scholars; a leadership panel; workshops; and networking opportunities with women of color across multiple disciplines, as well as wellness facilitations, vendors, awards, and a writing retreat.

EMPOWERMENT
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This conference will be held April 1-3 at the Crystal Gateway Marriott in Arlington, Virginia and registration is open now and will remain open through March 15, 2022. Scan the QR code to register.

We all have a role. Claim yours... vt.edu
ALABAMA
Daniel Wims, PhD, has been appointed president of Alabama A&M University in Huntsville. Wims was provost and vice president of academic affairs and research and a professor of agricultural sciences at the university.

COLORADO
Angela Marquez, PhD, has been named vice president of diversity, equity, and inclusion at the Community College of Aurora. Marquez previously served as vice president of student affairs at the college.

MASSACHUSETTS
Nataraj Gray has been selected as the inaugural assistant dean of admissions, diversity, and inclusion recruitment at the Berklee College of Music in Boston. Gray previously served as director of undergraduate admissions and diversity outreach at Eastern Nazarene College in Quincy.

NEW YORK
John Liu has been appointed vice president for international strategy at Syracuse University. Liu was interim vice chancellor and provost at the university.

PENNSYLVANIA
Randi Congleton, PhD, has been selected as assistant vice chancellor for equity and inclusion at Colgate University in Hamilton. Madison previously served as director of human resources for the City of Indianapolis and Marion County in Indiana.

WASHINGTON, D.C.
Linda Scott, PhD, has been named president-elect of the American Academy of Nursing. Scott was a professor and dean of the University of Wisconsin-Madison School of Nursing.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
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**DIVERSITY CHAMPION**

**Top Colleges for Diversity**
Universities Increase Endowment Spending on Students Amid Investment Gains

By Erik Cliburn

College students, especially those from underrepresented populations, have been one of the most economically affected groups of the COVID-19 pandemic. Rising housing costs and inflation have made it harder for students to support themselves while attending school, even if they receive significant financial aid. Meanwhile, colleges and universities across the nation saw record gains in their endowments — and they’re using a portion of these earnings to help underserved students in need.

With the U.S. stock market and venture capital investments making a strong recovery following the start of the pandemic, many higher education institutions’ endowments had their best annual performance since 1986, Bloomberg News reports. The median return for the 2021 fiscal year, which ended in June, was 27 percent, according to data published by Wilshire Trust Universe Comparison Service. The largest endowments, or those with assets over $500 million, had an average gain of 35 percent.

The Massachusetts Institute of Technology, which saw a 55.5 percent return on their investments, is just one institution that has pledged to use some of its endowment funds to support struggling students. Specifically, the school plans to increase financial assistance for graduate students to offset rising housing costs and improve campus facilities and digital learning experiences, according to a news release.

“Even in this challenging year, higher education institutions reinforced their commitment to students and used their endowments exactly as designed: to provide ongoing, predictable — and even increased — support for their educational missions, a commitment that endowment leaders work to ensure will extend to future generations,” said Susan Wheallar Johnston, president and chief executive officer of the National Association of College and University Business Officers (NACUBO), in a February 2021 news release.

NACUBO and the Teachers Insurance and Annuity Association of America release an annual study on the endowments of more than 700 higher education institutions. The most recent report, published in February 2021, measured responses from 2020. Overall, surveyed institutions increased endowment spending by 4 percent from 2019 to 2020, totaling about $23.3 billion, with nearly half of the additional dollars being used for financial aid. Furthermore, the majority, or 70 percent, of the schools increased their endowment spending. On average, individual institutions allocated close to $3.3 million more in the 2020 fiscal year than in 2019.

“This increase in spending reflects the success of governance policies focused on intergenerational equity,” Johnston said. “With solid fiscal management, endowments can consistently support institutions with more revenue each year than the previous year. Endowments, year in and

With the U.S. stock market and venture capital investments making a strong recovery following the start of the pandemic, many higher education institutions’ endowments had their best annual performance since 1986, Bloomberg News reports.

By Erik Cliburn

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The NACUBO release states that the findings “suggest higher education institutions could be facing a long-term era of muted returns that will encourage a fresh look at financial and investment strategies if they are to continue to meet critical return targets ....” This reconfiguring of strategies is also essential for colleges to be able to provide “urgently needed support” for underserved students, according to the association.

Experts have pointed out that despite any profits made in recent months, endowment gains do not always translate to universities spending more money, as the funds are often allocated for specific purposes. The average endowment spending rate was 4.6 percent from 2011 to 2020, according to an American Council on Education study. Even universities with large endowments valued at more than $1 billion spent only 4.5 percent on average in 2020.

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity.
Enhancing Institutional Excellence by Elevating Diversity, Equity, Inclusion, and Belonging.

Dean Eboni S. Nelson

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First Black Woman Transplant Surgeon Receives Prestigious Award

By Mariah Stewart

Velma Scantlebury-White, MD, is known as a trailblazer in her profession, most notably for becoming the first Black woman transplant surgeon in the U.S. in 1989. On October 7 of this year, the Delaware Historical Society (DHS) paid homage to her illustrious career as a physician, educator, and activist by honoring her with the 2021 Delaware History Makers Award.

The award “recognizes individuals who have made extraordinary and lasting contributions to the quality of life” in Delaware and beyond. Past recipients include President Joe Biden and social justice advocate and civil rights lawyer Bryan Stevenson.

“For [the DHS] to recognize me as one of their Delaware History Makers is truly outstanding,” Scantlebury-White says. “To be the first Black female to be honored by [this award] is also a tremendous privilege and hopefully will allow others to be recognized.”

Scantlebury-White was born in Barbados and has lived in Delaware for several years. After moving to the U.S. at the age of 15, she went on to earn a medical degree at Columbia University Vagelos College of Physicians and Surgeons. Throughout her career, she has made it her mission to increase the number of kidney transplants for Black patients and educate people of color about donating organs and tissue for transplantation. She has performed more than 2,000 transplants, primarily for kidneys. Her previous roles include professor of surgery at the University of Pittsburgh School of Medicine and assistant dean for community education at the University of South Alabama Gulf Coast Regional Transplant Center.

Scantlebury-White also served as the associate director of the Kidney Transplant Program at ChristianaCare in Delaware from 2008 until 2020 before announcing her retirement. Early in her career, she had stated that her personal mission was not to retire until there were at least 10 Black women in transplantation in the U.S.; there are now 12 Black women transplant surgeons nationwide, according to Newsweek.

Scantlebury-White’s retirement, however, did not last long. In October 2020, she joined the faculty of the TCU and UNTHSC School of Medicine as a professor of surgery.

“I’m not the type of person to sit around,” she explained during a virtual panel in May called Realities From The Frontlines. “I wasn’t on the front lines [of the COVID-19 response], but I wanted to get involved because the disparities of those affected in terms of the Black and Brown community was hard to [witness].”

In addition to her role as a professor, she works remotely for vaccination efforts in Delaware and as a medical director for the Black Doctors COVID Consortium (BDCC) in Philadelphia, which advocates for the health of African Americans surrounding the coronavirus. She has been a public speaker and advocate for educating people about COVID-19, including its link to kidney complications. In March 2021, she joined the National Kidney Foundation Health Equity Advisory Committee to implement strategies and programs that promote kidney health for all communities.

Additionally, Scantlebury-White has co-authored dozens of research articles and written an autobiography titled Beyond Every Wall: Becoming the 1st Black Female Transplant Surgeon, which explores the gender and race discrimination she faced while pursuing a medical career.

Her future goals include building more pipelines for Black physicians. Teaching and mentoring the next generation of medical students is one of her passions, she says.

“I’m still amazed, as we near the close of 2021, how often I see young people who have never had an encounter with a Black physician,” she says.

“There are students working with us [at the BDCC], and even though they are in college, they have not had an opportunity to see or work with Black doctors before. Those are things that really make a difference in the lives of our young people.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
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- Memphis Law | 2015 INSIGHT into Diversity Magazine Higher Education Excellence in Diversity (HEED) Award
Addressing the Lack of Black Mental Health Professionals

By Lisa O’Malley

A legacy of racism and inequitable treatment has resulted in a lack of diversity in the profession, creating challenges for colleges to best meet underrepresented students’ mental health needs.

**Over the last year,** Black communities experienced an inordinate amount of hardship. A recent study of first-year college students by the University of North Carolina at Chapel Hill found that Black students showed the highest increase in rates of depression. Other research has shown that they often do not get the mental health help they need. Only 25 percent of Black students reported seeking out psychological treatment compared with nearly 45 percent of White students, according to a report in the *Journal of Adolescent Health*. One of the greatest barriers for students of color in accessing these services is the lack of diverse counselors, psychologists, and psychiatrists on college campuses.

**Background**

Data from the American Psychiatric Association (APA) shows that only 2 percent of the estimated 41,000 psychiatrists in the U.S. are Black, and just 4 percent of psychologists are Black. On college campuses, close to 61 percent of counseling center staff are White, and 13 percent are Black, according to a 2020 Association for University and College Counseling Center Directors survey. The shortage of psychiatrists and counselors of color has severe implications for all Black individuals needing treatment. A 2019 survey by the Substance Abuse and Mental Health Services Administration (SAMHSA) found nearly 5 million, or 16 percent, of Black Americans reported having a mental illness. However, only one in three Black adults who needs mental health care receives it.

Because of the scarcity of mental health professionals of color, it can be difficult for Black Americans to find a practitioner with whom they feel comfortable enough to share any race-related trauma. One 2016 study in the *Journal of Black Psychology* found that African American therapists and their patients often had relationships marked by a "distinct sense of solidarity … as evidenced by having a better understanding of the context of Black clients’ lives."

Additionally, White mental health professionals often misdiagnose African Americans as having more severe disorders or do not provide the same level of treatment as they do for White clients. For example, a 2018 Rutgers University study found that Black men were more likely to be inaccurately diagnosed with schizophrenia when expressing symptoms related to mood disorders or post-traumatic stress disorder.

**APA Recognizes its Racist History**

The APA recently acknowledged that the differences in the quality of care for Black clients compared with Whites can be traced back to how the psychiatry field has historically

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**One School’s Unique Approach**

The University of Southern California (USC) is one institution that has seen an increase in demand for mental health services for its Black students.

To address this need in a unique way, the Department of Psychiatry and Behavioral Sciences in the USC Keck School of Medicine ramped up recruitment efforts for diverse clinical faculty. These professionals also serve as mental health practitioners in the university’s Engemann Student Health Center. As a result of concerted efforts, the department was able to bring on 50 new faculty members in 2020, close to 66 percent of whom were women, 55 percent people of color, and 30 percent other underrepresented individuals.

“Dr. Carol Folt, the president of USC, and the USC Board of Trustees made a commitment to student mental health and made sure — even during the pandemic — we had the resources to continue growing and to meet the needs of our students,” said Broderick Leaks, PhD, the department’s vice chair for student mental health and director of counseling and mental health, in an email to INSIGHT.

Leaks adds that the department had already been magnifying its focus on diversity, equity, and inclusion (DEI) when hiring new clinical faculty in recent years. This effort includes implementing intentional practices such as ensuring interview panels are diverse, asking DEI-focused questions during the interview process, sending out follow-up surveys to faculty to see how DEI efforts can be improved, and more.

“During our mental health expansion, we were able to intentionally focus on recruiting a workforce that was more representative of our student body,” Leaks says. “[Leadership] knew that having a greater, more diverse group of mental health counselors and therapists would best serve our communities.”
pathologized African Americans as more aggressive and unstable — views that have often prevented Black students from pursuing mental health as a career choice.

In January 2021, the APA issued its first public apology for the racial inequities that mark its 176-year history.

“Early psychiatric practices laid the groundwork for the inequities in clinical treatment that have historically limited quality access to psychiatric care for BIPOC,” the statement reads. “Since the APA’s inception, practitioners have at times subjected persons of African descent and Indigenous people who suffered from mental illness to abusive treatment, experimentation, victimization in the name of ‘scientific evidence,’ along with racialized theories that attempted to confirm their deficit status. … These appalling past actions, as well as their harmful effects, are ingrained in the structure of psychiatric practice and continue to harm BIPOC psychological well-being even today.”

**Efforts to Diversify the Profession**

The APA has now begun focusing more on diversity, equity, and inclusion, including dedicating its 2021 annual conference to equity. In recent years, the organization has increased efforts to recruit more underrepresented mental health practitioners.

These efforts are essential for college campuses that want to better serve students of color, said Regina James, MD, chief of the division of diversity and health equity and deputy medical director at APA, in an email to **INSIGHT**.

The APA's foundation now offers a total of nine initiatives, including fellowships and student programs, focused on attracting underrepresented students to the field. The fellowship team also conducts a wide range of engagement and outreach efforts, James says, including making in-person visits to medical schools and residency programs, hosting virtual presentations at national conferences and grand rounds, organizing live Q&A sessions during application periods, and more.

Additionally, the APA runs pipeline programs designed to increase the number of practitioners of color in the behavioral health workforce. These include the Minority Fellowship Program, a partnership with SAMHSA that provides a one-year fellowship to psychiatry residents committed to addressing the mental health needs of underrepresented populations, and the Workforce Inclusion Pipeline Program, which exposes diverse undergraduate students to experiential learning opportunities in psychiatry.

While it may take some time to see progress in diversifying the field, James says that colleges and universities can help address the issue by ensuring that all campus psychiatrists and counselors, regardless of their race or ethnicity, have adequate training to work with communities of color. She adds that it’s essential that institutions promote a sense of equity and belonging among mental health staff, which can be accomplished by having management that is receptive to counselors’ needs and offering personal and professional development opportunities along with competitive compensation.

“Institutions of higher and postsecondary education may not always find the diversity that they aspire to have at their institutions given their local demographics,” she says. “However, they must focus on the importance of training staff with cultural humility and sensitivity so that they can successfully serve all students.”

Broderick Leaks, PhD, vice chair for student mental health in the Department of Psychiatry and Behavioral Sciences and director of counseling and mental health at University of Southern California Keck School of Medicine, agrees that fostering inclusive practices is key in recruiting underrepresented professionals to provide mental health services. He adds that it’s important to find dedicated staff committed to helping students who are often going through new and unexpected experiences in their lives.

“What we try to emphasize with our prospective colleagues is the rewarding nature of working with the college population,” he says. “This is a time when many people are learning to be comfortable in their adult identities, express themselves, and understand how to manage stressful situations and discover their own resilience. The growth that happens during these years is really remarkable, and we’re proud to be a part of it.”

Lisa O’Malley is the assistant editor of **INSIGHT Into Diversity**.

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**American Psychological Association Issues Apology for Racism**

In addition to the American Psychiatric Association’s apology in January 2021, the American Psychological Association, in a formal resolution passed on November 1, 2021, also apologized to communities of color for perpetuating systemic racism.

“The American Psychological Association failed in its role leading the discipline of psychology, was complicit in contributing to systemic inequities, and hurt many through racism, racial discrimination, and denigration of people of color, thereby falling short on its mission to benefit society and improve lives,” the organization stated.

As part of the resolution, the association also published a chronology from 1869 to the present detailing psychological practices that have harmed underrepresented groups.
NEW VIRTUAL STEM ACADEMY CONNECTS UNDERREPRESENTED STUDENT-ATHLETES TO HEALTH CAREERS

By Mariah Stewart

This summer, the University of Arkansas for Medical Sciences (UAMS) took an innovative new approach to recruiting young men who are underrepresented in the health professions. In addition to its annual summer pipeline programs, the school introduced a unique online experience, the Student-Athlete STEM Academy (SASA), specifically for members of this population who play high school sports.

The UAMS Division for Diversity, Equity, and Inclusion (DDEI) got the idea for the academy after noticing a gender disparity in the university's health sciences preparatory programs. More young women than men consistently participated in important opportunities such as the UAMS Pre-Health Scholars Program (PHSP), a six-week summer experience for students interested in pursuing health care careers, according to Nicholas Pettus, a senior diversity specialist and manager of diverse student recruitment at UAMS.

Pettus and DDEI Vice Chancellor Brian Gittens had a discussion about this gender gap and realized that the timeline for PHSP and similar programs interfered with athletic summer camps and training schedules. Such activities were thus impossible to attend for young men who play high school football or other sports that require summer training.

“We were competing with summer sports camps, and [PHSP] is a six-week program,” Pettus explains. “We were asking students to be committed for six weeks and to not miss a date unless they had a doctor's appointment or something of that nature.”

Pettus and the DDEI team designed SASA to take place over the course of one week at the end of June, when high school athletics in Arkansas take a “dead week,” he says. The specific goal of the program is to encourage young men from underserved backgrounds to pursue STEM disciplines that align with their interest in sports. The curriculum focuses on athletics-related fields including sports medicine, physical therapy, dietetics, and nutrition and emphasizes personal skills for success such as efficacy and leadership.

Participants must be from an underrepresented racial or ethnic background, come from a low-income household, or have an educational disadvantage, which the program defines as coming from an environment that has “inhibited in the attainment of knowledge, skills, and abilities required to enroll in and graduate from a health professions school,” according to the SASA website. Members are given a stipend of $150 for the week.

The academy was designed for 40 student-athletes and enrolled 35 participants from across the state of Arkansas in its first cohort. Members attended virtual sessions led by faculty, researchers, and industry professionals on topics such as protein powder’s impact on the body, the cellular effects of steroids, and more. Leaders also shared how characteristics that are developed through team sports — such as competitiveness and resiliency — are valuable for pursuing health care and medical careers.

Pettus and two mentors, both of whom are former athletes currently pursuing medical careers, are continuing to foster relationships with the first SASA cohort. They routinely check in with them through a digital networking app and are organizing quarterly Zoom meetings to ensure members are staying on track with their studies. The goal is for these students to enroll in challenging STEM courses while still in high school so that they have a strong foundation of knowledge and skills in those areas by the time they go to college, Pettus explains.

UAMS hopes to eventually expand SASA to include all genders, he
says. The program’s current structure addresses the disparity for men of color in health and medical fields. As of 2019, only 3.1 percent of medical students in the U.S. were Black men, according to *The New England Journal of Medicine*. Hispanic and Latinx men represented approximately 3.4 percent of medical school enrollment — a figure that has remained fairly steady since the early 1980s, despite the significant increase in the Latinx population in the U.S. The statistics are also drastic for Native American men, who accounted for less than 1 percent of enrollment in 2019.

Other medical schools have begun exploring tailored programs like SASA to improve these numbers by introducing young athletes of color to health care studies. In September, the NCAAs chief medical officer told *Smithsonian* magazine that his organization and the Association of American Medical Colleges (AAMC) are in discussion with several universities about developing a pilot program to support African American athletes interested in medical careers. AAMC also recently launched a series of online workshops in partnership with the Western Michigan University Homer Stryker M.D. School of Medicine that provides guidance for coaches, teachers, and others who want to help student-athletes pursue health care careers.

Student-athletes often feel they must choose between academics or sports, but programs such as SASA “affirm that they can do both,” Pettus says. This idea is “one of the biggest takeaways” of SASA and one of the most powerful, transformative lessons that young student-athletes can receive.

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*. The University of Arkansas for Medical Sciences is a 2021 recipient of the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Health Professions Award.
Nonprofit Seeks to Diversify Dietetics Field Through Student Mentorship, Professional Development

By Erik Cliburn

As with many health professions, the field of dietetics and nutrition has long suffered from a lack of diversity. As of 2020, only 16 percent of professionals in this discipline identified as non-White, according to a Commission on Dietetic Registration (CDR) survey; Black Americans are especially underrepresented, making up only 3 percent of the dietitian workforce.

Improving these statistics is crucial to overcoming health disparities for communities of color and underserved populations, according to Diversify Dietetics (DD), a nonprofit dedicated to helping underrepresented students pursue careers in this field. This group and other advocates posit that better representation in this discipline will lead to lower rates of diet-related illnesses such as diabetes and heart disease for marginalized populations.

Deanna Belleny, co-founder of DD and assistant director of health systems transformation at the Harvard Medical School Center for Primary Care, explained in a March 2021 article for the center’s blog that “a lack of diversity within the field of dietetics has unique implications.” Nutrition education and research in the U.S. has traditionally focused only on the dominant culture, overlooking differences in important factors such as access and heritage for non-White groups. Belleny writes that “healthy eating often excludes many cultures. Eurocentric diets are often pointed to as the gold standard, while foods and diets from non-dominant cultures are not taught, not highlighted in mainstream media, and not studied at the same rate.”

DD focuses on several factors that serve as barriers to nutrition education programs for underrepresented and disadvantaged students, including cost, cultural competency, and faculty diversity. To address these issues, the organization — which was founded only three years ago — has already implemented a student mentorship program, webinars and workshops, educator resources, and more. As of August 2021, approximately 200 students across the U.S. were participating in at least one of the programs.

The path to becoming a licensed dietitian or nutritionist can be intensive and costly. Currently, registered dietitians (RDs) must hold a bachelor’s degree in dietetics, but by 2024, the CDR will require a graduate degree in dietetics. Furthermore, dietitians in training must complete 1,200 hours of supervised practice as part of an internship, which is generally unpaid. Tamara Melton, a co-founder of DD and former clinical instructor at Georgia State University, stated in a recent interview with Health Magazine that “the rising cost of higher education and the prospect of completing a lengthy internship — ranging from eight to 24 months — without compensation makes the dietetics career path unattainable for many economically disadvantaged and underrepresented students.

DD helps students plan for these expenses as well as find scholarships and paid internship opportunities. The organization offers free assistance with completing the arduous task of applying for internships and, in the near future, plans to launch an internship preparation program as well as scholarships. It also recruits and

Demographics of Dietetics Majors

- 72% White
- 10% Hispanic/Latinx
- 7% Black
- 6% Asian
- 3% Other
- 2% No answer
matches students with professional mentors, many of them dietitians of color, to provide support.

In addition, the organization targets working RDs and academics by organizing workshops and webinars that teach cultural competency, support strategies for students and interns of color, and techniques for recruiting underrepresented students. One recruitment method promoted by DD, for example, is the use of diverse alumni as resources to increase student representation.

The efforts of DD and other advocates may be working, as the field is already seeing progress. Recent data collected by the CDR found that 22 percent of current dietetics students identify as belonging to an underrepresented racial or ethnic group. Still, health equity experts say there is a continuous need for more robust recruitment and support efforts to attract diverse populations to these degree programs. As Belleny explains in an article titled “The Unique Implications of Diversifying Diversity,” professionals in this field who eat foods similar to those of their patients or are aware of their patients’ unique cultural diets will be better equipped to address their eating habits and be able to recommend culturally relevant health foods. As is the case in other areas of health care, people of color are less likely to seek services from predominantly White dietitians, she writes.

Though DD’s work is vital in raising awareness and supporting diverse students, advocates say that higher education institutions must take the initiative and implement policies that increase representation within the field. Attracting, retaining, and supporting diverse students and faculty are key factors in reducing and eliminating diet-related health disparities in underserved communities.

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity. For more information on recruiting and supporting dietetics students, visit diversifydietetics.org.

The rising cost of higher education and the prospect of completing a lengthy internship — ranging from eight to 24 months — without compensation makes the dietetics career path unattainable for many economically disadvantaged and underrepresented students.

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New CDOs ‘Stand on the Shoulders’ of DEI Predecessors

By Mariah Stewart

An increasing number of organizations across all sectors have added chief diversity officer (CDO) positions to their workforces in recent years to meet the demand for diversity, equity, and inclusion (DEI) expertise. Following the May 2020 murder of George Floyd and ensuing racial justice movement, this demand increased dramatically. In academia, this role has evolved to receive increased visibility and be elevated so that it is positioned more closely to centralized leadership, with many CDOs now reporting directly to the college or university president.

**INSIGHT** recently spoke with six newly appointed CDOs to discuss the challenges and rewards of this critically important job in today’s unique social and political climate.

**Latricia “Tricia” Brand** was named the inaugural CDO of the Office of Equity and Inclusion at Portland Community College in January 2019. Brand previously served as dean of student development at the college.

**Michael Dixon** was appointed chief inclusion and diversity officer at Susquehanna University, a small private school in Selinsgrove, Pennsylvania, in October 2019. Dixon was CDO at Manchester University in Indiana from 2017 to 2019.

**Mercedes Ramírez Fernández, EdD,** was named the inaugural vice president for equity and inclusion and CDO at the University of Rochester in July 2019. Fernández previously served as associate vice provost for strategic affairs and diversity at Virginia Polytechnic Institute and State University.

**Amoaba Gooden, PhD,** was appointed vice president of diversity, equity, and inclusion at Kent State University (KSU) in Ohio in May 2021 after serving in this position on an interim basis since April 2020. Gooden was also chairperson of the Department of Pan-African Studies at KSU for eight years.

**Annabelle Goodwin, PhD,** was named CDO at Northcentral University, a private online school, in June 2021. Goodwin previously served as director of equity and inclusion at the university since 2018. Goodwin also had been a professor of marriage and family therapy at the university since 2013.

**Kristi Kelly, EdD,** is the inaugural vice president for diversity and associate provost for student engagement, equity, and inclusion at Lewis University, a Catholic institution in Romeoville, Illinois. Prior to accepting her position in January 2021, Kelly had served as CDO at the university since 2018 and director of multicultural student services from 2015 to 2021.

**Editor’s note:** The following interviews have been edited for length and clarity.

**Why did you choose to be a DEI administrator in higher education?**

**Brand:** I had always had either multicultural student services or higher-level DEI goals, learning, or engagement be a part of my role as a student affairs administrator. I spent the first 17 years of my career in this type of role, primarily focusing on serving students of color, those who are first-generation, and those who are low-income. I advanced administratively, but I always had a focus on primarily serving the underrepresented students and historically marginalized.

**Latricia “Tricia” Brand**

“I spent the first 17 years of my career in this type of role, primarily focusing on serving students of color, those who are first-generation, and those who are low-income. I advanced administratively, but I always had a focus on primarily serving the underrepresented students and historically marginalized.”

**Goodwin:** When I arrived for a full-time teaching job at my current
institution, there was a group of us who mobilized and advocated for a diversity committee because we saw a need, and at that time our leadership supported that decision. Subsequently, I was asked to co-chair a university-level diversity committee. I started advocating for social justice progressively at higher levels, and that led to where I am now.

As a White woman, I recognize the privilege I hold, and I believe that I need to be intentional and actively anti-racist. I have opportunities to raise accountability that not everyone has access to, and I believe that for those of us who do have privilege and access, it’s our responsibility to pursue social justice.

Kelly: [DEI] is definitely part of my identity as a Black woman. I didn’t go to school to become a DEI practitioner. I always had a desire to contribute to transformational change, especially when you can visually, emotionally, and systemically see that something is not exactly right. Ultimately, the goal is to eliminate injustice, but I wanted to contribute to minimizing some of the injustice that I saw in the educational system in general.

Why do you think colleges and universities are now creating positions similar to yours?

Dixon: If you look at the issues that happened in 2020 with the groundswelling and the awakening from America’s consciousness with regard to racial unrest, I think institutions began to realize that while they may have positions on campus that do DEI work, they don’t have high-profile DEI individuals who sit at senior leadership or on the president’s cabinet. This realization may have led people to feel like they needed to have somebody who is attuned to these issues and who has some training to be able to address these things.

Fernández: Since the 1960s, [students] have been the ones that have really called for progress at our institutions of higher education. The pandemic has become like an MRI where you can really see the inequities in higher education, and it’s hard to escape. Most campus leaders are recognizing this, and they know that they have to address it.

As a new CDO, what do you think you bring to this role over those that came before you?

Brand: Coming into this role right now requires a completely different kind of skillset. You have to be prepared to move with a greater sense of urgency. I think more seasoned CDOs are coming from a place of certain life and administrative experiences, where they are really going to be far more strategic and maybe a bit more willing to go for the long game, whereas new CDOs are being tapped for student affairs [work], for other corners of the academy, or even outside of the academy. We are expected to be conveners in the community.

Gooden: A new CDO may be more hopeful. There might be an excitement that may not exist with the CDO who has been in this position for a while.

One of my philosophies is that I stand on the shoulders of those who have come before me. In 2021, new CDOs can stand on the shoulders of those who have come before us. For me, it’s about learning from the experiences of the people who have gone before me and opened the door. They have made it possible for me to step in and maybe achieve what wasn’t possible for them. Being in this role is new, but the
difference is that I have a plethora of literature, experiences, and stages that can help me in ways that they probably didn’t have.

**Goodwin:** The many people who came before me had to do [this job] with less of a road map than I have. I am the beneficiary of all of their great work. There is now professional [development] and study associated with the work of a CDO that wasn’t nearly as available not long ago.

In 2017, I attended the National Association of Diversity Officers in Higher Education conference for the first time, and I heard them excitedly share that the Standards for Professional Practice Institute was going to convene that summer. I did participate in 2020 and I gained insight, skills, mentors, and colleagues who I could journey with. Those who came before probably felt even more isolated than many of us feel today.

**What have you found to be the most unexpected or challenging part of your job? How do you plan to overcome these obstacles?**

**Dixon:** This position of a DEI administrator really cuts across the entire institution in ways that some other positions may not. It is a challenge when you believe that all of your work is in this DEI realm and not applicable to other things that may happen on campus. My work doesn’t look the same each day. There are things that I’m expected to be tasked with, and new things will be hard to not reckon with the disparities that exist. I’m also working to build a culture where folks are well equipped to be part of the solution.

**Kelly:** The challenge has been resistance, and that is resistance from some colleagues and within the campus community. To overcome those obstacles, you have to work in tandem with the individuals who want to learn and grow and move the needle so you don’t get stuck on the challenges.

Another challenge is prioritizing what is important, whether it’s a Black issue, a Latino issue, a sexual orientation or LGBTQ issue, a migration issue, or something else. You have to really home in on what the priority is, because everything is important, and every person is important. But how does the institution decipher what will be addressed first without minimizing another population?

Many CDOs come from an academic background or receive a DEI training certificate. However, CDOs are often tasked with fundraising and other responsibilities that require special skillsets. Recently, **INSIGHT** partnered with University of Kentucky (UK) to develop a first-of-its-kind doctoral degree in DEI. What are your thoughts about the need for this specialized degree for CDOs?

**Goodwin:** It is both challenging and unexpected to know so deeply that DEI is imperative to success in higher education, yet some people see these ideas as threats, while many others see DEI-related initiatives as “nice to have” but not necessary to have.

Another challenging part of my job is accessing the institutional power that is required in order to really get things done. Part of the barrier here has to do with my own growth and development, and another is navigating a system that’s pretty entrenched and comfortable with the status quo. I am currently working on an initiative to develop a strategy around examining equity in access and outcomes for employees and students. When I am better able to point to our equity gaps based on our data, it will be hard to not reckon with the disparities that exist. I’m also working to build a culture where folks are well equipped to be part of the solution.

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The Texas A&M College of Pharmacy embraces and values diversity and is committed to achieving a thriving, inclusive community. We strive to create an environment that is inclusive and supportive of developing and inspiring a diverse group of future leaders. Guided by our Core Values, we continue to enhance the quality of lives in our communities, in the state of Texas and beyond. We seek to lead by example.

that [CDOs] should have deeper knowledge of but that they won't necessarily have to apply in the classroom or as a researcher or scholar. It develops the idea that you can be a practicing DEI executive or leader and still have a tremendous amount of expertise around theory, frameworks, and overall emerging scholarship.

Fernández: This is a lifelong journey of learning, so however you get there, the content is critical. I think it’s great that this is happening and that this curriculum is getting put together, support CDOs in order for them to be more successful?

Brand: In order for my office to become a center of excellence where we can more broadly support the institution and sustainably lead with other leaders, we’re going to need more help. I need to have a manager of strategic initiatives. I need to have someone doing organizational learning about equity. I need someone to support data [work] like real data analysis. We should be doing climate surveys every other year, not every four years, but right now that is about all we can do. So there needs to be more staffing and more financial investment.

Dixon: Realign offices with the idea that it’s not just one person responsible for this work, but a team of people. Also, do not only rely on this team, but try to empower others and create capacity for them to be able to do this work effectively across the university.

Initially, when my current position was created, I was a single person in the president’s office. I knew that I needed to have relationships with faculty and be active with student life, athletics, and all the other [factors] in order to make our university’s DEI vision a reality. Senior leadership realized that we could move some pieces around in order to make myself and my work more successful, and we created a new division of inclusive excellence that will allow this vision and the work to be more centralized. Goodwin: Invite CDOs in at every turn. When they are frequently seen alongside and overtly respected by the president, CDOs are more likely to be respected and taken seriously by everyone. They need to be empowered from the top down, but they also need time and space to connect with the community from the bottom up.

What do you like most about your job? Do you have any advice for aspiring CDOs?

Brand: Being able to be involved with strategic and systemic conversations. I love the strategy aspect of my job. My nugget of advice for others is ensure that you have a community because this can be very isolating work. Don’t delay on that.

Fernández: It’s the people. Whenever I’m having a hard time or feeling discouraged, I’m reminded that I’m not doing this work alone and that many people are contributing. For me, what realigns that feeling in an instant is the students. My advice is to talk to people who are doing the work. Right now, [my office] is talking to a high schooler who is interested in doing this work, and we developed an experiential learning opportunity for her.

Also, remember that this is imperative work, and you never clock out. You may walk into a store and find yourself interrupting some sort of harassment that is going on.

Gooden: I like that I’m able to collaborate and institute change. My personal advice is to have a mentor and a friend that you can rely on, somebody who is going to have your back when you’re not in the room. Also, give yourself moments of grace and really take care of yourself. We’ve got to make sure that we are actually not harming ourselves as we’re working towards institutional change.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
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Medical students across the U.S. have long been subjected to instances of mistreatment from faculty, staff, and classmates. Research shows that for decades, these students, especially those from underrepresented backgrounds, have endured a repetitive cycle of assault, discrimination, sexual harassment, public humiliation, and verbal abuse. A 2018 Association of American Medical Colleges (AAMC) survey found that 42 percent of all students nationwide reported being mistreated at least once while in medical school. Those who are women, LGBTQ, or racially or ethnically underrepresented report a higher prevalence of mistreatment, according to a 2020 article published in The Journal of the American Medical Association.

AAMC Chief Diversity Officer David Acosta, MD, attributes the main reason for this ongoing abuse to the historical legacy of White supremacy. “It’s embedded across academia. There’s just no question about that. That’s why we see gender inequity and the racial and ethnic inequity that are happening [in medical schools],” Acosta explains. “The academy has ultimately created a system that is dysfunctional.”

Now, through a new program introduced by the AAMC, restorative justice (RJ) is being implemented at medical colleges as a means to end the persistent mistreatment of students, hold wrongdoers accountable, restore relationships, and build community.

The Restorative Justice in Academic Medicine (RJAM) program equips faculty and staff with the tools and resources to incorporate practices such as healing restorative “circles,” which allow for open dialogue and respectful listening to address institutional harm and improve campus environments and interactions.

RJ is the concept of uniting victims and offenders to address incidents and bring about reflection, healing, and solutions to prevent further conflict and disrupt negative cycles. The practice has been around for centuries with traces of Indigenous cultures using it around the world to resolve conflicts. More recently, it has been closely associated with criminal justice reform. Some colleges and universities have established RJ centers to address campus climate and other issues within their institutions and surrounding communities.

According to the AAMC website, “a central practice of RJ is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability by:

- Accepting and acknowledging responsibility for causing harm
- Repairing the harm caused to harmed parties and the community
- Rebuilding trust by showing understanding of the harm, addressing personal issues, and building positive social connections
- Addressing root causes, systemic inequalities, and social injustices that create the conditions in which harm occurs”

The AAMC selected schools to pilot the RJAM program in 2020. These included the Geisel School of Medicine at Dartmouth University, Duke University School of Medicine, Rush Medical College, University of Washington School of Medicine, The City College of New York School of Medicine, Sidney Kimmel Medical College at Thomas Jefferson University, University of Minnesota (UMN) Medical School, and the University of Kentucky College of Medicine (UK COM).

Participating schools could select up to six faculty members to receive virtual training from David Karp, PhD, professor and director of the University of San Diego Center for Restorative Justice in the School of Leadership and Education Sciences, and outside speakers. The time frame, pace, and intensity of RJAM are tailored to meet each school’s unique challenges and preferences.

UK COM, for example, had faculty members spend six weeks in training, while other schools have opted for eight-hour sessions over the span of three days, according to Acosta. The curriculum includes three tiers of RJ practice: Community-Building Circles, Restorative Conferences, and Reintegration Circles. Participants learn about the philosophy, history, and science behind RJ before being trained to facilitate these different methods.

The first tier focuses on building trust through small group discussions, or circles, that “help develop healthy working relationships and interpersonal competence to address conflict and climate concerns,” the AAMC website states. The practice is intended to be very intimate, relationship-focused, and
trust-oriented, Acosta says. The second tier teaches facilitators how to deal with actual incidents of misconduct by bringing the offender and victim together to discuss the harm that was caused. During the training, faculty members role-play to represent the different parties involved in these situations.

The third tier concentrates on reentry into medical school and can be applied to students accused of unprofessionalism or on probation with their institutions. During this phase, participants can use small group circles to reintegrate individuals and offenders into the campus community.

After the initial RJAM training, participants are tasked with training others at their respective institutions. “The whole idea is that we can call upon each other to run these circles whenever we are dealing with mistreatment,” Acosta says. “Now we have something that we can use to do something about it.”

Proponents of RJ note that these methods are not meant to replace or overshadow proper reporting channels for serious offenses; rather, they implement a holistic approach to problematic behaviors through communication. RJAM participant Stephanie L. White, MD, associate professor and associate dean for diversity and inclusion at UK COM, says that the practice works best when it is embedded into other reporting systems, such as Title IX offices. It can also help address instances such as microaggressions from a faculty member or classmate that may not warrant more serious consequences.

“There’s this murky gray area when some incidents happen such as a student or faculty member saying something racially insensitive in class,” White says. RJ circles can help address those cases, rather than just ignoring them. These give the reporting student an opportunity to be heard and receive closure as well as preventing such instances from happening again.

UK COM applied for the RJAM pilot program in 2019 after a campus climate survey revealed “a plethora of mixed experiences” at the school, according to White. While the idea of bringing victims and offenders together to discuss mistreatment in order to rebuild trust may seem unrealistic to some, those who have used these practices believe in their transformative power.

“The tricky thing about restorative justice is that it’s a hard thing to understand on face value until you experience it. It can sound very flowery and idealistic at times, in terms of the outcomes,” White says.

In an actual RJ practice, Acosta says it’s important that the conferences and circles remain small in size and that the offender is remorseful. “The most important part of the circle is doing some pre-conference assessment, meaning that the facilitator needs to meet with everyone who’s going to participate, especially the offender, because this will not work if the particular perpetrator is not remorseful for the fact that they caused the harm,” he explains.

The AAMC hopes to eventually get enough faculty trained so that there is a certified RJAM facilitator in every department at medical schools, according to Acosta.

The association is currently in the process of evaluating the pilot program and intends to launch the next round of training in February 2022. Applications for that cohort are expected to open soon.

“I do think that if people experience the process and then allow themselves to see the possibilities and how it could relate to their work, then restorative justice principles can be applied to many situations and not just violent crime or when someone does something unjust.”

Stephanie L. White

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity. For more information on the RJAM program, visit aamc.org.
OKLAHOMA STATE UNIVERSITY TAKES MAJOR STEPS TO FIGHT HEALTH DISPARITIES FOR NATIVE AMERICAN COMMUNITIES

By Lisa O’Malley

Students enrolled in Oklahoma State University’s College of Osteopathic Medicine at the Cherokee Nation (OSU-COM) pose outside the newly established building with the college’s interim dean, Natasha Bray, DO (center). Photo courtesy OSU
Nearly all marginalized populations in the U.S. face hurdles to accessing health care, and Native Americans are no exception. Poverty, provider shortages, cultural differences, and other social factors have created massive health disparities for many in this community. As a consequence, Indigenous Americans have a life expectancy that is 5.5 years shorter than that of all other races, according to the Indian Health Service, a federal agency. Furthermore, this population is more likely to die from preventable illnesses, such as diabetes and chronic liver disease, than the general U.S. population. These inequities were highlighted by the COVID-19 pandemic, as Native Americans were infected at a rate 3.5 times higher than White Americans and were 1.8 times more likely to die from the virus, according to the U.S. Centers for Disease Control and Prevention.

A significant lack of Indigenous representation in the health care workforce is one contributor to these disparities. Only 1 percent of medical school students identify as Native American, according to 2021 data from the Association of American Medical Colleges (AAMC). Though their numbers are low, AAMC research shows that — as is the case with other underrepresented populations — these students are more likely to one day serve patients who share their background and heritage.

Oklahoma State University (OSU), situated in a state with 39 federally recognized tribes, has undertaken several major endeavors to improve student recruitment and health care services for this population. These innovative programs provide training that is both clinical and cultural in order to prepare future doctors to best serve Native American patients.

In 2014, the OSU Health Sciences Center established the Office of American Indians in Medicine and Science (OAIMS) at its Tulsa campus. The mission is to recruit Native students into the science, technology, engineering, math, and medicine (STEMM) fields, explains Kent Smith, PhD, the office’s associate dean and an anatomy professor at OSU. A member of the Comanche Nation who is also part Cherokee and Chickasaw, Smith says he was inspired to start the program based on his personal experiences as a student.

"As a Native researcher, I never had a mentor in my undergraduate and graduate programs that was Native American," he says. "I really wanted to do more for my people, for American Indians. And what more can you do for people than to provide opportunities for education and careers that not only benefit the individual but also extend beyond that individual to their communities?"

An example of one of those opportunities is the tribal medical track (TMT), an elective program launched this year that provides training to Native American medical students interested in completing a residency at a tribal facility. The TMT is made possible through partnerships with the Cherokee and Choctaw Nations and other local Oklahoma tribes. These communities invite TMT students to work alongside their physicians at tribal hospitals and clinics to learn essential skills and cultural knowledge. The program had 10 students in its initial cohort. Some of the unique skills taught in the TMT track include tribal customs and manners. Participants study different Native American languages and learn about traditional medicines.

In the future, Smith plans to expand this cultural training so that students can meet with Indigenous elders to learn about proper social etiquette, which he says can vary from tribe to tribe.

OAIMS has been able to recruit for the TMT program through outreach to Native American communities and collaborations with other campus organizations and initiatives that target underrepresented or Indigenous students. While enrolling Native American students is a top priority for the office, Smith underscores that the ultimate goal is not just about increasing numbers.
“I’m trying to improve and make a positive impact on the competitiveness of our American Indian youth,” he says. “It’s not just about getting more [of them] to apply, but it’s about getting more competitive students who are Native to be able to apply.”

In addition to OAIMS, OSU recently founded the country’s first tribally affiliated medical school, the College of Osteopathic Medicine at the Cherokee Nation (OSU-COM).

Although initially delayed by the COVID-19 pandemic, OSU completed construction of the 84,000-square-foot college last year. Located in Tahlequah, Oklahoma — the capital of the Cherokee Nation — the facilities include an anatomy laboratory, clinical and patient labs, and a state-of-the-art simulation center that allows students to work with programmable mannequins that mimic common medical conditions.

The idea for the school came about after it became apparent that both the university and the Cherokee Nation were looking to address health care disparities for Native American people.

“There was an alignment of missions between OSU and our desire to train primary care doctors for rural and underserved environments and the Cherokee Nation’s Because the OSU-COM is on tribal land, the university considered it essential to incorporate local culture into the building design. The facilities adhere to Cherokee customs by having entrances that face east, a flower bed containing plants that are part of traditional Cherokee medicine, and a water emblem on the exterior to represent tribal beliefs about water’s healing powers. Photo courtesy OSU

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mission to provide quality health care to their citizens,” says Natasha Bray, DO, OSU-COM’s interim dean and the associate dean for academic affairs and accreditation at OSU’s Center for Health Sciences. “One of the unique things about this partnership is the shared mission that allows both sides to really do what they do best, which is to provide care for people that need it. Together, we will hopefully be able to make a major impact on health outcomes.”

OSU-COM has also already partnered with a nearby institution, Connors State College, so that Connors nursing students will have the opportunity to complete training at OSU’s unique facility.

When it comes to recruiting students for this innovative institution, Bray says a critical component will be engaging with Indigenous youth early in their educational journeys. “We’re trying to inspire [students] at a younger age to understand that there are opportunities out there, but it’s a process. You don’t wake up one day and think, ‘I’ll go to medical school tomorrow,’” Bray explains.

Thus far, OSU’s recruitment initiatives, especially those for Indigenous students, have played a key role in bringing potential applicants to OSU-COM. While the college is only in its second year, it has already been successful in cultivating a sizable Indigenous student population. The inaugural Class of 2024 is 22 percent Native American, and the Class of 2025 is 25 percent Native American. Each cohort has 54 students; once fully operational, the school will enroll up to 200 future physicians.

As with the TMT, the medical college emphasizes culture-centric care to train providers who have “the information, knowledge, skills, and attitudes to take care of populations who are underrepresented, underserved, and have limited access to health care,” says Bray. OSU-COM offers an introductory Cherokee language course and is in the process of creating a special library collection of books written by and about Oklahoma’s tribes. Other plans include working with the Cherokee Nation to add a pediatric residency program.

"It's really important to train [students] within the community so they want to stay there and then transition them into their residencies," Bray says. “We know that most physicians will practice within 100 miles of where they complete their residency training, so giving them the opportunity to complete the entire scope of their training within a cultural environment is how we’re going to get physicians to stay long term and serve these populations.”

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WASHINGTON STATE UNIVERSITY SPOKANE’S NEW NATIVE AMERICAN HEALTH CENTER SERVES AS HEALING AND EDUCATIONAL SPACE

In January 2021, Washington State University Spokane opened its Center for Native American Health to provide Indigenous students with a “healing and spiritual space,” says Naomi Bender, PhD, who serves as director for the center and WSU’s Native American Health Sciences programs. It includes a culturally based patient exam room developed by Indigenous medical professionals, outdoor healing garden, meditation room, classrooms, and additional indoor healing elements such as herbs and water features.

Among the center’s other offerings are monthly cultural meals and lessons in areas such as healing, holism, plants and foods, art, and more. It also provides mentoring, financial assistance, professional development, research opportunities, and the ability to connect with fellow Native American students.

The center’s facilities will be used to teach all WSU health science students, even those who are non-Native, about culturally competent care that will increase their skills and understanding when working with Indigenous patients and communities. Staff are also planning to introduce several Indigenous patient case studies to help “counterbalance western medicine with holistic healing perspectives that end health disparities often perpetuated by the health care workforce,” Bender says.

“Not every student will work in tribal communities, but they will in their lifetime serve, treat, and impact the health and life of tribal members who come from rural and underserved communities,” she explains. “By changing assumptions and counterbalancing Western views with Indigenous frameworks, [students] will feel more knowledgeable, aware, and skilled to treat our people.”
White Faculty and Staff at PCOM Address Biases Through ‘Unlearning Racism’ Program

By Erik Cliburn
At the Philadelphia College of Osteopathic Medicine (PCOM), White faculty and staff are working to address their biases and discuss their perceptions of race and White privilege through a unique endeavor known as Unlearning Racism.

This innovative program was born out of a series of discussions hosted by PCOM’s Office of Diversity and Community Relations in the wake of George Floyd’s murder in 2020. The conversations tasked faculty and staff with reflecting on issues of race and social justice in facilitator-led small groups. One of the facilitators, Ellen Greenberg, founder of organization development consulting firm Partnering for Change and a PCOM clinical instructor, was randomly paired with an all-White group of participants. After the discussion, Greenberg — who is White — reflected that the racial makeup of the group made it possible for members to discuss issues of race without placing undue burdens on their colleagues of color.

“As White people, we often want to understand and we want to do better, but we put the burden on people of color to teach us or help us,” Greenberg says. “So, we just wanted to shift that dynamic and really look to learn together as opposed to putting more emotional labor on our colleagues and friends of color.”

Greenberg used that idea as a starting point when working with Alicia Hahn-Murphy, assistant director of diversity and community relations, and Marcine Pickron-Davis, PhD, chief diversity and community relations officer, to develop the Unlearning Racism program. The initiative began as a 12-week series of workshops for White faculty and staff to address their own biases, learn about systemic racism, build skills for cross-cultural dialogue, and develop action plans to become better allies and address inequities within health care education.

“There seemed to be this level of comfort where people could be vulnerable because there was a shared experience among that group,” says Pickron-Davis. “That was the impetus of [the program] — just giving White people the opportunity to unpack and unlearn racism, in particular those who are supervising people of color and those who have cultural differences.”

Launched in 2020, the program is now in its third cohort. Eventually, PCOM hopes to expand Unlearning Racism to include students as well. Its key elements are reading, personal reflection, and small group discussions. These conversations are heavily focused on the ways in which participants were socialized as children and how those experiences influenced their worldviews and perceptions of race. Members read the novel *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor* by Layla Saad and are asked to reflect on the work and use it to explore their own biases and privilege.

“One thing that I see happening in all of the cohorts is that folks are able to really push through the shame and defensiveness — particularly when they’re reading the first half of the book around White privilege, stereotypes, and anti-Blackness — to get to a point where they can discuss action,” Hahn-Murphy says.

Although programs like Unlearning Racism are valuable for many disciplines, they are especially vital in health professions education because of the long-standing cultural disconnect between the medical community and communities of color. When discussing the program’s importance for health care education, Jackie Werner, a participant and scholarly communications and research librarian at PCOM, referred to a 2016 study published in the *Proceedings of the National Academy of Sciences*. That research found that nearly half of White medical students and residents surveyed believed that Black patients felt less pain than White patients, among other falsehoods.

“That is just a really stark example of how unexamined racism can easily affect the kind of care that you’re giving,” Werner explains. “For us, the faculty and staff who are teaching students who are going to treat patients, it is just incredibly important for them to realize those unexamined biases.”

Two other program participants, Douglas J. Koch, EdD, the associate director of teaching and learning at PCOM’s biomedical sciences department, and Brandy Sreenilayam, PhD, assistant professor of biochemistry and cellular genetics at PCOM South Georgia, said the program taught them to re-examine how race is used in classroom examples, models, and case studies. Koch, who assesses and approves exam questions, said that there is now a concerted effort to ensure that case study questions do not reinforce negative stereotypes. For her part, since participating in Unlearning Racism, Sreenilayam has worked with the Dermatology Club on campus to increase the use of pictures of different skin colors in dermatology classrooms.

“We need to educate our students, because they are going to treat all kinds of patients,” Sreenilayam says. “It’s our job as educators of future physicians to teach them that these issues are out there, because they are our future for change.”

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*. The Philadelphia College of Osteopathic Medicine is a 2015 recipient of the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award and a 2016–2021 recipient of the *INSIGHT Into Diversity* Health Professions HEED Award.
Addressing the Emotional, Interpersonal, and Professional Costs of Being a Senior Diversity Officer

By Kimberly Barrett, PhD, Noelle Chaddock, PhD, and Gretchen Hathaway, PhD

Everyone who holds a senior administrative position in higher education faces challenges that require them to listen with empathy to aggrieved parties to find effective solutions to common problems. They must also at times interact with emotionally taxed members of the campus community who will be unhappy with the outcomes they provide. These tasks can be stressful and professionally fraught.

However, as an institutional leader, it is unlikely that you will be put in situations daily that address, and at times challenge, the core of your identity. That is, unless you are a senior diversity officer.

The nature of equity, inclusion, access, and anti-racism work sits at the core of identity. It is intimately connected to who each of us believes ourselves to be. As a result, diversity work often takes a significant emotional, interpersonal, and professional toll on the well-being of those who choose this important vocation.

Professional and Interpersonal Dynamics
The central role that navigating the emotional aspects of relationships plays in the success of this position is antithetical to traditional views of leadership. The old view of executive leadership was that one should strive to be an impartial expert, making logical decisions to advance strategic objectives. Although we are beginning to understand the added efficacy of authentic leadership, this executive behavior is still what most of us think of when we imagine effective organizational leadership. For example, the vice president of finance must keep an eye on the budget’s bottom line. When this job is done effectively and everyone has the monetary resources needed to do their work, they get rewarded for a job well done.

But imagine a world in which these vice presidents had the most recent audit, university balance sheets, and their own personal bank statements tattooed on their faces. Detached objectivity would be difficult under these circumstances.

This is the paradox that senior diversity officers must navigate daily. As experts on issues of identity and power, they need to be as objective as possible in the conduct of their work while also existing in circumstances that are the subject of their work. In each interaction, at work and during off hours, they carry with them the issues that they must address for their institutions. Consequently, being effective in these positions requires an adept skill set. Possessing highly developed emotional intelligence is crucial to navigate each fraught, but potentially transformative, encounter. Being successful in this role also requires an organizational structure that gives sufficient agency to the position.

The social dynamics that create this constant tension are identity anxiety and transference. The Perception Institute defines “identity anxiety” as worry, stress, and heightened emotion that a person has related to the idea that their identity will interfere with an interaction with another person. People in marginalized groups worry that they will be subject to bias while those in the dominant identity group fear they will be labeled as biased. These dynamics can exacerbate the issues presented to senior diversity officers and contribute to conflict.
Furthermore, racial anxiety is especially heightened given the uprising for racial justice related to the police-involved murder of George Floyd. This anxiety is compounded by growing awareness of the pervasiveness of similar incidents within systems that are supposed to protect and serve all communities. In addition, more people today understand implicit bias and structural discrimination.

Similarly, the political polarization of this moment speaks to the fear racial anxiety creates, which, at its core, is rooted in culturally ingrained stereotypes. For most people this fear response is activated without us even knowing it because of what the Kirwan Institute refers to as implicit “social cognitions” that affect our behavior and decision-making. The reaction people have to Black women, for example, who make up a large number of senior diversity officers, is influenced by centuries-old expectations regarding their role in U.S. society. Renowned scholar Patricia Collins refers to these ideas as controlling images.

**Controlling Images and Stereotypes**

Although there are several controlling images associated with African American women, ranging from Jezebel to Matriarch, the one most relevant to the role of senior diversity officer is that of Mammy. In “Admirable or Ridiculous?” The Burden of Black Women Scholars and Dialogue in the Work of Solidarity,” Darius Hills discusses the impact of the expectations associated with the enduring Mammy trope on Black women in higher education. This stereotype is evident in the ways in which senior diversity officers are expected to spend a good deal of time caring for others rather than focusing on strategic action to create inclusive organizational structures.

The Mammy image is the loyal, obedient, nurturing, and selfless servant, or the “mule of the world.” This idea of what a Black woman should be sets up expectations that are in many ways incongruent with the change agents senior diversity officers must become. On the one hand, the disruption that change necessitates is often met with resistance by peers and others in power.

Racial Trauma

These are some of the interpersonal dynamics that contribute to the difficult emotional terrain that senior diversity officers must navigate. Intergenerational trauma from centuries of racism in the Americas also contributes to this dynamic. There is a reemerging intellectual and sociocultural conversation about racism, white supremacy, and willful discrimination as trauma-inducing. Joy DeGruy Leary in her book *Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing* identifies this kind of generational trauma in the bodies and lives of African Americans.

While all Black, Indigenous, Latinx, and Asian people experience varying levels of bias, targeting, exclusion, racism, and unrealistic expectations in higher education, Black and Indigenous female-identified persons experience this trauma in particularly potent and intersectional ways due to histories of sexism and racism in the world.

This is the result of, as Dr. Kimberle Crenshaw posits in *Demarginalizing the Intersection of Race and Sex,* “the problematic consequence of the tendency to treat race and gender as mutually exclusive categories of experience and analysis.” In higher
education, this inability to address issues of identity from an intersectional perspective contributes to an academy-induced trauma that likely starts in grades K-12, but certainly can be found in the undergraduate experience. It can be seen as an accumulation of harm that overwhelms bodies, minds, and psyches, resulting in the long-term impact we see on the health of Black and Indigenous female-identified academics.

The unrealistic expectations that we change ourselves to conform to the very norms we were hired to change while caring for others like us creates a level of exhaustive labor for those in the academy who are racialized as Black and gendered as feminine. We hear Black female colleagues describing this circumstance as “being expected to die in your seat.” A vice president for equity and inclusion confided to one of the authors that “they expect us to work until we can no longer work … just like on the plantation.” She is not alone in this sentiment.

In addition, part of the trauma of higher education for people of color and first-generation students stems from the realization that college is not automatically a gateway to social and financial mobility. This trauma is compounded by the awareness that we are recruited for our differences and then penalized for being different. And even when there is demonstrable progress in areas such as graduation and promotion rates for people of color, the trauma of the academic experience is not mitigated. This is the case even for some of those who reach the executive ranks of senior diversity officer positions; it is particularly troubling considering the constant vigilance and labor required of these positions, especially when they are in an office of one.

Attempts at enhancing diversity in higher education are not new. Some attempts have been less successful than others, many times to the strong displeasure of the campus community. The senior diversity officer is often hired with an immediate, crisis-filled, highly racialized fire to put out. And when they themselves are racialized, especially raced and gendered as Black and female-identified, that person is put in the position of dealing with a highly caustic situation while being the direct target themselves of racism, sexism, and exclusion.

The amount of trauma and harm that is experienced in this situation is possibly immeasurable, but in order to heal the harm that many senior diversity leaders in our institutions experience, we must examine what it is that can make this position so damaging. We are just beginning this work as researchers, theorists, and institutions. We offer a few suggestions for institutions, other senior leaders, and senior diversity officers to enhance the success of those who hold these critical positions.

**Recommendations for Senior Leaders to Provide Strategic Support**

- Ask yourself if the position is structured in a way that gives the person holding it the authority necessary to lead institutional culture change. Then ask if the position requires the person who is hired to experience racial trauma. If so, identify ways to care for and apply cultural empathy in circumstances where these social dynamics appear to be inevitable while working to build structures to remove occurrences of racism and White supremacy from campus. Consider the aforementioned issues as you develop the job description for these positions and as you welcome new senior diversity officers to campus.

- **Higher education leaders should develop a concrete plan for the onboarding, development, retention, and support of the person in this new role. Specifically, how will this officer be introduced to the campus community and to other key campus partners?** In addition, leaders must provide resources for professional development and connection to others doing this work, both on and off campus, as well as opportunities to practice self-care.

- **Clarify (with information) and reinforce (through behavior) the roles and responsibilities of new positions, such as the vice president/senior diversity officer, with the campus community.** Make sure everyone understands both the authority of the position and their own continued responsibility for diversity, equity, inclusion, access, and anti-racism.

- **Reward authentic and inclusive leadership on the part of all in senior administrative positions, managers, and supervisors.** Provide professional development for these leaders to support this culture change.

- **Employ strategies to prevent identity anxiety and transference.** Hold regular discussions regarding the ways in which identity (race, culture, class, ability, gender identity, etc.) impacts leadership among the executive team. Implement strategies to decrease implicit bias (e.g., individuation, stereotype replacement, counter stereotypic imaging, and increased contact). Develop accountability around these issues.

- **Practice mindfulness to help everyone act with thoughtful intention and compassion.**

**Guidance for Senior Diversity Officers**

- **Practice self-care.** This is a necessary first step to success in these positions. It is not something to which you treat yourself occasionally, but a sustained daily practice. Self-compassion is what will enable you to treat others with compassion as you do your part in the challenging work of creating a more just and inclusive world.

- **Start the healing process.** Self-healing starts with recognizing trauma when it happens. Tell people...
The mission of the NADOHE Health Professions Chapter is to lead health professions education toward inclusive excellence and to serve its constituents and the broader NADOHE community as a brain trust and catalyst for change, synergizing and enhancing efforts to advance diversity, equity, inclusion and social justice across the health professions education institutions and organizations. Let’s get to work. nadohe.org

Kimberly Barrett, PhD, is a diversity consultant who has spent more than 30 years in higher education, most recently serving as vice president for diversity and inclusion and associate dean of the faculty at Lawrence University. Noelle Chaddock, PhD, is an equity, inclusion, access, anti-racism, and social justice consultant with more than 15 years of experience in higher education diversity work and has served in chief diversity officer and vice president of equity and inclusion roles. Gretchen L. Hathaway, PhD, is the vice president for Diversity, Equity, and Inclusion at Franklin and Marshall College and a member of the INSIGHT Into Diversity Editorial Board who has more than 25 years of experience as a diversity educator.
Shainy Varghese, PhD, director and associate professor at the University of Houston College of Nursing (UH CON) Health Clinic, welcomes staff and personnel on September 13, 2021, the clinic’s opening day.

The University of Houston College of Nursing Opens Innovative Clinic to Serve the City’s Homeless

By Mariah Stewart
Homelessness is an increasing problem in nearly every major U.S. city, with the most recent data showing that the national unhoused population has grown every year since 2017. The U.S. Department of Housing and Urban Development reports that the economic toll of the COVID-19 pandemic has only compounded this crisis, which disproportionately affects people of color.

One of the greatest challenges for this population is finding accessible, affordable health care. Unhoused individuals are more likely to experience diabetes, heart disease, HIV/AIDS, and other conditions requiring regular medical treatment, according to the National Alliance to End Homelessness. A 2019 report from the National Health Care for the Homeless Council reveals that people who are homeless have a life expectancy that is 12 years shorter than that of the general population.

The University of Houston College of Nursing (UH CON) is working to improve these numbers. It recently launched a nurse-managed health clinic specifically designed to serve homeless individuals in the centrally located Houston neighborhood of Midtown.

The facility is housed in the Abraham Station of St. Paul's United Methodist Church (UMC), which provides clothing and a food pantry for the homeless community through its Emergency Aid Coalition (EAC). The location is ideal because individuals who are grabbing lunch or clothes from the EAC can simply walk to the other side of the building to visit the clinic, according to Shainy Varghese, PhD, the clinic’s director and an associate professor at UH CON.

“With the homeless population, you have to take health care to them,” Varghese explains. “Some homeless people have transportation issues, and that’s one of the reasons they can’t go anywhere to get health care, so this is the best way to do it.”

The clinic opened in September and is staffed entirely by UH CON faculty and alumni. It offers free basic services including immunizations, screenings, and treatments for minor injuries and illnesses. Clinic staff also assist with telehealth services for doctor referrals. A contract with a local pharmacy enables them to help patients obtain free or discounted medications.

The college plans to begin recruiting graduate students enrolled in the family nurse practitioner and nursing administration tracks to work at the clinic in summer 2022. This direct interaction with patients will count as clinical hours for the students and allow them to see firsthand how social determinants of health, such as a lack of transportation, affects vulnerable communities, according to Kathryn Tart, EdD, the founding dean and a professor for UH CON.

“Students will learn how to create and develop a nurse-managed clinic and learn the management and leadership involved,” she says. “When working through referrals, students will learn about telehealth and its important use in the care of the person and their health outcomes.”

Varghese says she hopes the clinic can be opened two days a week by spring and eventually expand to four days a week; however, this timeline all depends on grant funding and resources. Currently, the endeavor is grant-funded through private donations, the Humana Integrated Health System Sciences Institute, and the Texas Methodist Foundation.

Partnering with the church to operate the clinic was a logical choice because its EAC has been “doing this ministry for 30 years, so it is a very trusted and reliable source in the community,” Tart says. “The piece that was missing [from their services] was health care.”

Rev. Andrew Wolfe, an associate pastor of congregational care at St. Paul’s UMC, worked closely with UH CON to develop the clinic after the church and the college signed a memorandum of understanding in 2018.

“It is really humbling to
open clinic doors and have people come in who you know are trying to get by day to day,” Wolfe says. “The clinic has shown me there’s a need for health care for those who are low-income and uninsured — and not just any health care, but quality care with a holistic approach.”

In the future, the clinic plans to collaborate with different schools across the UH campus to provide a wide range of services for the unhoused community. Possibilities include partnering with the UH Law Center to ensure patients have proper documentation and the UH College of Social Work to help them access Medicaid and other resources. The nursing college also expects to eventually recruit students from the university’s medical, optometry, and pharmacy colleges to complete clinical hours at the facility. These partnerships will help Varghese and the clinic’s currently small team to expand their outreach with the city’s unhoused population — which numbers at more than 3,000, according to county data.

“I was just telling my staff we cannot make a difference in everybody’s life who is going through homelessness,” Varghese says, “but we can make a difference in the few people that visit the clinic.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity. University of Houston College of Nursing is a 2016-2019 and 2021 recipient of the INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award.
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As the U.S. prepares to enter its second year battling the COVID-19 pandemic, it is no secret that the health care workforce faces dire challenges. Staffing shortages persist across the sector, marginalized communities remain in need of accessible care, and diverse professionals continue to be underrepresented in nearly every field.
Yet, there are higher education institutions working diligently to overcome each of these challenges and more. By devising innovative policies, dedicating needed resources, and committing to the principles of diversity, equity, and inclusion (DEI), these schools are committed to ensuring that today’s health care students are knowledgeable about and reflect the diversity necessary to address health disparities as they move into their respective fields.

The INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award recognizes those colleges that prioritize DEI and go above and beyond for their students, faculty and staff, and communities. This year, we are thrilled to announce that 51 schools have proven their commitment to this work and are being honored with the 2021 Health Professions HEED Award.

Now in its sixth year, this award evaluates each institution’s dedication to DEI across their entire campus. Their programs and strategies encompass all aspects of diversity, including racial and ethnic background, veteran status, disability, nation of origin, gender, religion, sexual orientation, gender identity, age, first-generation, life circumstances and experiences, and socioeconomic status. Eligible institutions include:

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- Schools of Public Health
- Veterinary Schools

In a time of unprecedented strain, the 2021 INSIGHT Into Diversity Health Professions HEED Award recipients have remained invested in recruiting and supporting underrepresented students and employees. Their missions are based on improving health care delivery and outcomes for all patients, especially those who are marginalized and most in need. Through these merits and more, they stand as exemplars for other health professions schools and higher education institutions.

INSIGHT Into Diversity commends and congratulates each recipient of the 2021 Health Professions HEED Award for their unyielding dedication and service to all.

Mariah Bohanon is the senior editor and Lisa O’Malley is the assistant editor of INSIGHT Into Diversity.
RECIPIENTS OF THE 2021 INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

2021 DIVERSITY CHAMPIONS

The Medical University of South Carolina
Purdue University College of Veterinary Medicine

2021 HEALTH PROFESSIONS HEED AWARD RECIPIENTS

Albert Einstein College of Medicine
A.T. Still University of Health Sciences
Betty Irene Moore School of Nursing at University of California, Davis
Columbia University College of Dental Medicine
Duke University School of Nursing
Florida State University College of Medicine
Frontier Nursing University
Johns Hopkins University School of Nursing
John P. and Kathrine G. McGovern Medical School at UTHealth
Kansas State University College of Veterinary Medicine
Louisiana State University School of Veterinary Medicine
Medical College of Wisconsin
The Medical University of South Carolina
MGH Institute of Health Professions
Michigan State University College of Veterinary Medicine
New York University Rory Meyers College of Nursing
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 Public Health
The Ohio State University College of Veterinary Medicine
Oklahoma State University Center for Health Sciences
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 Irma Lerma Rangel College of Pharmacy
The University of Alabama at Birmingham School of Public Health
University of Arkansas for Medical Sciences
University of California, Riverside School of Medicine
University of Cincinnati College of Nursing
University of Cincinnati College of Allied Health Sciences
University of Cincinnati James L. Winkle College of Pharmacy
University of Florida College of Dentistry
University of Florida College of Pharmacy
University of Houston College of Nursing
University of Kentucky College of Medicine
University of Louisville Health Sciences Center
University of Maryland School of Nursing
University of Miami Miller School of Medicine
University of Michigan Medical School
University of Minnesota School of Nursing
University of Mississippi Medical Center
UNC Gillings School of Global Public Health
University of Rochester School of Nursing
UT Southwestern Medical Center
University of Virginia School of Medicine
University of Wisconsin-Madison School of Nursing
Vanderbilt University School of Nursing
Virginia Tech Carilion School of Medicine
Weill Cornell Medicine
LEADING THE WAY IN EDUCATION, RESEARCH AND PRACTICE - LOCALLY AND GLOBALLY

Situated alongside the top-ranked schools of Medicine and Public Health and the Johns Hopkins Hospital, we provide students and faculty with opportunities for collaboration and innovation that are unparalleled.

MSN
Entry into Nursing
Healthcare Organizational Leadership

DNP ADVANCED PRACTICE
Clinical Nurse Specialist
Nurse Practitioner
Nurse Anesthesiology

DNP EXECUTIVE
DNP/MBA
DNP/MPH
DNP/PhD
PhD IN NURSING

DUAL DEGREE OPTIONS
POST-DEGREE CERTIFICATES

Learn what our programs have to offer you
nursing.jhu.edu/heed2021
The annual *INSIGHT Into Diversity* Health Professions Higher Education Excellence in Diversity (HEED) Award recognizes health professions schools that are dedicated to a diverse and inclusive campus. Several 2021 Health Professions HEED Award-winning institutions shared why they applied for this national honor.

**Betty Irene Moore School of Nursing at the University of California, Davis**

“We viewed applying for the HEED Award as an opportunity for us to do a thorough assessment of our existing DEI processes and structures as measured against the *INSIGHT Into Diversity* standards. Applying for the award has been very helpful in guiding us to ask, ‘Do we do this?’ ‘How well do we do this?’ and ‘Why aren’t we doing this?’ This has provided an opportunity to celebrate areas where we have been successful, identify gaps in order to invest resources in areas of greatest need, and benchmark and learn best practices from other institutions.”

**Florida State University College of Medicine**

“It is a privilege to be able to apply for recognition through the HEED Award program. Our president and senior leadership within the college of medicine are committed to realizing the potential of the university as a public-serving institution, and that can only be achieved by recognizing diversity and being inclusive in all that we do. To be honored as a recipient of this prestigious award helps us in that mission.”

**John P. and Katherine G. McGovern Medical School at UTHealth**

“The HEED Award would assist us in our recruitment efforts by recognizing us as a medical institution that demonstrates an outstanding commitment to diversity and inclusion.”

**TCU and UNTHSC School of Medicine**

“As a new medical school in Texas, it has been a joy and an honor to be recognized as one of the 2021 Health Professions HEED Award recipients. It has brought our community members a sense of pride and accelerated our desire to strive for inclusive excellence. To be recognized for our commitment to increasing diversity on campus and working to create a culture of inclusion for students, employees, and the communities we serve is something we can share with our hospital partners, board of trustees, and local elected officials.”

**Texas A&M University Irma Lerma Rangel College of Pharmacy**

“The mission of the Texas A&M University Irma Lerma Rangel College of Pharmacy is to develop and inspire a diverse group of future leaders in pharmacy practice and pharmaceutical sciences through transformational education, innovative research, holistic care, and effective outreach and service. These goals align with the standards and criteria of the *INSIGHT Into Diversity* Health Professions HEED Award.”

**University of Florida College of Pharmacy**

“We applied for the HEED Award because it highlights institutions that have made an extraordinary commitment to DEI. The University of Florida College of Pharmacy has taken great strides to illustrate that DEI are deeply rooted in our core values. We also have applied to further learn best practices within the DEI arena.”

**University of Houston College of Nursing**

“The Health Professions HEED Award is an outward recognition that the University of Houston College of Nursing is dedicated and committed to making diversity and inclusion a top priority in academic nursing. We bring together stakeholders to improve equity in health and health care while keeping a keen focus on making sure underrepresented groups are nurtured and guided into the profession. The national award is gratifying to our faculty who work tirelessly to incorporate policies, strategies, and human kindness into the curriculum so that all students feel valued and welcomed.”

**University of Louisville Health Sciences Center**

“Each year when we apply for this award, it allows us to have a process to gather the details of our DEI efforts across our health sciences center. It also provides us with a way to highlight some of our accomplishments, see where we have room to grow and improve vastly, and have external validation that our work is making an impact and is meaningful. For those individuals and offices most immersed in this work, it gives us all something to celebrate when we receive this award.”

**University of Maryland School of Nursing**

“The HEED Award represents excellence in diversity and signals that we are an organization committed to creating inclusive excellence. In addition, the application process is an opportunity for us as a school to evaluate ourselves, engage partner departments, and assess areas for growth.”
University of Minnesota School of Nursing
“The Health Professions HEED Award is highly respected and has been very meaningful for the entire school. It supports our diversity leadership. The HEED roundtables this past spring were incredibly valuable to identify areas of potential growth and initiatives.”

University of Rochester School of Nursing
“We appreciate the attention that INSIGHT Into Diversity has focused on diversity. It brings greater visibility to our school for DEI initiatives. In completing the award application each year, it always brings to light additional resources, programs, and initiatives for us to consider and plan for in the coming year.”

University of Wisconsin-Madison School of Nursing
“We believe that receiving a HEED Award would affirm our commitment and approaches to building health equity through nursing education. We are honored to highlight our own existing and future DEI work within health care through this application. Though our work is ongoing, we believe our progress and frameworks can serve as a model for other schools of nursing and could open doors for us to continue to learn from other organizations.”

Vanderbilt University School of Nursing
“Because the school’s mission and that of INSIGHT Into Diversity are closely aligned, we wanted to reapply for this award. If received, this award will allow the school to be recognized for its diversity efforts and programs. It will also allow us to share with other nursing programs strategies for increasing diversity and inclusion within the profession. This award will also be another exemplar of how universities and colleges can partner with businesses such as INSIGHT Into Diversity to promote diversity and inclusion.”

Virginia Tech Carilion School of Medicine
“INSIGHT Into Diversity’s stringent review of our diversity efforts helps to identify where we may have deficiencies and shines the light on impactful, innovative strategies that contribute to a welcome, inclusive medical school community.”

Weill Cornell Medicine
“We hope to share through the HEED Award the breadth and depth of Weill Cornell Medicine’s efforts, spanning all areas of our institution, to make diversity and inclusion truly ingrained in our culture. This includes our pipeline programs for students as young as high school, recruitment and retention of diverse medical and doctoral student classes and faculty, and research funding to address health disparities and equity.”

McGovern Medical School at UTHealth Houston

96th percentile for graduates of diverse backgrounds.

90th percentile for faculty of diverse backgrounds.

Embracing individuals underrepresented in medicine—matched by a culture of inclusion.

UTHealth Houston
McGovern Medical School

Data gathered from the AAMC comparing medical schools in the United States.
The points on the map represent the approximate locations of 51 health professions institutions that have displayed an outstanding commitment to diversity, equity, and inclusion, earning them the 2021 INSIGHT Into Diversity Health Professions Higher Education Excellence in Diversity (HEED) Award. Twenty-four states are home to at least one Health Professions HEED Award-winning institution, including medical, dental, nursing, optometry, pharmacy, public health, and veterinary schools as well as health sciences centers. The expanse of Health Professions HEED Award recipients demonstrates that institutions nationwide are dedicated to eliminating systemic barriers within health care, providing a high-quality education, and improving health outcomes in underserved communities.
The *INSIGHT Into Diversity* Health Professions Higher Education Excellence in Diversity (HEED) Award committee takes into account a variety of factors to determine which colleges and universities will be named Health Professions HEED Award recipients. Institutions applying for this distinction are required to submit extensive information on their demographics, campus policies, student and employee success, and more.

Each year, *INSIGHT* compiles this data into a comprehensive report that highlights the characteristics of Health Professions HEED Award-winning institutions. The following pages provide a brief glimpse into the data included in the 2021-2022 *INSIGHT Into Diversity Health Professions HEED Award Data Report.*

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### STUDENT DEMOGRAPHICS

#### FULL-TIME STUDENTS

**Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>57.22%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>13.89%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>10.37%</td>
</tr>
<tr>
<td>Asian American</td>
<td>8.50%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>0.57%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.15%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2.75%</td>
</tr>
<tr>
<td>International</td>
<td>2.64%</td>
</tr>
<tr>
<td>Unknown/other</td>
<td>0.15%</td>
</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>69.18%</td>
</tr>
<tr>
<td>Female</td>
<td>30.36%</td>
</tr>
<tr>
<td>Non-binary</td>
<td>0.08%</td>
</tr>
<tr>
<td>Unknown/other</td>
<td>0.38%</td>
</tr>
</tbody>
</table>

---

PCOM IS PROUD TO BE A 2021 HEALTH PROFESSIONS HEED AWARD RECIPIENT!

A degree from Philadelphia College of Osteopathic Medicine (PCOM) means more. We teach our students to treat the whole person, looking beyond just symptoms. PCOM students engage with the community and learn to collaborate as part of a healthcare team to give the best care.

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

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ONE COLLEGE, THREE LOCATIONS

PHILADELPHIA:
- Osteopathic Medicine (DO)
- Biomedical Sciences (MS, Cert.)
- Physician Assistant Studies (MS)
- Forensic Medicine (MS)
- Clinical Psychology (PsyD)
- Mental Health Counseling (MS)
- Educational Psychology (PhD)
- School Psychology (PsyD, EdS)
- Applied Positive Psychology (MS)
- Applied Behavior Analysis (MS, Cert.)
- Cognitive Behavioral Therapy (Cert.)
- Professional Counseling (Cert.)
- Organizational Development & Leadership (MS, Cert.)
- Public Health Management and Administration (MS, Cert.)
- Non Profit Leadership and Population Health Management (MS, Cert.)

GEORGIA:
- Osteopathic Medicine (DO)
- Pharmacy (PharmD)
- Physical Therapy (DPT)
- Physician Assistant Studies (MS)
- Biomedical Sciences (MS, Cert.)
- Medical Laboratory Sciences (MS)
- Medical Simulation (Cert.)

SOUTH GEORGIA:
- Osteopathic Medicine (DO)
- Biomedical Sciences (MS, Cert.)

PCOM students learn the importance of health promotion, education and service to the community and through their clinical rotations and experiences, provide care to the medically under-served populations in inner city and rural locations.

Learn more about PCOM’s efforts in diversity, equity and inclusion at pcom.edu/DIA
STUDENT RECRUITMENT AND RETENTION

EFFECTS TO RECRUIT HISTORICALLY UNDERREPRESENTED AND FIRST-GENERATION STUDENTS

<table>
<thead>
<tr>
<th>Efforts to Recruit</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community outreach</td>
<td>50</td>
<td>98%</td>
</tr>
<tr>
<td>Administrators with a diversity focus</td>
<td>45</td>
<td>88%</td>
</tr>
<tr>
<td>On-campus diversity recruitment efforts</td>
<td>48</td>
<td>94%</td>
</tr>
<tr>
<td>Social media outreach</td>
<td>48</td>
<td>94%</td>
</tr>
<tr>
<td>Race-conscious scholarships</td>
<td>43</td>
<td>84%</td>
</tr>
<tr>
<td>Economic-conscious scholarships</td>
<td>49</td>
<td>96%</td>
</tr>
<tr>
<td>Holistic admissions process</td>
<td>50</td>
<td>98%</td>
</tr>
<tr>
<td>Exhibits at national meetings and conferences that focus on underrepresented groups</td>
<td>48</td>
<td>94%</td>
</tr>
<tr>
<td>Summer exposure and enrichment programs focused on underrepresented groups</td>
<td>46</td>
<td>90%</td>
</tr>
</tbody>
</table>

EFFECTS TO IMPROVE RETENTION AND GRADUATION RATES FOR HISTORICALLY UNDERREPRESENTED STUDENTS AND FIRST-GENERATION STUDENTS

<table>
<thead>
<tr>
<th>Efforts to Improve Retention and Graduation Rates</th>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-wide strategic retention plan</td>
<td>42</td>
<td>82%</td>
</tr>
<tr>
<td>Institutional research on student success patterns</td>
<td>46</td>
<td>96%</td>
</tr>
<tr>
<td>Cohort-based academic success and leadership programs</td>
<td>39</td>
<td>78%</td>
</tr>
<tr>
<td>Academically themed diverse student organizations</td>
<td>47</td>
<td>92%</td>
</tr>
<tr>
<td>Supplemental instruction</td>
<td>45</td>
<td>88%</td>
</tr>
<tr>
<td>Free tutoring support</td>
<td>50</td>
<td>98%</td>
</tr>
<tr>
<td>Culturally relevant advising</td>
<td>41</td>
<td>86%</td>
</tr>
<tr>
<td>Early warning systems</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>Five-year experience programs</td>
<td>37</td>
<td>73%</td>
</tr>
<tr>
<td>Summer bridge programs</td>
<td>35</td>
<td>69%</td>
</tr>
<tr>
<td>Mentorship programs</td>
<td>50</td>
<td>98%</td>
</tr>
</tbody>
</table>

ADMINISTRATOR AND FACULTY DEMOGRAPHICS

ADMINISTRATIVE LEADERSHIP

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>73.05%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>3.90%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.86%</td>
</tr>
<tr>
<td>Asian American</td>
<td>0.29%</td>
</tr>
<tr>
<td>Native American/Aleutic</td>
<td>0.20%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.70%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.43%</td>
</tr>
<tr>
<td>International</td>
<td>15.36%</td>
</tr>
<tr>
<td>Unknown/other</td>
<td>3.00%</td>
</tr>
</tbody>
</table>

PROFESSOR AND ASSOCIATE PROFESSOR FACULTY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Unknown/other</td>
<td>3.00%</td>
</tr>
</tbody>
</table>
Our commitment to diversity
Honored four years in a row

Diversity and inclusion are key pillars of Weill Cornell Medicine. We celebrate a community with varied backgrounds and experiences. These distinct voices enhance our goals to care, discover, and teach.

We are honored to be recognized for the fourth year in a row by INSIGHT Into Diversity magazine.

We’re changing medicine — both inside and outside our walls. We are proud to recruit diverse students and faculty, develop programs that empower the underrepresented and support research addressing health disparities and equity.

Weill Cornell Medicine
Care. Discover. Teach.
FACULTY RECRUITMENT EFFORTS

STRATEGIES USED TO RECRUIT DIVERSE FACULTY

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty strategic diversity plan</td>
<td>41</td>
</tr>
<tr>
<td>Dedicated faculty diversity recruitment specialist</td>
<td>24</td>
</tr>
<tr>
<td>National partnership efforts</td>
<td>28</td>
</tr>
<tr>
<td>Advertisements in diversity publications and/or job board</td>
<td>51</td>
</tr>
<tr>
<td>Participation in diversity recruitment events</td>
<td>42</td>
</tr>
<tr>
<td>Strategic funds used to increase financial offers to diverse candidates</td>
<td>36</td>
</tr>
<tr>
<td>Strategic funds being used to hire diverse candidates</td>
<td>39</td>
</tr>
<tr>
<td>Host future faculty diversity symposiums on campus</td>
<td>28</td>
</tr>
<tr>
<td>Pipeline programs for future faculty</td>
<td>36</td>
</tr>
</tbody>
</table>

SEARCH COMMITTEES

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require search committees to include at least one person from an underrepresented group</td>
<td>28</td>
</tr>
<tr>
<td>Require all applicants to include any diversity accomplishments in their CV</td>
<td>24</td>
</tr>
<tr>
<td>Require a diverse pool of applicants in the hiring process</td>
<td>39</td>
</tr>
<tr>
<td>Ensure that necessary accommodations are made for any applicant with a disability</td>
<td>50</td>
</tr>
<tr>
<td>Require search firms to include diverse candidates in the final pool of candidates</td>
<td>39</td>
</tr>
</tbody>
</table>

ACCOUNTABILITY AND DEI FINANCIAL STRATEGIES

STRATEGIES IN PLACE TO ENSURE DIVERSITY PLANNING AND ACCOUNTABILITY

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official mission statement includes diversity and inclusion as one of its core values</td>
<td>48</td>
</tr>
<tr>
<td>Diversity and inclusion goals and plans are embedded in the campus-wide strategic plan</td>
<td>49</td>
</tr>
<tr>
<td>Has a diversity committee or taskforce</td>
<td>51</td>
</tr>
<tr>
<td>A diversity scorecard measures diversity progress</td>
<td>41</td>
</tr>
<tr>
<td>Diversity office has the opportunity to formally report on campus diversity plans, successes, challenges, and opportunities at meetings of the governing board</td>
<td>49</td>
</tr>
<tr>
<td>Diversity office submits and makes public an annual diversity report</td>
<td>40</td>
</tr>
</tbody>
</table>

DIVERSITY-FOCUSED FINANCIAL STRATEGIES

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity goals are embedded in the overall budget process</td>
<td>46</td>
</tr>
<tr>
<td>Annual diversity fundraising campaign</td>
<td>35</td>
</tr>
<tr>
<td>Diversity incentive grants</td>
<td>32</td>
</tr>
<tr>
<td>Apply for federal diversity grants (NSF, NIH, Dept. of Education, etc.)</td>
<td>47</td>
</tr>
<tr>
<td>Dedicated development officer focused on diversity</td>
<td>28</td>
</tr>
<tr>
<td>Qualified diversity endowment fund</td>
<td>33</td>
</tr>
<tr>
<td>Diversity-themed alumni fundraising campaign</td>
<td>27</td>
</tr>
<tr>
<td>Financial resources are set aside for internal diversity and inclusion awards</td>
<td>44</td>
</tr>
</tbody>
</table>
How do we show our Buckeye Spirit?

By empowering people and their potential. By creating dynamic and connected experiences. By dreaming, discovering and delivering a healthier, more equitable world.

We celebrate the people, passion and purpose that helped us earn our sixth consecutive Health Professions Higher Education Excellence in Diversity Award.

Learn more: nursing.osu.edu/diversity

THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
## Communication and Branding

### Multicultural Branding and Communication Techniques

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social media used for multicultural marketing (YouTube, Facebook, Instagram, Twitter, etc.)</td>
<td>51 100%</td>
</tr>
<tr>
<td>Multicultural communications specialist</td>
<td>20 39%</td>
</tr>
<tr>
<td>Diversity-focused admissions materials and brochures</td>
<td>44 86%</td>
</tr>
<tr>
<td>Marketing/advertising in diversity publications and websites</td>
<td>45 88%</td>
</tr>
<tr>
<td>Student ambassadors communicate campus diversity to prospective students</td>
<td>50 96%</td>
</tr>
<tr>
<td>Display diversity awards on website</td>
<td>47 92%</td>
</tr>
<tr>
<td>Link to diversity office and/or programming on website homepage</td>
<td>50 96%</td>
</tr>
</tbody>
</table>

### Diversity-Related Information on Institutional Website

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procurement/supplier diversity office page lists opportunities for minority- and women-owned businesses</td>
<td>34 67%</td>
</tr>
<tr>
<td>Disability services office page links to career services page</td>
<td>33 65%</td>
</tr>
<tr>
<td>International office page includes information about groups, clubs, etc. for international students</td>
<td>39 76%</td>
</tr>
<tr>
<td>Human resources page includes information about affinity/employee resource groups</td>
<td>39 76%</td>
</tr>
<tr>
<td>Human resources page includes information about diversity/employee resource groups</td>
<td>39 76%</td>
</tr>
<tr>
<td>Every open job posting listed on human resources page includes an AA/EEO statement</td>
<td>51 100%</td>
</tr>
<tr>
<td>Student demographics are posted on website</td>
<td>37 73%</td>
</tr>
<tr>
<td>Faculty demographics are posted on website</td>
<td>21 41%</td>
</tr>
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Order the complete 2021-2022 INSIGHT Into Diversity Health Professions HEED Award Data Report at insightintodiversity.com/datareports
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
The Community of Inclusion Certificate Program

The Community of Inclusion Certificate Program was developed by The Ohio State University College of Veterinary Medicine’s Diversity Committee as a way for campus community members to demonstrate their commitment to fostering DEI within the college, the veterinary profession, and the communities they serve. The certificate program offers three levels of accomplishment, with participants able to earn one level per academic year. These include Partner Level, which is focused on learning about inclusion; Ambassador Level, which represents the community of inclusion and expands the dialogue; and Champion Level, which actively promotes DEI and helps to facilitate the process.

Well-being Committee

The Well-being Committee at Texas A&M University Irma Lerma Rangel College of Pharmacy spearheads campus wellness and inclusivity efforts. Committee members work to increase the visibility of resources that promote and cultivate a college-wide climate of wellness. The committee is also currently tasked with assessing the feasibility of offering well-being instruction in a stand-alone elective course or embedded longitudinally into targeted courses in a progressive manner. In addition, it provides DEI training and conducts a campus survey to assess perceptions of cultural sensitivity, diversity and inclusivity, and well-being culture at the college and addresses any issues that are identified by survey takers.

Diversity Chairs

Diversity Chairs are chosen through a selection process from each Doctor of Medicine in Dentistry class for the purpose of creating and promoting efforts to enhance DEI across the University of Florida College of Dentistry (UFCD). These chairs cultivate college-wide awareness of and education for diversity and social issues. They function as a catalyst for new DEI initiatives developed in collaboration with UFCD student organizations, faculty, committees, and workgroups. Efforts include forums, workshops, and “lunch and learn” events. Diversity Chairs strive to celebrate wide-ranging cultural and social groups through various forms of recognition, such as monthly themes and topics.

Inclusivity, Diversity & Equity Committee

The University of Minnesota School of Nursing’s Inclusivity, Diversity & Equity Committee (IDE) is open to all students, faculty, and staff so that each person who wishes to become more deeply engaged in diversity work on campus has the opportunity to do so. Since the onset of the COVID-19 pandemic and the murder of George Floyd, interest in the committee has grown exponentially. This year, the group invited special guests to speak on topics such as historical racism in nursing, student responses to equity and diversity surveys, and more. The committee also has highly functioning workgroups that focus on numerous aspects of IDE.
At MICHIGAN MEDICINE, we believe there’s a difference between an answer and a Michigan Answer. Michigan Answers are found where over 100 years of teaching, research and patient care intersect with an endless curiosity and passion for changing patients’ lives for the better. They are found where a focus on inclusion, diversity and cultural sensitivity among our faculty, students and staff is rivaled only by our commitment to making medicine a more inclusive health care environment for all.

To learn more about our commitment to diversity visit: ohei.med.umich.edu
We are honored to receive the Health Professions Higher Education Excellence in Diversity Award. We seek students, faculty and staff from diverse backgrounds and experiences who share our vision for optimal health and health care equity for all. Our graduate nursing, physician assistant, family nurse practitioner and research programs prepare students to advance health locally, nationally and globally in ways that address inequities, big and small. Learn more about our commitment to diversity and inclusion at ucdavis.health/diversity.
Where nursing education breaks down barriers

We are honored to receive the Health Professions Higher Education Excellence in Diversity Award.

We seek students, faculty and staff from diverse backgrounds and experiences who share our vision for optimal health and health care equity for all.

Our graduate nursing, physician assistant, family nurse practitioner and research programs prepare students to advance health locally, nationally and globally in ways that address inequities, big and small.

Learn more about our commitment to diversity and inclusion at ucdavis.health/diversity.
Community Outreach

**Student Outreach Resource Center**
The Student Outreach Resource Center (SOURCE) at Johns Hopkins University College of Nursing allows students to immerse themselves in community service and real-world opportunities with more than 100 community-based organizations. The center provides students with service-learning credit and a wide variety of options to participate in interprofessional outreach with colleagues from the university’s schools of medicine and public health. Many of SOURCE’s opportunities for academic, professional, and personal development consist of local projects focusing on East Baltimore neighborhoods in close proximity to the university’s East Baltimore campus.

**Wellness on Wheels**
In April 2021, the Kansas State University College of Veterinary Medicine’s Wellness on Wheels, or WOW, vehicle completed its first trip after more than two years of fundraising, design, and production. The vehicle allows members of the college’s shelter medicine team to deliver basic veterinary care to pets whose owners have limited financial resources, physical limitations to access care, or insufficient knowledge about the importance of veterinary medicine. Providing routine client wellness exams through WOW gives students caseload experience with the added value of serving populations with distinct demographic differences from the majority of veterinary school enrollment.

**Community Wellness Initiative**
The Philadelphia College of Osteopathic Medicine’s (PCOM) Community Wellness Initiative (CWI) was created in June 2021 by the university president to support existing projects and foster cross-campus collaboration to create, plan, and execute new opportunities to serve the communities of all three PCOM locations. The mission of the CWI is to foster a culture of holistic health and well-being as a core social value. The initiative seeks to create educational and health services programming and resources that support and sustain the physical, mental, nutritional, and environmental wellness of the college’s surroundings.

**Latina STEM Fellowship**
The TCU and UNTHSC School of Medicine recently held a Mini Medical School program in collaboration with Tarrant County College and its Latina STEM Fellowship (LSF). The LSF program encourages young Latinx girls and women from area middle schools, high schools, and community colleges to become interested in Science, Technology, Engineering, and Math (STEM) through skill-building, career exploration, education planning, and mentorship. The innovative Mini Medical School offered unique, hands-on health care experiences for LSF participants with the assistance of medical students.
Community Vaccination Sites
Faculty, students, and alumni of the University of Houston College of Nursing (UH CON) have spent hundreds of hours providing COVID-19 vaccinations in partnership with hospitals, community venues, county health facilities, and the UH student health center. In anticipation of the need for vaccine assistance, UH CON changed its curriculum for the spring 2021 semester and provided students with a boot camp to learn the basics of taking vital signs, donning and doffing personal protective equipment, and administering intermuscular injections. In May, the college received a proclamation from Fort Bend County for its extensive service in vaccinating the community.

National Black Nurses Association
The Rochester chapter of the National Black Nurses Association, sponsored by the University of Rochester School of Nursing, led significant efforts for COVID-19 testing in its community, particularly for inner city populations. Once vaccines became available, the association subsequently provided education about the vaccine and administered dosages for these same communities. It also offered financial support through a local grant to the Roc-City Sicklers, a community organization serving individuals with sickle cell disease, many of whom were significantly impacted by the coronavirus pandemic.

The University of Minnesota welcomes and affirms all
The School of Nursing is honored to have our efforts to support an inclusive and equitable environment for all of our students, faculty and staff recognized by INSIGHT Into Diversity Magazine. Receiving the HEED award for the sixth year affirms our sustained commitment to inclusion, diversity and equity, and energizes us to continue our work.

» Join us at nursing.umn.edu/diversity
Events & Celebrations

Inclusive Excellence Week
The Veterinarians as One Inclusive Community for Empowerment (VOICE) group at the Purdue University College of Veterinary Medicine hosts Inclusive Excellence Week every year in January to promote best practices for creating inclusive spaces in the field of veterinary medicine. VOICE — a student-run organization housed in the school’s Office of Diversity, Equity, and Inclusion — offers opportunities for faculty, staff, and students to learn about a wide range of DEI issues during the weeklong program. Specific events include movie screenings, guest speakers, “Lunch and Learn” sessions, and more.

Minority Health Conference
Since 1977, the UNC Gillings School of Global Public Health’s Minority Student Caucus has led the annual Minority Health Conference, an event that addresses wide-ranging topics such as community-based research, social determinants of health, systems of power, and more. The conference attracts attendees and speakers from across the country, and its all-virtual format in February 2021 allowed for an even broader audience. The conference’s theme was “Body and Soul” and explored avenues of health activism that go beyond the scope of politics. Keynote speakers were famed researchers and health equity advocates Dr. Wizdom Powell and Dr. Sharrelle Barber.

Dine with Pride
The Dine with Pride celebration at the John P. and Kathrine G. McGovern Medical School at UTHealth, held during Pride Month in June, focused on increasing the visibility of the LGBTQ+ community and establishing the priority of inclusion. The UTHealth LGBTQ+ resource group and the Office of Diversity and Inclusion collaborated on the event to offer students, faculty, staff, and allies the opportunity to participate in conversations, games, networking opportunities, and education regarding LGBTQ+ resources from multiple organizations across UTHealth. The evening included food, music, and carnival-themed entertainment for the entire campus community to enjoy.

The Pillars Awards
The Pillars is an institutional awards program at the University of Mississippi Medical Center that honors individuals and organizations who have made meaningful contributions that broaden diversity and promote a climate of inclusion on campus and beyond. The awards include individual categories for students, faculty, alumni, departments, and community members or organizations. In 2021, the awards gave special consideration to activities and initiatives performed in the interest of treating patients, supporting essential employees, advancing research, or addressing social determinants of health due to the COVID-19 pandemic.
For almost 100 years, the University of Wisconsin–Madison School of Nursing has been developing nurse leaders for the profession and society. We make discoveries, enhance systems, and improve health through research, education, and practice.

Come be a part of Wisconsin’s leading research institution. Visit nursing.wisc.edu for more information about our programs and job opportunities.
Community of Inclusion Program
The Ohio State University College of Public Health’s Community of Inclusion program was launched in 2020 by the college’s Diversity, Equity, and Inclusive Excellence Committee. It is divided into three tiers — Partner, Leader, and Champion — that are based on a participant’s knowledge and experience with the subject matter. Members of the program engage in learning experiences, discussions, and leadership opportunities that encourage introspection, advance awareness, and cultivate knowledge about diversity and cross-cultural communication.

Dreamline Pathways Program
Dreamline Pathways are comprehensive community-based collaborations that introduce diverse K-12 students to graduate health professions programs offered by A.T. Still University of Health Sciences (ATSU). A common goal of these collaborations is to diversify the health care workforce so that providers better reflect the demographics of their patients. ATSU’s unique relationship with school districts and community-based organizations makes it possible to introduce young minds to careers within the health care field through experiential learning opportunities. Students are nurtured through campus and graduate student engagement activities and hands-on learning experiences outside of the typical classroom, including a weeklong residential learning academy.

Anti-Racism and Cultural Humility Training
The Betty Irene Moore School of Nursing at the University of California, Davis and UC Davis Patient Care Services developed the three-day Anti-Racism and Cultural Humility Training for nurse leaders to advance equitable and culturally respectful patient care throughout the health system. Initially launched with 100 nurse leaders in small groups of 15 or fewer, the training has expanded to include UC Davis Health clinicians, faculty, and staff. The initiative focuses on promoting inclusive strategies in practice settings and policy, helping empower UC Davis Health’s nursing community and the people they serve.

“Sticks and Stones — Words that Hurt: The Impact of Microaggressions” Film
The Texas A&M College of Veterinary Medicine & Biomedical Sciences (CVMBS) created a film titled “Sticks and Stones — Words that Hurt: The Impact of Microaggressions” to help educate the campus community about the power of words. The video features testimonials and interviews with seven CVMBS students who highlight the effects of microaggressions they regularly experience. Viewers learn about the mental and emotional impact of these behaviors and what makes an environment feel inclusive. The video has been shared in CVMBS classes, a Welcome Week panel discussion, and e-newsletters.
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 fourth 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
Division for Diversity, Equity, and Inclusion (DDEI) Academy for Inclusive Excellence

The DDEI Academy for Inclusive Excellence (AIE) at the University of Arkansas for Medical Sciences (UAMS) offers 14 DEI courses available to all campus community members to help them address implicit bias, microaggressions, microinequities, and more. It intentionally constructs learning experiences designed to engage, enlighten, and edify the UAMS experience for internal and external customers. The aim of AIE is to assist the institution in creating a culturally humble, proficient, and responsive workforce. Additionally, the academy builds capacity in regard to cultivating leaders in the space of inclusive excellence to fortify the UAMS Vision 2029 plan.

First Friday Conversations

The Office of Diversity, Equity, and Inclusion at The University of Alabama at Birmingham School of Public Health has hosted First Friday Conversations since 2017. The sessions are open to all university faculty, staff, students, and community partners. During the COVID-19 pandemic, these discussions were held virtually. The conversations have covered various topics such as racism as a public health crisis and psychological safety in teamwork. They also provide a unique opportunity for the campus community to come together to learn and further strategic actions to create a more inclusive environment.

Diversity and Inclusion is one of the foundational principles of our Be The Model™ strategic plan and our college continues the journey to create an environment where everyone feels they belong and can thrive.

We are honored to be a Health Professions Higher Education Excellence in Diversity (HEED) Award winner for the fifth year in a row.

Learn more at vet.osu.edu
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 fifth 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
- Speech-language pathology

Learn more at atsu.edu/HEED
Caring for the Underserved Certificate
The Caring for the Underserved certificate program allows students in the University of Cincinnati James L. Winkle College of Pharmacy to gain the knowledge and practical experience needed to effectively address, reduce, and eliminate burdens that cause health disparities among marginalized populations. Through team-based coursework, mentorship from experienced faculty, and hands-on learning with community partners, participants are able to master the skills needed to become patient care advocates for vulnerable groups. The program is open to first- and second-year students in pharmacy and nursing who want to advance health care equality.

Diversity, Inclusion, and Health Equity in the PharmD Curriculum
Students at the University of Florida College of Pharmacy are exposed to multiple topics in the curriculum that increase their understanding of the importance of DEI. Early in their training, students have to learn about issues such as cultural competence, health disparities, and social determinants of health. These core concepts are reinforced throughout the curriculum, as are strategies to advance health equity. Courses also address LGBTQ-related health issues that all PharmD students are expected to be knowledgeable of.

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Improving Diversity in Optometric Careers
A 4-day immersive summer program for underrepresented undergraduate students interested in exploring optometry.

2022 Application Window Opens January 17

Apply at u.osu.edu/idoc

Our January/February 2022 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.
We strive to create culturally proficient DVM graduates and leaders in DEI, and offer diverse programs & community outreach:

- **SPARK and SPRINT**: Programs to recruit students from rural Kansas and students with an Indigenous, Native or Tribal heritage.

- **This is How We ROLE**: A program to inspire future veterinarians through education and mentorship.

- **Vet Med ROCKS — the Recruitment and Outreach Club of Kansas State**: Sponsors day camps and virtual events for grade school through college-age students.

- **Walter C. Bowie Scholarship**: For students committed to bring diverse people together and serving disadvantaged populations.

www.vet.k-state.edu | admit@vet.k-state.edu
Duke University School of Nursing

Duke University School of Nursing is dedicated to advancing the health of many communities by addressing health disparities locally and globally through education, practice, and research.

Accelerated Bachelor of Science in Nursing (ABSN)
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Post-Master’s Certificate in Nursing
Doctor of Nursing Practice (DNP)
PhD in Nursing
Postdoctoral Program
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We provide advanced, comprehensive education to prepare you for a career as a leader, practitioner, or researcher.

Outside the Margins Webinar Series
Outside the Margins is a webinar series hosted by the University of Kentucky College of Medicine that started as an opportunity to explore the effects of the COVID-19 pandemic on the most marginalized groups in the U.S. Following these initial conversations, the series shifted focus to examine the experiences of underrepresented patients and providers in the U.S. health care system. Specific topics have included the rise of anti-Asian hate crimes, the impact of health literacy on marginalized groups, and vaccine hesitancy. This series is open to faculty, staff, and students across the university and has brought together physicians, researchers, and community organizers to share their expertise.

The Historical Origins of Systemic Racism Professional Development Series
One way that the University of Maryland School of Nursing demonstrates its commitment to building a diverse, equitable, and inclusive organization is by offering six days of DEI-focused professional development to employees annually. In 2020-2021, employees had the opportunity to participate in a three-part series devoted to understanding the historical origins of systemic racism, focusing specifically on inequities in nursing and health care. The series examined race, class, and social systems and their roles in perpetuating the early roots of oppression. It also offered courageous conversations about the school’s own history of oppression and how participants can move from understanding to collaborative action.

#VTCUnfinished
The #VTCUnfinished program at the Virginia Tech Carilion School of Medicine is a discussion series about difference and identity. The meetings are intended to encourage students, faculty, staff, and the broader community to share their experiences, stories, questions, and apprehensions about the complicated issues of identity and differences. These conversations center on specific topics related to health care and sociocultural identity, including Black maternal health, substance abuse in Asian American and Pacific Islander communities, obstacles for refugees and immigrant families, and more.
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
Einstein Enrichment Program
The mission of the Einstein Enrichment Program (EEP) at the Albert Einstein College of Medicine is to serve students in grades 7-12 who are economically disadvantaged or have been historically underrepresented in the medical and scientific professions. EEP’s components include academic enrichment as well as hands-on experiences such as ambulance bay prep and paid summer internships. To qualify, students must demonstrate high academic performance, good attendance, and an interest in pursuing a career in health, medicine, or science. EEP is part of the Science Technology Entry Program, or STEP, a New York State-funded enrichment initiative.

Recruitment and Retention

the 2021 Health Professions HEED Awards

Dr. Pete’s Pre-Medical Summer Internship Program
The Oklahoma State University Center for Health Sciences established Dr. Pete’s Pre-Medical Summer Internship program in June 2021 to target young people who are underrepresented in the medical profession. The program allows pre-medical students to observe physicians and learn about diverse specialties in osteopathic medicine. Participants are able to develop the interpersonal skills necessary for future career success, build professional relationships in the medical community, and learn how to best serve disadvantaged populations. The program provides teachable moments to understand vulnerable patient populations that rely on community clinics for health care, and it gives students a boost to their medical school applications.

MUSC-Claflin University Pipeline Program
This pilot program between The Medical University of South Carolina (MUSC) and Claflin University, South Carolina’s oldest historically Black institution, introduces underrepresented undergraduates to the physician assistant (PA) career path. MUSC students create mentoring relationships with Claflin students interested in pursuing this discipline, with the ultimate objective of increasing the number of underrepresented candidates for admission. The yearlong experience unlocks some of the mysteries of graduate school applications, allows participants to explore career opportunities in the field, and connects them with PAs of color.

Innovative Strategies for Diversity Hiring
Louisiana State University School of Veterinary Medicine (LSU Vet Med) participates in the university’s Opportunity Hire program that incentivizes schools to hire two faculty members if they are the top candidates for a single position and one is underrepresented. According to the American Association of Veterinary Medical College’s latest annual report, LSU Vet Med has the most racially diverse faculty of all 32 veterinary schools in the country. The school hired an African American woman director of admissions in 2017 and promoted her to assistant dean in 2020, which led to the admissions committee taking on new initiatives and objectives under her leadership. These included organized recruitment efforts at historically Black institutions and national conferences where underrepresented students seek career opportunities.
The Texas A&M College of Veterinary Medicine & Biomedical Sciences is dedicated to maintaining a learning and working environment in which all feel welcomed and supported in their pursuit of a career in the health professions, in educating the next generation of health professionals, and in advancing the profession through research.

Groups such as the recently launched Committee for Inclusion, Diversity, Equity, & Accountability; Welcome Week and storytelling activities; videos that reinforce the significance of our words and actions; and service to communities with reduced access to veterinary care exemplify the ways in which CVMBS faculty, staff, and students come together to foster a positive and inclusive culture in which we learn from and care about one another.

The CVMBS is honored to be a five-time Health Professions HEED Award recipient for our diversity and inclusion efforts!

vetmed.tamu.edu/diversity
WHERE DIVERSITY INSPIRES

At LSU School of Veterinary Medicine, our diverse community inspires us to improve the professions of veterinary medicine and biomedical research.

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, opportunity, and acceptance.

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

FIERCE FOR THE FUTURE

DIVERSITY ENRICHMENT PROJECT
The Diversity Enrichment Project at the University of Cincinnati College of Allied Health Sciences (UC CAHS) offers underrepresented undergraduates enrolled in allied health programs at historically Black colleges and universities (HBCUs) a seminar series and an opportunity to visit UC’s campus for Welcome Weekend. The event includes awareness and cultural immersion-related activities as well as guided mentorship and counseling opportunities. The project’s overall goal is to increase diverse student enrollment, retention, and persistence in UC CAHS graduate programs. HBCUs Wilberforce University and Central State University have participated for the past five years, with UC CAHS admitting students from both institutions.

HOLISTIC ADMISSIONS PROCESS
The University of Cincinnati College of Nursing has extensive recruitment efforts to increase the number of underrepresented and first-generation nursing students. It has adopted a holistic admissions review process and created several comprehensive education pipeline programs targeting students from middle school to graduate education that are aimed at recruiting, retaining, and graduating a diverse nursing workforce. For the 2020-2021 school year, 48 percent of applicants for the bachelor of science in nursing program who were accepted under the holistic admissions review process would not have received an offer had the college looked at quantitative data alone.

RECRUITMENT AND RETENTION
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.

Office of Admissions

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

med.virginia.edu/diversity/

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.
SUMMER PATHWAYS PROGRAMS
The Office of Diversity, Inclusion, and Community Engagement at the University of Miami Miller School of Medicine offers multiple pathways programs to increase the number of underrepresented students who pursue medicine. Opportunities for local high school students and undergraduates nationwide include the Minority Students in Health Careers Motivation Program, MCAT Prep Program, and Students Training in Research. The Medical Scholars Program, another offering, provides underrepresented students the opportunity for in-lab research, clinical shadowing, exposure to medical school-based curriculum, portfolio reviews, and mentorship.

SUMMER MEDICAL LEADERSHIP PROGRAM
The Summer Medical Leadership Program (SMLP) is a new and innovative initiative at the University of Virginia School of Medicine. The SMLP’s primary goal is to expose students from disadvantaged backgrounds to the “real world of medicine” to prepare them not only for medical school but for future leadership positions in the health care and biomedical fields. SMLP is an intensive six-week residential program for 30 undergraduate students who are underrepresented or underserved. Participants are chosen from a nationwide pool of applicants.

SUCCESS THROUGH RECRUITMENT/RETENTION ADVOCACY MENTORSHIP
The University of Wisconsin–Madison School of Nursing’s Success Through Recruitment/Retention Advocacy Mentorship (STREAM) program recruits, retains, and graduates Native American nurses, faculty, and leaders. STREAM’s mission is to reduce the shortage of Indigenous professionals in the nursing workforce, especially in Native American and tribal communities. STREAM uses high-touch engagement strategies in the school’s undergraduate and graduate programs. Activities include culturally relevant academic success plans and monthly talking circles for peer support. Each STREAM student is paired with a Native American nurse mentor and participates in the school’s annual Native Nations Nursing Summit.
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• Five time Health Professions HEED Award Recipient

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Fall 2022 or Spring 2023

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perpetuate legacies of violence. LYVV fellows between the ages of 16 to 24 learn from and lead activities that promote racial identity, leadership, critical consciousness, and professional development at personal, community, and institutional levels. They are encouraged to spark change by working with legislators and other leaders as well as by participating in street activism. Fellows have created Black Student Unions, served as community-based violence prevention researchers, and more.

Anti-Racism Oversight Committee

The University of Michigan Medical School’s Anti-Racism Oversight Committee (AROC) was formed in June 2020 in response to student concerns and national unrest. Faculty, staff, and learners were surveyed on how best to eliminate racism and inequities that may exist at the medical school. After 1,000 responses were reviewed, a plan was developed to engage the community in education, implementation, and action to eliminate racism. AROC is charged with creating sustainable culture change in multiple areas. These include advocacy and professional development, education and clinical practice, workforce diversity, and more.

Health Equity, Social Justice, and Anti-Racism

Health Equity, Social Justice, and Anti-Racism (HESJAR) is a four-year curricular thread at the University of California, Riverside School of Medicine. The goal of HESJAR is to teach students how to increase health equity, advance health-related social justice, and more. Participants develop skills in identifying and addressing inequities within systems, cultures, and structures. They also learn how to better understand, communicate with, and advocate for patients, families, and colleagues of diverse intersectional backgrounds. The curriculum includes conversations in which community members share their experiences and stories to encourage change in health care and challenge discriminatory attitudes.

Advocating for Asian American and Pacific Islander Rights

Leaders of the Asian American Pacific Islander (AAPI) Student Nurses affinity group at Vanderbilt University School of Nursing worked with their faculty adviser to create recommendations for combating anti-Asian bias and supporting AAPI health professionals. These recommendations were developed into an article that was published in the clinical journal Women’s Healthcare and reflects the essential conversation in the U.S. surrounding discrimination and mistreatment of the AAPI community. The group has also organized campus discussions that allow them to use their personal experiences to give voice to AAPI patients and increase awareness of the health disparities unique to these populations.
It is our differences that unite us.

Strengthen us. Enlighten us. Improve us.

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.

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MENTORING BLACK NURSES TOWARD SUCCESS

The Mentoring Black Nurses Toward Success program pairs Black undergraduate students at the Duke University School of Nursing (DUSON) with clinical staff nurses from the university’s health system. Once matched, the nurse mentors provide their students with guidance on issues such as preparedness for clinicals, applying for jobs, and overall professional development. The program, which is operated through a partnership between the health system and DUSON’s Office of Diversity, Equity, and Inclusion, also offers advisement, training, and support for participating nurses led by a mentor from DU faculty or health system leadership.

ACKNOWLEDGING INVISIBLE LABOR

Too often, underrepresented faculty of color are burdened with performing acts of service that are not official job requirements. In April 2021, the MGH Institute of Health Professions became the first school in the U.S. to approve and implement a guideline recognizing the disproportionate invisible labor of faculty of color. These professionals may have up to four credit hours trimmed from their teaching workload to acknowledge their extra service to students of color as well as time spent supporting and coaching White colleagues about DEI issues. Part-time faculty are hired to share the workload and teach the courses that faculty of color are no longer responsible for instructing.

NYU RORY MEYERS COLLEGE OF NURSING AND HOWARD UNIVERSITY COLLABORATION

In February 2021, NYU Rory Meyers College of Nursing and Howard University entered into an educational and research partnership. Nursing students from both institutions have educational exchange opportunities, and faculty are able to collaborate on existing research and jointly apply for new grants. The schools are also establishing a mentoring program to support Black nurses in obtaining advanced practice credentials and doctorates, an important step in increasing the representation and influence of people of color in nursing research, education, and clinical settings.

GE Welcome Panels: Student Expectations

Hosted by the Office of Diversity, Equity and Inclusion

GRADUATE ENTRY WELCOME PANELS

In May 2021, the Office of Diversity, Equity, and Inclusion at The Ohio State University College of Nursing held virtual graduate entry welcome panels for incoming graduate students of all backgrounds. The panels were designed to enhance incoming students’ understanding of psychosocial, academic, clinical, professional practice, and research aspects of the nursing education experience. Topics covered by faculty, staff, and fellow students included time management, academic expectations, cultural humility, and health equity. This welcoming experience for diverse cohorts of incoming students gave participants the confidence to know that they could transform health care and improve lives.
Educating students to deliver exceptional patient-centered care, using equitable and anti-oppressive approaches to the world’s increasingly diverse population, is a primary mission at MGH Institute of Health Professions in Boston. From reimagining curricula and policies to hosting programs with renowned speakers, we resolve each day to prepare tomorrow’s health care leaders.

MGH INSTITUTE OF HEALTH PROFESSIONS
A graduate school founded by Massachusetts General Hospital
mghihp.edu/JEDI

SOCIALEYES
The Ohio State University College of Optometry’s SocialEyes program matches faculty members with small groups of first-year students. These groups meet regularly for fun team-building events that foster valuable relationships. During the COVID-19 pandemic, program participants were able to connect and build friendships virtually by creatively incorporating technology into their activities and playing online games. In the past, SocialEyes events have included dinners, hiking, pumpkin carving, and more under the guidance of a faculty member.

DEBT-FREE MEDICAL EDUCATION
To systematically address the cost of medical education for prospective students from socioeconomically disadvantaged backgrounds, Weill Cornell Medicine has committed to ensuring that all medical students with financial need can reach graduation debt-free. This endeavor was first announced in 2019 and covers both tuition and cost-of-living expenses for qualifying students, including housing and health insurance. Generous support totaling $160 million has made this program possible thanks to the Starr Foundation, the Weill Family Foundation, and other remarkable donors who want every future physician to have the economic freedom to pursue their dreams.
Make education accessible for all and build a MEANINGFUL CAREER.

Help us make higher education more accessible and affordable for individuals from every walk of life with Lincoln Land Community College (LLCC). Our two-year, public institution is located in the state capital of Springfield, Illinois and serves a highly diverse student population throughout Illinois Community College District #526. You can extend your impact much further, empowering countless individuals to pursue important dreams. Join us as:

- Program Director, Industrial Maintenance and Electrical
- Instructor, Agriculture
- Instructor, Biology
- Instructor, Basic Nursing Assistant
- Instructor, Business & Accounting
- Instructor, Communications
- Instructor, Computer Science
- Instructor, Criminal Justice
- Instructor, Economics
- Instructor, Mathematics
- Instructor, Nursing
- Instructor, Philosophy
- Instructor, Sociology
- Instructor, Spanish
- Instructor, Teacher Education

APPLY NOW.
Make a positive impact for years.

We offer extensive benefits, including medical, dental and life insurance plans, tuition reimbursement and generous leave with vacation, sick, and personal time. Learn more and apply at:

www.llcc.edu/human-resources

Lincoln Land Community College does not discriminate against any student, employee, prospective employee or any other person on the basis of their actual or perceived race, color, religion, sex, sexual orientation, gender, gender identity, national origin, ancestry, age, marital status, physical or mental disability, military status, political affiliation, or any other protected status in its programs and activities. More information may be found at http://www.llcc.edu/equal-opportunity. Inquiries may be directed to the Equal Opportunity Compliance Officer at EOCAO@llcc.edu. Lincoln Land Community College is a drug-free workplace.

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Tenure Track Faculty Positions

The Department of Biochemistry and Molecular Biology in the Medical College of Georgia (Georgia's only public academic medical center) at Augusta University is expanding its research programs and is seeking tenure-track faculty at the rank of Assistant Professor, Associate Professor or Professor. Successful applicants will have research interests in the areas of benign, malignant and age-related diseases, molecular signaling, inflammation/immunology, gene/epigenetic regulation, biomarkers, and targeted-therapy or in novel areas with translational research appeal. The successful candidate will contribute to the department's robust extramural grant portfolio, as well as, contribute to the department's education mission and graduate and post-graduate training programs. The candidate will have access to departmental and institutional state-of-the-art cores and equipment. Biometry, genome editing of mice/rats, next generation and 10x single cell sequencing, bioinformatics, and advanced microscopy/imaging, flow-cytometry, mass spectrometry, Seahorse XFES, small-animal imaging and MRI. Candidates with established extramural research programs are desirable. Candidates applying at the Associate Professor or Professor level should have extramurally funded research programs.

Highly competitive salaries and excellent start-up packages are available. With ambient weather, affordable living, and the home of the US Cyber Command, and the Masters Golf Tournament, Augusta, Georgia and the greater CSRA is a fast-growing community, with nature walks along the Savannah River, a ballpark across the river, convenient commute, and some of the best schools in Georgia.

Minimum Requirement
Doctoral degree (PhD or MD/PhD in Life Sciences, or equivalent) and a minimum of 3 years of postdoctoral experience

Shift/Salary
Academic rank, tenure status and salary to be commensurate with qualifications and experience of the candidate.

How to Apply
To be considered an applicant for this position you must apply online at Augusta University Faculty Careers (http://www.augusta.edu/hr/jobs/faculty) Job ID # 235527. Please upload your Curriculum vitae, research statement, professional references, etc. as one document.

Augusta University is an Equal Opportunity and Equal Access Institution

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DECEMBER 2021 FEATURED POSITIONS

Clemson University
Associate Dean, Organization Performance & Inclusion
Read more and apply at: https://bit.ly/3aDnHsM

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Florida State University
Director, Financial Aid
Read more and apply at: https://bit.ly/3F8pMKz

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Indiana University Bloomington
Dean, Luddy School of Informatics, Computing, & Engineering
Read more and apply at: https://bit.ly/3Fqk4y7

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Old Dominion University
Associate Dean of Graduate Education & Innovation (FA637A1)
Read more and apply at: https://bit.ly/3omKlfw

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Old Dominion University
Clinical Assistant Professor of Clinical Psychology (F0465A1)
Read more and apply at: https://bit.ly/3DaC8AZ

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Purdue University
Head, Department of Agricultural Sciences Education and Communication
Read more and apply at: https://bit.ly/30kMKeB

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Rochester Institute of Technology
Director, Carlson Center for Imaging Science
Read more and apply at: https://bit.ly/3F3FHtc

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Rose-Hulman Institute of Technology
Assistant Athletic Trainer
Read more and apply at: https://bit.ly/3ohctAA

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Trustees of Dartmouth College
Tenure-Track Faculty Position in Biochemistry and Cell Biology, Geisel School of Medicine at Dartmouth
Read more and apply at: https://bit.ly/3qy8LFh

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University of Kentucky
Assistant Extension Professor, Agricultural Economics
Read more and apply at: https://bit.ly/3kqHTDj

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Virginia Commonwealth University
Director, Development for Neurosciences
Read more and apply at: https://bit.ly/30bCObp

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Western Michigan University
Assistant Professor and/or Faculty Specialist I/II
Read more and apply at: https://bit.ly/3Cf2xFH

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Neuro-Oncology Faculty

The Department of Neurosurgery and the Huntsman Cancer Institute are seeking an exceptional candidate to fill a clinical- or tenure-track Neuro-Oncology Faculty position at the Assistant or Associate Professor level. Primary responsibilities include leading the development of a multi-disciplinary brain metastasis clinical and clinical trial program. Other responsibilities include clinical management of patients with primary brain tumors, and neurologic effects of cancer on the central nervous system. The candidate will also be involved in teaching of fellows, residents, and students. There are excellent opportunities for development of clinical and translational research interests within a highly collaborative and multidisciplinary Neuro-Oncology program. The Neuro-Oncology program is part of the Huntsman Cancer Institute, an NCI Designated Comprehensive Cancer Center that serves the major portion of the Intermountain West and draws patients from a large surrounding area. Numerous clinical trials are open to patient accrual, and we participate in multiple brain tumor cooperative groups and consortiums including NRG, Alliance, BTTC, and others. Requirements are a doctoral degree (MD and/or PhD) and a strong record of research accomplishments.

Applicants should have established evidence of excellent neuro-oncological training and successful research efforts. Salary and academic appointment will be commensurate with qualifications and rank. Academic rank is open and will be dependent upon experience and qualifications.

A letter of interest, curriculum vitae, brief statement of educational and research goals, names and addresses of 3 references should be directed to:

https://utah.peopleadmin.com/postings/122998

William T. Coulwood, M.D., Ph.D., Neurosurgery
C/O: Amber Campbell, Admin. Assistant, Dept. of Neurosurgery
175 North Medical Drive East, 5th Floor
Salt Lake City, UT 84132

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.
Johnson & Wales University in Providence, Rhode Island, celebrated National Coming Out Day on October 11 with a “Chalk OUT!” at Gaebe Commons. Students, faculty, and staff were invited to celebrate LGBTQ pride and write messages of encouragement and support to LGBTQ members of the community through chalk designs and artwork. By the end of the event, the commons was covered in colorful messages of solidarity. Later in the day, the JWU Pride Alliance invited new LGBTQ community members and allies to join their club and meet in a safe space.
At Oklahoma State University Center for Health Sciences, diversity, equity and inclusion matter. Providing a wide range of ways to understand and engage with the world, identifying opportunities and creating solutions are core to our mission as a land-grant university. We fulfill our mission and enrich our campus community by maintaining a welcoming and inclusive environment that appreciates, values and fosters a sense of belonging for all.

We are honored to have been selected as a 2021 INSIGHT Into Diversity HEED Award winner. Our College of Osteopathic Medicine was also recognized by U.S. News & World Report as one of the Most Diverse Medical Schools in 2022. We ranked No. 13 in Diversity.

We are committed to maintaining a welcoming culture where differences are celebrated and everyone is valued, respected and able to reach their full potential.
We are committed to fostering an environment that values and promotes diversity, equity and inclusion for all of the communities that we serve.

The Medical University of South Carolina is honored to receive the 2021 Health Professions Higher Education Excellence in Diversity Award and to once again be named a Diversity Champion and HEED award recipient by INSIGHT Into Diversity.