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December 2022
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The 2022 *INSIGHT Into Diversity* Health Professions HEED Award winners inspire campus communities and beyond to create outstanding cultures of diversity, equity, and inclusion.



Top Colleges for Diversity

ALSO IN THIS ISSUE:

Helping Students
Achieve Financial Literacy

Toolkit Addresses
Transportation Disparities

Colleges Turn to Virtual
Therapy to Meet Demand



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At UT Southwestern Medical Center, a diverse and inclusive environment is an organizational imperative. By working together, we leverage our collective power to catalyze advances in research, education, and patient care. We are proud to be recognized with the HEED Award for the fifth consecutive year and to be named a Diversity Champion for 2022.

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Daniel K. Podolsky, M.D.

President

UT Southwestern Medical Center

“The success of our missions for research, patient care, and educating the physicians, scientists, and health care professionals of tomorrow is ultimately fueled by expanding and appreciating diversity, equity, and inclusion.”

Shawna Nesbitt, M.D.

Vice President and Chief Diversity, Equity, and Inclusion Officer

UT Southwestern Medical Center



UT Southwestern
Medical Center

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Now in its seventh year, the *INSIGHT Into Diversity* Health Professions HEED Award recognizes 63 institutions for their outstanding commitment to diversity, equity, and inclusion in higher education.

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OUR PLAN IN ACTION

MUSC is proud to receive INSIGHT's Health Professions HEED Award and the designation of Diversity Champion, in recognition of its plan to become the pre-eminent model for equity and inclusion among academic health science centers.



Learn more



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Into Diversity

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INSIGHT Into Diversity | Diversity Champions



USDA Grants Bolster Educational and Workforce Development Projects at New Mexico State University and Other HSIs

More than 20 Hispanic-Serving Institutions (HSIs) received \$14 million in funding from the U.S. Department of Agriculture (USDA) to enhance the learning experience and increase the number of Latinx and Hispanic students entering the agriculture and human science fields.

The investment was announced in October at the Hispanic Association of Colleges and Universities annual conference and as part of the agency's celebration of National Hispanic Heritage Month.

"[HSIs] are our trusted partners in preparing the next generation of agriculture leaders that more fully represent the many diverse populations and voices in America," says USDA Deputy Secretary Jewel Bronaugh. "Our nation's HSIs educate more than 3.2 million students every year, and this funding will strengthen their ability to build the workforce of the future."

The grants are awarded through the National Institute of Food and Agriculture's HSI Education Grants Program, which supports academic

and career development for Latinx and Hispanic college students.

New Mexico State University (NMSU) was the recipient of the largest award, a nearly \$1 million investment to establish a pathway program between NMSU and California State University, Chico (Chico State). The project aims to enhance the competitiveness of underrepresented — primarily Latinx and Hispanic — students in the agriculture and science workforces through mentorship, research training, and educational opportunities. Utilizing resources from Chico State's animal science program, 15 undergraduate and 10 graduate students will be trained through 2026.

Participants are expected to improve in technical and professional competency, written and oral communication skills, and leadership abilities, says Jennifer Hernandez Gifford, PhD, associate professor of animal science at NMSU and principal investigator of the grant. The programs are designed to provide a hands-on learning environment and will also be

a source of career opportunities and networking, she says.

"This targeted recruitment will also have the added benefit of evaluating individual student qualifications and coaching for application to the program. Recruited students will be paired with a faculty mentor and begin participation in research activities," she says. "Undergraduate and graduate students will [also] benefit from summer internship programs."

Some grants will also focus on sustainability. For example, as part of Northern Arizona University's (NAU) project, Training the Next Generation of Hispanic Leaders for Managing Resilient Forests, students will receive a stipend and participate in internships, professional shadowing, and training related to culturally responsive forestry management during the ongoing climate crisis.

Awardee institutions also include three universities in Puerto Rico: Universidad Ana G. Méndez and the University of Puerto Rico campuses in Carolina and Mayagüez. ●

INSIGHT Into Diversity Inspiring Programs in Business Award

Recognizing Programs That Promote Diversity and Inclusion in Business

INSIGHT Into Diversity magazine is pleased to announce the inaugural Inspiring Programs in Business Award. The award will recognize innovative programs that encourage underrepresented students to enroll in business schools across the country and help ensure their career success.

The 2023 *INSIGHT Into Diversity* Inspiring Programs in Business Award honors high-level commitment by schools and their partners to recruit and retain underrepresented students for business-related majors and provide support along their pathways to success. Institutions of higher education, companies, and organizations that develop and support student-forward diversity initiatives are encouraged to apply for the 2023 *INSIGHT Into Diversity* Inspiring Programs in Business Award.



2023
INSPIRING PROGRAMS IN
BUSINESS AWARD
FROM *INSIGHT Into Diversity*
MAGAZINE

Nomination forms available at insightintodiversity.com

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University of Louisville Celebrates 2022 *INSIGHT Into Diversity* HEED Award Recognitions



The University of Louisville (UofL) recently celebrated its recognition for the ninth consecutive year as a winner of the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award, and as an *INSIGHT Into Diversity* Health Professions HEED Award winner for the fourth year in a row. The school is also designated as a Diversity Champion, a distinction given to institutions scoring in the top tier of all HEED Award schools.

The awards were presented to UofL by Lenore Pearlstein, co-publisher of *INSIGHT Into Diversity* magazine, during the school's inaugural President's Inclusive Excellence Forum held on November 11.

"UofL is so pleased by these accomplishments, knowing there is more work to be done to break down barriers to student success where they exist," says Lee A. Gill, vice president for diversity, equity, and inclusion. ●



The University of Louisville (UofL) celebrated its 2022 HEED Award and Diversity Champion wins during the school's President's Inclusive Excellence Forum held in November. (Bottom photo, left to right) Lori Stewart Gonzalez, UofL interim president; Lenore Pearlstein, co-publisher of *INSIGHT Into Diversity* magazine; and Lee A. Gill, vice president for diversity, equity, and inclusion.

A HEALTHIER KENTUCKY, THIS IS WHAT'S POSSIBLE

Recently, UK HealthCare received an evaluation of 100 and the designation of "LGBTQ+ Healthcare Equality Leader" in the Human Rights Campaign Foundation's 15th anniversary edition of the Healthcare Equality Index (HEI), the nation's foremost benchmarking survey of healthcare facilities on policies and practices dedicated to the equitable treatment and inclusion of their LGBTQ+ patients, visitors and employees. A record 906 healthcare facilities actively participated in the 2022 HEI survey and 496 of those earned an "LGBTQ+ Healthcare Equality Leader" designation.

"The Healthcare Equality Index is another indicator of our ongoing commitment to a healthier Kentucky," said Tukea Talbert, chief diversity officer at UK HealthCare. "As we continue to improve health equity, we ensure that all patients from all backgrounds receive high-quality, safe and equitable care."

"Every person deserves to have access to quality healthcare, be respected and heard by their doctor, and feel safe in the facility where they are receiving care. But LGBTQ+ people are often subject to discrimination in all spaces, including healthcare facilities, which leads to members of the community avoiding care and anticipating our voices will not be respected in an incredibly vulnerable environment," said Tari Hanneman, Director of Health & Aging at The Human Rights Campaign.

Learn more at go.uky.edu/HRC



INSIGHT Welcomes New Editorial Board Member Lee A. Gill

INSIGHT Into Diversity is pleased to welcome Lee A. Gill, JD, vice president for diversity, equity, and inclusion at the University of Louisville (UofL), as the newest member of its Editorial Board. With more than 20 years of experience in the diversity field, Gill is a nationally recognized leader with both higher education and private practice experience.

“We are extremely excited to welcome Lee Gill to our Editorial Board,” says Lenore Pearlstein, co-publisher of *INSIGHT Into Diversity*. “He is highly respected as a diversity, equity, and inclusion expert and we’re confident he will bring valuable knowledge and awareness to our work. We look forward to a long and inspiring collaboration.”

Prior to joining the UofL team Gill served as Clemson University’s chief diversity officer (CDO) and special assistant to the president. While at Clemson, he was credited with building a sustainable infrastructure to incorporate diversity, equity, and inclusion (DEI) efforts into the campus culture, and with creating programs that support and address the challenges facing women, Black, and Latinx students, and the LGBTQ community. He created the Clemson University Men of Color National Summit, which brings together more than 2,000 students, educators, business professionals, government officials, and community leaders from around the country to explore issues and share best practices to increase high school and college graduation rates.

Gill also served for eight years as associate vice president for inclusion and equity and CDO at the University of Akron. Before joining Akron, he was the chief executive officer of Stratus Group Consultants Inc., a firm providing diversity audits, training, and organizational assessments.

Prior to that role, he held the position of dean of the Institute for Diversity and Leadership at Lake Michigan College in Benton Harbor, Mich.

Gill holds a juris doctorate in law from the Chicago-Kent College of Law-Illinois Institute of Technology and a bachelor of arts degree in political science from the University of Michigan.

The *INSIGHT Into Diversity* Editorial Board is composed of 19 highly accomplished experts who provide perspectives on DEI in higher education, business, advocacy, and private practice. ●



Lee Gill

CU Boulder Announces Partnership to Boost Diversity in Commercial Real Estate Profession

Just 20 percent of commercial real estate industry professionals are from underrepresented groups. To address this longstanding diversity gap, the University of Colorado Boulder (CU Boulder) has launched a new program in partnership with Project Real Estate Associate Program (REAP), a nonprofit organization that aims to help underrepresented professionals advance in the field.

The National Association of Realtors Research Group surveyed its members in 2017 and found that 74 percent were White, 13 percent were Hispanic or Latinx, and 7 percent were African American.

In response to historically low numbers of underrepresented professionals in commercial real estate, Project REAP was created in 1998 with a goal of providing education and training to qualified individuals to increase diversity in management-level positions.

The nonprofit works with partner organizations nationwide to develop programs that provide students from marginalized populations with six months of education and training on the fundamentals of working in commercial real estate, followed by a six-month apprenticeship with a real estate company.

The CU Boulder Leeds School of Business reserved 50 seats in its inaugural Executive Certificate in Commercial Real Estate program for graduates of REAP, to provide participants a flexible way to obtain graduate-level certification in the industry. A typical REAP alum enters the program with a bachelor’s degree and some experience in the industry. The certificate program began this fall.

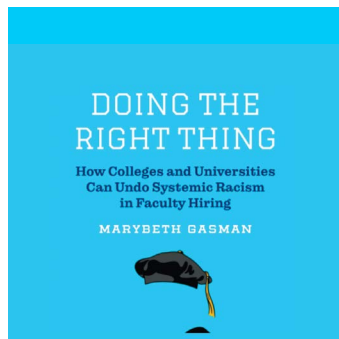
“This is an opportunity for them to get graduate-level real estate training courses without having to stop work or pay the price of an evening graduate program,” says Michael Kercheval, PhD, executive director of the Real Estate Center at the Leeds School and a Project REAP board member.

The certificate program includes three modules and nine courses taught by CU Boulder faculty and commercial real estate professionals. REAP graduates participate in the first module tuition-free.

The modules take place synchronously, allowing students to interact with each other and their instructors in real time and build connections with their classmates — many of whom are diverse, in part because of the program’s partnership with REAP. Kercheval hopes the experience will invalidate a typical excuse for not hiring people of color — i.e., the claim that employers don’t know any qualified individuals from underrepresented groups.

“This is trying to close the gap in that cop-out,” he says. “Now you’ve met some diverse people, and so now it’s really upon you to take advantage of that.” ●

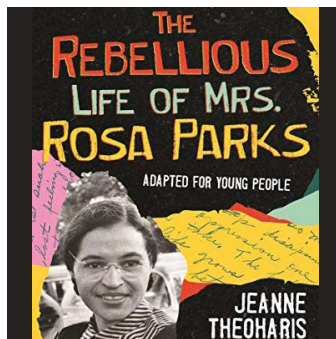
READ, WATCH, LISTEN



READ: 'Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring'

Higher education institutions across the nation have long focused on recruiting more diverse students to their campus — yet many of these initiatives overlook how important it is to recruit underrepresented faculty as well. Through an analysis of national data and interviews with provosts, deans, and department chairs at 60 major universities, author Marybeth Gasman examines institutional policies and practices that can make it harder for faculty of color to advance in their academic careers. Most importantly, Gasman provides strategies for college leaders to remove these obstacles and make the recruitment and hiring process more equitable for all.

Published by Princeton University Press



WATCH: 'The Rebellious Life of Mrs. Rosa Parks'

Based on the bestselling biography by Jeanne Theoharis, "The Rebellious Life of Mrs. Rosa Parks" documentary provides a deeper look into the iconic figure of the civil rights era. In addition to detailing Parks' involvement in the Montgomery bus boycott and her work in politics, the film explores many of the other causes she supported throughout her lifetime, such as voting rights and reparations. Directors Yoruba Richen and Johanna Hamilton work to deconstruct the enigma that is Parks and ensure that her legacy lives on for future generations.

Streaming on Peacock



LISTEN: 'Lost Women of Science'

The "Lost Women of Science" podcast is dedicated to documenting the lesser-known histories of women scientists whose groundbreaking work has gone unrecognized because of their gender or race. The newest season spotlights Yvonne Y. Clark, the first African American woman to earn a bachelor's degree in mechanical engineering from Howard University and her journey from being a child in the segregated South to working with NASA. The series also explores how historically Black colleges and universities such as Howard are helping to train the next generation of Black scientists.

Available on all major podcast apps

Our Next Issue : Nursing and Pharmacy Schools

The January/February 2023 issue of *INSIGHT Into Diversity* will explore topics related to diversity and inclusion in nursing and pharmacy education and respective professions.

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



NIH Grant Supports Northern Arizona University's Health Equity Collaborative

A new initiative on health equity at Northern Arizona University (NAU) will allow for cutting-edge research on health disparities among diverse populations of the American Southwest thanks to a five-year, \$21 million grant from the National Institutes of Health (NIH).

The Southwest Health Equity Research Collaborative (SHERC) is an initiative of the Center for Health Equity Research at NAU. It aims “to increase basic biomedical, clinical and behavioral research, and research opportunities, for underrepresented and underserved communities in this region and increase access to resources for these groups, particularly the Native nations that have lived in the Southwest for centuries,” says Julie Baldwin, PhD, a citizen of the Cherokee Nation of Oklahoma, the center’s director and SHERC’s principal investigator.

Established in 2017, SHERC has conducted more than 70 projects with researchers at partner institutions

such as Arizona State University and the University of Arizona on topics including criminal justice, breast cancer, opioid use, and autism.

The new NIH grant from the National Institute on Minority Health and Health Disparities will fund dozens of additional SHERC projects. Already in the works are three respective projects that will study:

- the impact of physical activity and sedentary behavior on incarcerated populations
- the high rate of childhood asthma in Arizona, particularly in economically disadvantaged communities
- methods to better model how the spread of infectious diseases — including COVID-19 — are affected by community characteristics such as social determinants of health

SHERC will also use the funding for diversity, equity, and inclusion initiatives. One such project involves launching a new leadership development program to increase the number of underrepresented investigators and core leaders conducting health equity research.

“This continued funding is a testament to the critical research happening at NAU alongside our community, clinical, and university partners both throughout the region and nationwide,” says NAU President José Luis Cruz Rivera, according to a university press release. “We are deeply committed to bettering health and educational outcomes for all residents of Arizona and the sovereign nations within our state, and the pioneering research that SHERC is doing continues to move us toward that important goal.” ●

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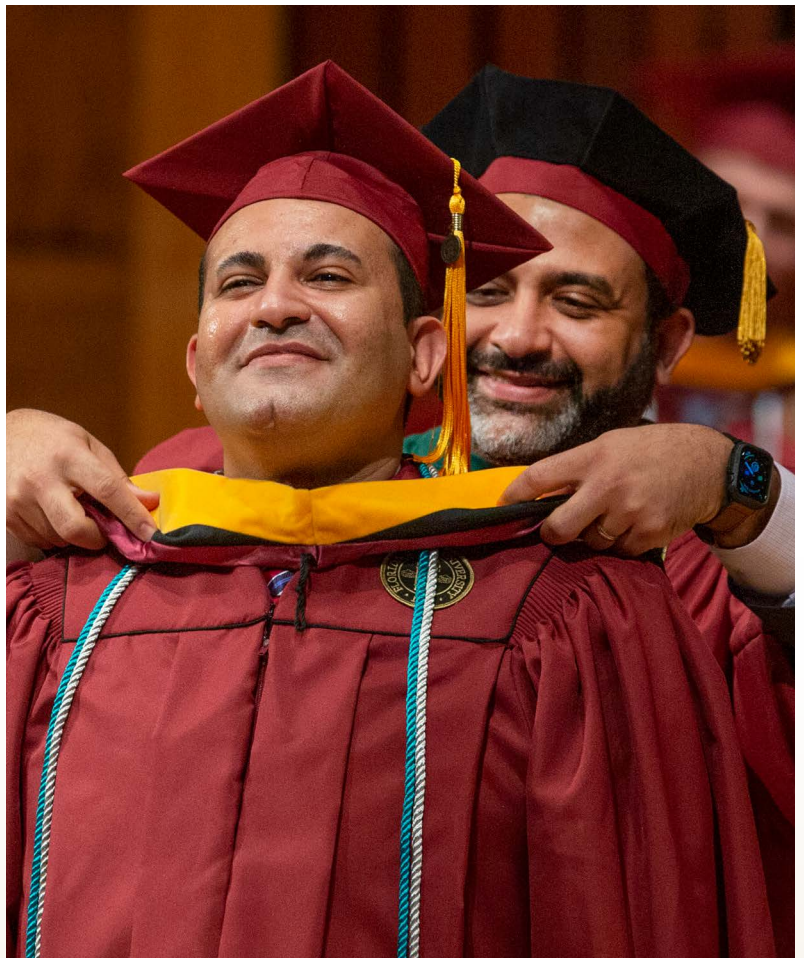
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At Florida State University College of Medicine, our students learn in an environment that values diversity, mutual respect, teamwork and open communication. We immerse our students in a culture that embodies the characteristics we expect to see in our graduates. We produce physicians, physician assistants and scientists who are caring practitioners of both the art and science of medicine. That process starts with choosing the right students—people who will work well with their patients and the entire healthcare team.

- FSU College of Medicine received the **2022 Health Professions Higher Education Excellence in Diversity (HEED) Award** from *Insight into Diversity* for the sixth consecutive year.
- *U.S. News and World Report* ranks FSU College of Medicine **#11 in Most Graduates Practicing in Medically Underserved Areas** with a **95th percentile nationally** for the percentage of M.D. alumni practicing in medically underserved areas.
- **97th percentile** for the percentage of graduates who are Black/African American and **91st percentile** for the percentage of alumni who are Hispanic according to the Association of American Medical Colleges.



FLORIDA STATE UNIVERSITY

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ALABAMA

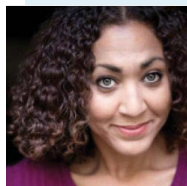
Mary H. Van Brunt, PhD, is the first woman to be named president of Spring Hill College in Mobile. Van Brunt previously served as provost and vice president for academic affairs at Gwynedd Mercy University in Lower Gwynedd Township, Pa.

ARKANSAS



Christopher D. Smith, EdD, has been appointed director of diversity, equity, and inclusion at the Arkansas Colleges of Health Education in Fort Smith. Smith was the dean of student services at the University of Arkansas Hope-Texarkana.

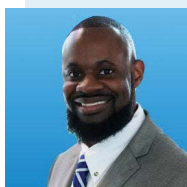
KANSAS



Nicole Hodges Persley, PhD, has been selected as vice provost for diversity, equity, inclusion, and belonging at the University of Kansas

in Lawrence. Hodges Persley is an associate professor of American studies and African & African American studies and holds a courtesy faculty appointment in the Department of Theatre & Dance at the university.

MASSACHUSETTS



Jeffrey Coleman, PhD, has been named vice president for diversity, inclusion, and community engagement at Framingham State

University. Coleman previously served as deputy chief diversity officer at Kennesaw State University in Georgia.

MICHIGAN



Carlos Sanchez, MA, has been appointed executive director of Davenport University's new Latino program. Sanchez was

director of the Latino Business and Economic Development Center at Ferris State University in Big Rapids.

MISSOURI



Renelle Spinks, MPA, has been selected as director of the Office of Diversity and Inclusion at Maryville University in St.

Louis. Spinks previously served as the college and career persistence manager for KIPP: St. Louis Public Schools.

NEW YORK

Lynne M. Holden, MD, has been named senior associate dean for diversity and inclusion at Albert Einstein College of Medicine in New York City. Holden is a professor of emergency medicine at the college and an attending physician at Montefiore Health System.

NORTH CAROLINA



Tiffany R. Hinton, EdD, has been appointed assistant vice chancellor for diversity and inclusion and chief diversity

officer at Elizabeth City State University. Hinton previously served as assistant dean of student development at the university.

PENNSYLVANIA

Karlene Burrell-McRae, EdD, has been selected as dean of the undergraduate college at Bryn Mawr College. Previously, Burrell-McRae served as dean of the college at Colby College in Waterville, Maine.



Sophia Lee, JD, has been named chief of staff at Temple University in Philadelphia. Lee is a lawyer and current partner

in the litigation practice at Blank Rome LLP.

TEXAS



Shawna Nesbitt, MD, has been appointed inaugural vice president and chief diversity, equity, and inclusion

officer at the University of Texas Southwestern Medical Center in Dallas. Nesbitt previously served as associate dean of student affairs in the Office of Student Diversity & Inclusion at the university.

VIRGINIA

Walter T. Tillman, PhD, has been selected as vice president and chief of staff to the president of Hampton University and will also serve as an associate professor of education in the School of Liberal Arts and Education at the university. Tillman was the inaugural dean of graduate studies at Edward Waters University in Jacksonville, Fla.

Has your campus recently hired a new administrator? *INSIGHT Into Diversity* wants to publish your news! Please send your announcement to editor@insightintodiversity.com.



UMKC SCHOOL OF MEDICINE: 2022 Health Professions HEED Award winner



CHAMPIONING EQUITY CULTIVATING SUCCESS

Diversity, equity and inclusion are foundations of educating outstanding health-care professionals at the University of Missouri-Kansas City School of Medicine.

- The Anti-Racism and Cultural Bias Program provides education and training to medical students about diversity, equity and inclusion and the intersection of DEI with the practice of medicine.
- Students Training in Academia, Health and Research (STAHR) is a mentoring program to increase the success of students and residents who belong to groups that are underrepresented in medicine.
- Uniting Numerous medical Trainees in Equity and Diversity (UNITED) is a program for residents and fellows who are historically underrepresented in medicine, providing them a safe space and sense of community as they go through their specialty training.
- The Faculty Scholars Program was developed to support and encourage the successful academic promotion of faculty with an emphasis on faculty who are historically underrepresented in medicine.

Introductory STEM Courses Drive Out Underrepresented Female Students at Higher Rates than White Male Students

By Nikki Brahm

The likelihood of obtaining

a college degree within the areas of science, technology, engineering, and mathematics (STEM) after receiving a low grade in just one introductory course is disproportionately lower for underrepresented female students compared to White male students, causing a diversity gap and talent loss in such fields.

That finding comes from the study “Do Introductory Courses Disproportionately Drive Minoritized Students out of STEM Pathways?” published in August by researchers at Pennsylvania State University (Penn State), Williams College, and the Institute for the Quantitative Study of Inclusion, Diversity, and Equity.

The term “weed-out classes” carries a stressful weight for many undergraduates — and for good reason. Because these introductory classes are foundational and challenging, lower-achieving students often feel compelled to change their area of study, but some students are more likely to move on than others, according to the data.

The study finds that a White male STEM student with average academic preparation who receives a grade C or better in all introductory courses has a 48 percent probability of obtaining a STEM degree. In contrast, the probability is 35 percent for an underrepresented female student with similar grades, and for Black women specifically, it falls to 28 percent. If either of these students receives lower than a C in one introductory STEM course — a D, F, or course withdrawal — the probability drops to 33 percent, 21 percent, and 15 percent, respectively.

Despite controlling for three important predictors — high school

preparation, interest, and first-semester performance — a 20-point gap exists in the probability of White men obtaining a STEM degree compared to Black women, says Nate Brown, PhD, professor of mathematics at Penn State and co-author of the study.

“This really just puts to rest the excuses that my colleagues love to throw out — that disparities in education are a K-12 problem, that once our students get to us there’s really nothing we can do, we just teach,” Brown says.

Female and underrepresented minority students are less successful in STEM education because they are penalized for personal attributes (race, ethnicity, and gender) which they have no control over, the study finds. Institutional structures, including the role of a teacher and the university, are to blame for this gap in representation.

The culture of exclusivity within STEM is also to blame, Brown says.

“What our work shows is that we’re losing tons of talent. We’re not losing students that aren’t going to make it, we’re losing students that are equally qualified, equally interested, equally successful in their first-year courses — we are driving them out,” he says.

While the cause of the disproportionate weeding out of students can be attributed partly to the competitive nature of STEM courses, Brown points to teaching methods that lack inclusivity as a major cause for the gap in student success for underrepresented minority students. The study concludes that for decades efforts to address STEM disparities have focused on “fixing students” rather than the teaching structure, and it calls on the education system to work toward change — to expand diversity, equity,

and inclusion within STEM courses, departments, institutions, university policies, and cultures.

“Interventions like tutoring or mentoring have been around for a long time and certainly have a positive impact, but STEM faculty like me have no training in pedagogy and [it] seems clear that’s a huge part of the problem,” Brown says.

A barrier in STEM instructional transformation is the lack of pedagogical training and the lack of importance placed on teaching effectiveness, according to a 2017 study on STEM education reform in the *International Journal of STEM Education*, “Faculty Drivers and Barriers: Laying the Groundwork for Undergraduate STEM Education Reform in Academic Departments.”

While education faculty have training specifically in pedagogy, Brown says STEM faculty do not — although disciplined in research, they are not typically skilled in how to teach.

“I would say the biggest thing that needs to go under the microscope to explain and reduce the disparities that we’re seeing would be better teaching practices, better teacher training for STEM professionals, because that’s not something that we get training in,” Brown says.

Simply having hard conversations about the issue can also create improvement, Brown says.

“Our STEM education is contributing to institutional sexism and racism, and just acknowledging that and owning it is the first step toward changing that,” he says. ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.



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Inclusion, Support Are Key Goals of UC Berkeley's Faculty Link Program

By Erik Cliburn

Educators from underrepresented backgrounds and diverse disciplines at the University of California, Berkeley (UC Berkeley) continue to build a campus-wide support system and sense of community through Faculty Link, an opt-in program now entering its third year.

The initiative allows faculty to engage with each other across departments for career mentorship, work-life balance advice, discussions on racial and sexual identity, and more. The goal is to ensure members do not feel siloed in their specific department or unit and have a sense of belonging on campus.

"I enjoy watching and being part of faculty across all disciplines, ranks, and identities, finding common ground, transmitting institutional knowledge, and learning new things from each other," says Sharon Inkelas, PhD, associate vice provost for the faculty at UC Berkeley and a Faculty Link program lead.

"It's empowering, and it increases participants' sense of belonging on this large campus."

In addition to the community-building aspect, the program also helps participants develop concrete skills, such as conducting research, mentoring students, applying for grants, and advancing diversity, equity, inclusion (DEI) and belonging goals.

A group of 23 faculty core advisers serve as the backbone of the program, leading various events and discussions throughout the academic year.

"You can see a good amount of diversity in the groups of people that make up the core advisers," says Serena Chen, PhD, a core adviser, professor,

and chair of the university's department of psychology. "They're looking for diversity in all sorts of ways — race, gender, discipline, rank, and so forth. It's about making the program approachable to people from all different kinds of groups."

Faculty Link is divided into four components: one-on-one advising, identity gatherings, forums, and core adviser conversations.

Advisory meetings allow faculty members to get support and advice or engage in conversations about work and life in academia. During identity gatherings, faculty from diverse groups, including those from Asian American and Pacific Islander, Black, Latinx, and LGBTQ+ populations, are invited to come together, get acquainted, share resources, and support one another. Forums are

larger monthly events featuring a panel of core advisers who share their experiences, insights, and advice on a given subject.

Core adviser conversations are hour-long, informal small group discussions on various overarching themes such as student mentoring and DEI work.

These gatherings are especially conducive to cross-departmental community building, says Chen.

"Most faculty often know people in their department quite well, but it's very hard — especially at certain stages in your career when you just focus on your work — to feel a broader sense of connection throughout the university," she says. "This is a great, low-stress, completely optional, and supportive environment where you can make connections with people across campus."



Serena Chen

The program began in late 2019 but saw an uptick in faculty participation throughout the COVID-19 pandemic.

This was primarily due to transitioning events online, Chen says, which made them more accessible and convenient to faculty dispersed throughout UC Berkeley's campus. Even after the pandemic waned, program leaders decided it was better suited to a virtual space.

"It was a really fortuitous way to keep the program going," Chen says. "All of our activities continue to be remote because we do think that accommodates

"Most faculty often know people in their department quite well, but it's very hard — especially at certain stages in your career when you just focus on your work — to feel a broader sense of connection throughout the university."

Serena Chen

peoples' schedules and makes it easier for them to participate in what is an entirely optional program. ... People are busy, and we don't want to overdo it. There is a real thoughtfulness about how many activities we offer per semester."

Faculty Link has seen steady growth each year. Since its launch, 205 faculty members have participated — many at multiple events — out of roughly 1,500 faculty at the university. The program is favorably received: 87 percent of respondents to a program survey rated their experience as excellent or good. ●

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*.



Sharon Inkelas



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Kinesiology and Health Promotion Program Embeds DEI Throughout Curriculum

By Nikki Brahm

A newly revamped curriculum

embedded with diversity, equity, and inclusion (DEI) topics launched this fall in the Kinesiology and Health Promotion Program (KHP) at California State Polytechnic University, Pomona (Cal Poly Pomona). Previously, just a single course addressed these issues.

DEI is now integrated throughout the program's curriculum and student outcome assessments. The new KHP curriculum includes 50 total course changes with DEI topics at the forefront, including new offerings and revisions to major core, general, and elective classes.

Kinesiology students pursue a variety of career roles in the allied health fields, including physician's assistant, physical therapist, occupational therapist, and athletic trainer. Some earn their master's degrees and others also go on to medical school.

"[Students must] understand that everyone has their own perspectives, backgrounds, hurdles, barriers, facilitators, all of that. It best serves them for their future career if their curriculum and [training] has diversity and inclusion," says Zakkoyya Lewis-Trammell, PhD, associate professor.

The curriculum should reflect the students as well as the diverse patients they are serving, she says. Cal Poly Pomona is a Hispanic-Serving Institution, and 57 percent of students are first generation, and 55 percent are from racially underrepresented groups.

Major changes made in the core curriculum include two new classes: Foundations of Adapted Physical



Activity, which exposes students to working with people with disabilities, and Philosophical and Ethical Issues. Students in introductory courses learn how intersecting identities play a role in the allied health fields.

Since fall of 2019, the number of tenured KHP faculty members has more than doubled, allowing for enhanced diversity in thought, background, and perspective, Lewis-Trammell says. So when a Faculty-Led Curricular Redesign for Student Achievement Grant became available for all degree programs at six California State University schools, KHP applied and became one of 15 programs to receive funding.

To focus on the redesign process, faculty and staff with a mix of expertise in kinesiology programs held a five-day retreat. They were mindful of creating a curriculum that addresses all aspects of DEI, Lewis-Trammell says.

"Inherently, we don't talk much about religion, but it's not just race and ethnicity; it's diversity of thought, physical ability, gender identity and expression — we tried to touch on all of those points within the course learning objectives throughout the classes," she says.

In addition to changes in course content, classes were also modified to be more equitable for students. Some course order completion requirements were removed, allowing students to graduate in a more reasonable timeframe.

While she's optimistic, Lewis-Trammell says it's too early to measure the success of the new curriculum. There will be ongoing assessments of classes by faculty as well as an exit survey completed by students. ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.

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Researchers Create Toolkit to Address Disparities in Transportation and Mobility

By Erik Cliburn



Experts say the lack of accessible, affordable, and safe transportation remains one of the largest obstacles in addressing economic and racial disparities in the U.S. To address this critical issue, university researchers across the country are examining the effects of transportation disparities in underserved communities.

A new online toolkit is one way they hope to identify and address gaps in policy and infrastructure.

Limited and costly transportation and mobility options can severely inhibit access to employment, education, health care, healthy food, and other essential destinations, says Tia Boyd, a research associate in planning and corridor management at the University of South Florida's (USF) Center for Urban Transportation Research (CUTR). These inequities have effects on numerous populations, including racially underserved communities, rural populations, low-income neighborhoods, and individuals with disabilities.



Tia Boyd

Transportation equity concerns are wide reaching and can touch on multiple aspects of life, such as displacing underserved populations from areas with affordable public transportation options, high air pollution in urban areas with great vehicular traffic, long-term health deficiencies caused by inaccessible healthy food options, and a lack of sidewalks leading to higher pedestrian fatalities.

Solutions to these issues can range from large-scale public transit and zoning projects to adding sidewalks and crosswalks to high-traffic roads.

"When equity is not integrated into transportation at all levels, we end up with adverse impacts, which oftentimes disproportionately burden underserved populations," she says. "With equity considerations in transportation decision-making processes, we can ensure more positive outcomes for all persons and society as a whole."

To help address some of these issues, Boyd and her colleagues at CUTR

created the Transportation Equity Toolkit, which helps communities, municipal governments, metropolitan planning organizations, transportation agencies, and other entities — such as higher education institutions — identify gaps in their transportation and mobility practices and infrastructure.

This is done using auditing and scorecard tools that assess and identify a particular community, determine its needs, and prioritize projects that address inequities. The process examines community characteristics such as race, income level, and preferred transportation such as driving, biking, walking, and transit services.

The auditing tool examines factors such as environment, safety, public transit, investments, and burdens, and activities such as walking and bicycling.

The scorecard helps users identify and prioritize relevant projects based on similar details, but adds affordability, mobility, emergency evacuation, and access to jobs, health care, and other daily destinations.

In addition, the toolkit allows agencies to collaborate with constituents, says Boyd.

"As we developed the project, it was important that we produce something that could support agency staff as they work to advance transportation equity in underserved communities," she says. "It was also necessary that we developed elements of the toolkit that were accessible for community organizers and community members, providing opportunities for collaboration between the community and agencies."

The toolkit has already had an impact on Tampa's transportation practices and goals, particularly in the neighborhood immediately surrounding USF, in which 39 and 33 percent of the population are Latinx or Black, respectively, and more than half of residents live below the federal poverty level, according to the University Area Community Development Corporation (UACDC).

The neighborhood has dealt with several transportation equity concerns, primarily regarding pedestrian and bicycle crashes linked to poor nighttime

lighting and a lack of sidewalks and speed bumps. From 2014 to 2019, the neighborhood experienced 52 incidents, including nearly 20 fatalities. Utilizing the toolkit, the UACDC recently began work on several projects to reduce crashes such as adding crosswalks, speed bumps, and more streetlights.

Additionally, the city of Tampa used the toolkit to evaluate several roadway projects in underserved areas and address equity concerns including access to healthy food options, economic opportunity, and safety.

The Transportation Equity Toolkit is one of many practical and research-based projects funded by the Center for Transportation Equity, Decisions, and Dollars at the University of Texas at Arlington (UTA). The center is a five-university partnership between California Polytechnic State University, Georgia Institute of Technology, USF, UTA, and the University of Wisconsin-Madison that aims to advance economic opportunity and equity through transportation policy research. Many of the center's efforts are designed to ensure that future and current transportation professionals understand the importance of improving transportation and mobility equity to meet the needs of marginalized communities.

Projects like the toolkit are vital to promoting DEI principles within the transportation policy and engineering fields, connecting with disadvantaged communities to understand their needs, and addressing longstanding equity concerns, says Boyd.

"In some spaces, transportation and mobility have not always been a part of the conversation when discussing DEI, but we are now seeing a shift in how people and agencies are thinking about these two topics," Boyd says. "As we advance research and practice in this area, we must continue to highlight the social, economic, cultural, and racial impacts of transportation and emphasize the significance of equity in transportation." ●

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*.

Suicide Risk Greater Among LGBTQ+ Students with No Access to Mental Health Services

By Nikki Brahm



A recent report from The Trevor Project finds college students who identify as LGBTQ+ and had access to mental health services through their schools were 84 percent less likely to attempt suicide in the past year compared to LGBTQ+ students who had no access to help. (Photo courtesy of The Trevor Project)

Providing campus mental health

services to college and university students who identify as LGBTQ+ can greatly reduce their risk of suicide, according to a recent report published by The Trevor Project.

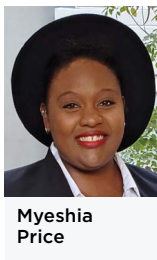
The Trevor Project, a suicide prevention and mental health organization for LGBTQ+ youth, provides research, advocacy, education, and crisis services. The organization's report, "Research Brief: Suicide Risk and Access to Care Among LGBTQ College Students," was published in September and concludes that mental health services are imperative for this underrepresented population.

College students who identify as LGBTQ+ with access to mental health services through their schools were 84 percent less likely to attempt suicide in the past year compared to LGBTQ+ students who did not have access to help, the report shows. Additionally, providing services for LGBTQ+ college students, such as student resource centers and clubs, resulted in a 44 percent lower probability of suicide attempts in the past year compared to those who did not access services.

The study gathered data from 34,000 LGBTQ+ youth recruited through targeted ads on social media between September and December 2021. Respondents included students from community/junior colleges, four-year universities, and private institutions.

It's important to understand that LGBTQ+ individuals are not to blame for mental health emergencies, says Myeshia Price, PhD, director of research science with The Trevor Project.

"Whenever we discuss mental health and suicide risk among LGBTQ youth, it is important that we clarify LGBTQ youth are not inherently prone to suicide risk, but rather placed at higher risk because of how they are mistreated and stigmatized



Myeshia Price

by society," says Price.

One key risk factor leading to suicide among LGBTQ+ youth is stress brought on by threats including physical harm, discrimination, housing instability, a lack of support and affirming spaces, bullying, and conversion therapy.

One in three LGBTQ+ college students seriously considered suicide in the past year and 7 percent reported a suicide attempt, according to the report. Of those who considered suicide, rates are higher among LGBTQ+ college students of color (35 percent), multisexual students (35 percent), and transgender and nonbinary students (39 percent) than they are among White LGBTQ+ students (31 percent), monosexual students (29 percent), and cisgender LGBQ students (26 percent).

This highlights that LGBTQ+ students who have multiple marginalized identities — not solely based on sexual orientation, but also race, ethnicity, and gender identity — face additional barriers and stigma that compound their stress.

The report's findings are a call to action for higher education institutions. Price suggests colleges and universities seeking to improve their LGBTQ+ services can start with small steps for a more inclusive environment. For example, faculty, staff, and students can be made cognizant of gender-affirming language, and campuses can provide inclusive and comprehensive mental health services for LGBTQ+ students with resources specific for this population embedded within student health centers and counseling centers.

"LGBTQ young people experiencing mental health crises should know that they are never alone," Price says. "No matter what a young person is dealing with or feeling, there are people and resources to turn to." ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.



Recognize the Warning Signs for Suicide

Recognizing the warning signs for suicide is essential for prevention. The key is to listen, practice empathy, and plan for safety. If someone witnesses bullying, they must also do what they can to intervene.

If you see signs of suicidality in another person, remember the acronym **CARE**:

- **Connect** with that person
- **Ask** them directly about it
- **Respond** with compassion and empathy
- **Empower** them with information and support that may help improve their situation

The information above is provided by The Trevor Project, which offers 24/7 crisis services by phone, chat, and text. In addition, the guide "Creating Safer Spaces in Schools for LGBTQ Youth" is available on their website. Another resource is TrevorSpace, which connects LGBTQ+ peers online who are having a hard time finding their community. Visit thetrevorproject.org to access these tools and learn more.

Programs on the Rise to Help Younger Generations Achieve Financial Literacy

By Nikki Brahm

One of the most significant transitions in the lives of young people is moving from high school to college, partly because it's often the first time they take on financial responsibilities. Many are unprepared.

To help students avoid developing bad spending habits that can lead to unpaid debts and other economic hardships, state legislators, colleges, and universities are working to advance financial literacy among young people. New programs and initiatives are being introduced to help high school and postsecondary students learn how to responsibly manage credit card debt and budget for living expenses, among other efforts.

The Generational Divide in Financial Literacy

Today's college students have less knowledge about financial matters than previous generations, according to the Teachers Insurance and Annuity Association of America (TIAA) Institute's 2022 report "How Financial Literacy Varies Among U.S. Adults." The report utilizes the TIAA Institute-GFLEC Personal Finance Index (P-Fin Index) questions that measure overall financial literacy and personal finance knowledge across eight areas, including earning, consuming, saving, investing, borrowing/managing debt, insuring, comprehending risk, and identifying go-to information sources.

The study finds that while Generation Z and Generation Y answered 42 percent and 46 percent of questions correctly, respectively, older groups scored more than 10 points higher in some instances: Generation X was 51 percent correct,



Amid the financial impacts of COVID-19 and inflation, state legislators, colleges, and universities are focused on advancing financial literacy among younger generations.

baby boomers 54 percent, and the silent generation 54 percent. Financial literacy disparities also exist by race and ethnicity. White respondents answered an average of 55 percent of the P-Fin Index questions correctly, followed by Asian Americans (54 percent), Hispanics (38 percent), and Black Americans (37 percent).

College students are also sounding the alarm, as more than one in four say they are not prepared to be on their own financially, according to the "2022 College Student Financial Survey" conducted by WalletHub, a personal finance website.

Amid rising inflation and the financial impacts of COVID-19, 86 percent of college students surveyed said the pandemic has made them more concerned about their financial future despite it pushing them to be

more financially responsible, and 79 percent reported that their financial literacy has improved since the pandemic began. Sixty-seven percent consider themselves a "saver" rather than a "spender."

The ongoing financial education movement demonstrates progress, but more needs to be done, experts say. Twenty-eight percent of older adults have participated in a program to address financial illiteracy, according to TIAA, and that figure has risen to 35 percent among Gen Z. But TIAA calls that number "too low" and urges more primary, secondary, and postsecondary financial training with a focus on diversity and inclusion to ensure the needs of various socioeconomic groups are considered in content and delivery.

Many states have turned to legislation for help in the struggle to

educate high school students about financial literacy. In 2022 alone, 32 state governing bodies introduced fiscal education-related actions, according to the National Conference of State Legislatures. Some states instituted requirements for half-credit financial literacy courses.

To obtain a high school diploma in Florida, students must take a half-credit course on financial literacy and money management beginning in the 2023-2024 school year. Similar legislation, set to take effect in the 2024-2025 school year, has also been mandated in Georgia and Michigan.

About 22 percent of high school students have access to financial education now, an upward trend from 16 percent in 2018. As a result of new programs and legislation, that will increase to around 40 percent in the future, according to “State of Financial Education,” a report published in 2022 by Next Gen Personal Finance, a nonprofit organization working to introduce financial education to high school students through curriculum development, advocacy, and teacher training.

NIU Works to Close Financial Knowledge Gap

To help students achieve economic stability, Northern Illinois University (NIU) launched Student Financial Advising Services in 2021. Three full-time advisers work with students to develop a personal, multiyear financial plan. The department focuses on financial aid, but assistance extends to budgeting, credit card use, loan repayment, and more. To date, counselors have met with nearly 1,200 students, says Anne Hardy, director of scholarships and student financial advising services.

NIU was prompted to provide such advising services to address the financial knowledge gap for underrepresented populations on campus. About half of NIU students are first generation and around the same



Anne Hardy

percentage are from a minority racial or ethnic group, says Hardy — and nearly half are Pell Grant eligible. Many NIU families are unfamiliar with the college process, and Hardy’s department says it’s imperative to explain money basics and financial aid to NIU students and their families.

One student taking advantage of the resources at NIU is Sergio Dondiego, a freshman who visited a campus financial advising services booth. The adviser encouraged him to apply for a variety of scholarships — from national scholarships to on-campus options with specific criteria, including those for study abroad. By simply meeting with a financial adviser at NIU and completing a financial engagement task (applying for scholarships), he qualified for a \$500 financial engagement scholarship.

Some scholarships require essay submissions, and Dondiego, who is Mexican, found that those are his favorites, as he learned a lot about his parents’ past as immigrants to America by speaking with his mother about the essay questions.

Based on his experience, Dondiego recommends others seek financial advising services on their campus for help with scholarship application guidance and for encouragement to meet deadlines. He has developed a strong connection with his financial adviser and plans to check in with them again.

Hardy sees campus financial advising resources as a rising trend in higher education, especially considering that financial concerns, which have long been a source of stress and anxiety for students, were further exacerbated by the pandemic. Financial wellness is a critical part of creating a positive student experience, she says.

College is often the first time that people need real money management skills, Hardy says, and it’s important for students to establish good financial habits as early as possible. ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.



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Virtual Therapy Helps Colleges Meet a Growing Need Amid Increased Demand and Counselor Burnout

By Nancy Fowler



Over the past few years, college counselors have struggled to serve a rising number of students with mental health issues. “Trends in College Student Mental Health and Help-Seeking by Race/Ethnicity: Findings from the National Healthy Minds Study 2013–2021,” a report by Boston University and other institutions, found that in 2020 and 2021, more than 60 percent of college students dealt with one or more mental health concerns — a greater than 50 percent increase from 2013.

To fortify in-person and their own online counseling, many institutions are turning to virtual therapy companies. One such provider, TimelyMD, was founded in 2017 with an emphasis on physical health. Before the onset of COVID-19, only 10 percent of its clients sought help for mental health concerns. That percentage has now risen to 80 percent.

TimelyMD offers a variety of services, including a 24/7 on-demand option called TalkNow that puts students in contact with a counselor in just a few minutes for a brief interaction. Students can also schedule longer TimelyCare virtual appointments with wait times of between a few days to a week. Psychiatric services are also included.

Tony Spann, TimelyMD’s executive director of mental health, says changes wrought by the pandemic — including school disruption followed by an uneasy return to classrooms — escalated issues already troubling many students.

“We’re seeing more depression, anxiety, and general stress,” Spann says. “If mental health was the fire, COVID was the gasoline being added to that.”



Tony Spann

Need for Counseling Surges

Asian, Black, and Latinx students were less likely to obtain treatment than White students, according to the study. Yet students of color often experience a greater need, says Tierra Parsons, director of counseling services at Johnson C. Smith University (JCSU), a historically Black college and university in Charlotte, N.C. The mental health concerns of many Black students were exacerbated only months into the pandemic following the May 2020 murder of George Floyd and the resulting racial unrest.

“Having to process the injustice and maybe also be fearful of the social climate around them can be a contributing factor in their mental health,” Parsons says.

At the University of Kentucky (UK), students who are Black, Indigenous, and other people of color sometimes struggle with being a minority on campus, says Corinne Williams, acting associate vice president for student wellbeing. Starting in 2020, the need for services in connection with these and other concerns created a logjam, and a triage system was created to prioritize those with more serious issues.

“For others, there could be a wait of about two to three weeks to get in for that first appointment,” Williams says. “We told them to let us know if things got worse.”

Burnout Among Counselors

Along with serving more students,



Tierra Parsons



Corinne Williams

college counselors face in their own lives the same societal upheaval students are dealing with. Nearly 93 percent of counseling staff in the United States say they’ve experienced burnout, with 60 percent reporting their increased workload has compromised their care, according to a Mantra Health survey, “The State of Provider Burnout in College Counseling Centers.”

At UK, some counselors worried that feeling overwhelmed might hamper their efforts to properly care for students.

“There was a real concern that they would miss something,” Williams says. “And then when those students are out on their own, is something bad going to happen?”

At the University of California, Irvine (UCI), counselor stress created higher-than-normal turnover, according to UCI Counseling Center Director Frances Diaz. UCI tries to maintain 37 counselors, about one for every 1,000 students.

They currently have 30.

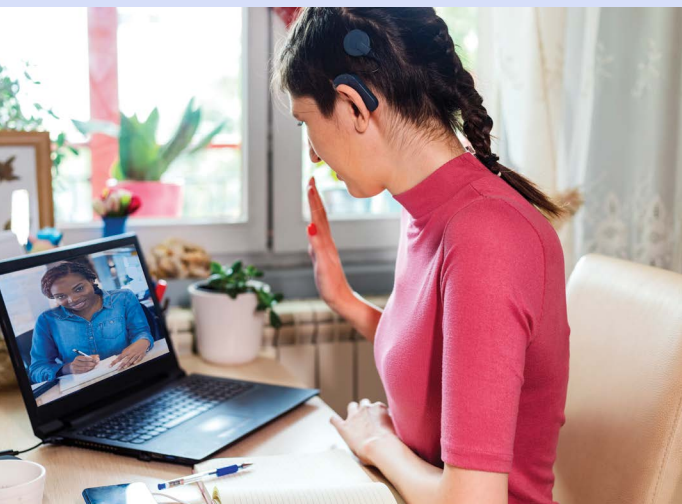
“Burnout? A thousand percent. Mental health providers are exhausted,” Diaz says. “And you can’t hire your way out of the demand.”



Frances Diaz

Virtual Services Getting High Ratings

In late September, UCI added a service called Welltrack, formerly Shrink Space. For \$8,150 a year, Welltrack provides the university with a database of providers students can use to connect



The bottom line is that the contracted services are working: “Students who use them report a 70 percent reduction in stress.”

Tierra Parsons

with counselors in the community. Students contact these providers to set up appointments as they would with any off-campus counselor.

Soon UCI students will also be able to receive virtual counseling through Lyra Health, a service contracted by the University of California system for all of its campuses. Lyra offers in-person and online appointments as well as a texting option. It will also allow students to work on their issues beyond the six visits UCI’s on-campus staff typically provide.

“Those who want more ongoing care, or longer-term or open-ended treatment, will be able to get that,” Diaz says.

In the past five years, UK has added eight counselors to its staff for a total of 22 for its 32,955 students. This fall, UK also partnered with a virtual therapy company called Talkspace. Through Talkspace, students can comb through counselor bios and set up appointments with little wait time. They can also text or send videos to providers for a quick response of just a few hours.

Talkspace represents a significant financial investment. The university

is paying close to \$1 million dollars for the service, says Williams. It’s worth it, she says. In the first eight weeks of school this term, the campus counseling center had 462 initial consultations. During the same period, another 475 students registered with Talkspace.

“So that’s essentially doubled the number of students who are able to receive therapy,” Williams says.

Like UK, JCSU began ramping up its counseling efforts before the pandemic. In early 2020, JCSU contracted with TimelyMD to better serve its 1,093 students.

The diversity of the service’s counselors is impressive, Parsons says, and while not every student wants to see a provider who identifies in a specific way, many do. Black, biracial, Latinx, LGBTQ+, and other students at JCSU all have an easy time finding counselors with a matching identity through TimelyMD, she says.

“Although we are a historically Black college and university, we have a diverse campus,” Parsons says. “And so we want to be inclusive.”

Students who participate in online therapy enjoy the easy access from

their laptop or phone, Parsons says. A virtual platform also eliminates any discomfort regarding walking into a counseling office or sitting in a waiting room. There’s no commute time for busy students running from class to class or juggling numerous extracurriculars. The bottom line is that the contracted services are working, Parsons says.

“Students who use them report a 70 percent reduction in stress,” she says.

Nearly three years after the onset of the pandemic, Parsons sees the number of students seeking counseling beginning to return to pre-pandemic levels. As she and her team start to catch their breath, taking steps to avoid burnout remains a focus.

“Our administration supports us in making time for our own mental health, for example, taking a walk during the workday,” Parsons says. “Whatever we need to do to meet the needs of our students.” ●

Nancy Fowler is a contributing writer to *INSIGHT Into Diversity*.

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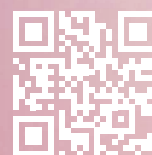
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New Health Care Schools Open with Emphasis on Workforce Development, Addressing Inequities

By Erik Cliburn

In response to the widespread shortage of health care professionals across the country, a number of higher education institutions over the past year have opened new colleges and schools to educate and train the next generation of health industry professionals — and they are prioritizing the principles of diversity, equity, and inclusion (DEI) as part of their efforts to address health care inequities and workforce concerns. Below are just a few examples of these new programs.

George Mason University, College of Public Health

The College of Public Health at George Mason University (Mason) launched in November. Going forward, the multidisciplinary college will utilize public health education, research, and practice to eliminate health care disparities in underserved communities and develop a diverse workforce through graduate and undergraduate programs. It is the first college in Virginia to focus primarily on public health.

The college was renamed and reorganized from the former College of Health and Human Services. Sixty percent of Mason's College of Public Health student body are from historically underrepresented groups and 38 percent of undergraduates are first generation. Degree programs are focused on global and community health, health administration and policy, nursing, nutrition and food studies, and social work.

Since its formation, the college has drawn support from notable policymakers, nonprofit leaders, and academics in the public health space.

"In many ways, Mason's College of Public Health represents ASPPH's [Association of Schools and Programs of Public Health] vision for the future of public health education — one focused on [DEI] and social justice," says Laura Magaña, PhD, president and CEO of ASPPH. "Mason's longstanding commitment to inclusive excellence fosters an environment where diverse perspectives are welcome and nurtured to thrive. The interprofessional nature of the college further strengthens collaboration and inspires new approaches to inquiry."

Georgetown University, School of Health

In July, Georgetown University in Washington, D.C., opened its School of Health, an interdisciplinary program once part of the former School of Nursing & Health Sciences, from which Georgetown's new School of Nursing was also launched. The School of Health will largely focus on policy and public health concerns with an emphasis on addressing historical inequities and disparities in underrepresented communities.

"The factors that shape the health of individuals and populations are both complex and intersectional," says Christopher King, PhD, dean of the School of Health. "It will take unconventional practices and policies

to undo a history of harms and truly foster a society where all people can achieve their full health potential. This commitment is especially critical in this moment of intense social change. I am excited about unifying our collective strengths under this new umbrella and getting mobilized for meaningful and sustainable impact."

The school offers bachelor's degrees in global health, health care management and policy, and human science as well as master's degrees in health systems administration and global health. As part of their program, students have access to hands-on, culturally competent research work. For example, two undergraduate public health students have been researching reproductive and sexual health in Ghana throughout the fall 2022 semester.

University of La Verne, College of Health and Community Well-Being

The University of La Verne (ULV), a Hispanic-Serving Institution (HSI) in Los Angeles County, Calif., opened the College of Health and Community Well-Being in July, with a holistic vision that includes the use of data and the study of the effects that inequities, social determinants, and cultural agility have on community and individual health. By placing a significant emphasis on DEI, the college hopes to train, recruit, and support a culturally competent and diverse student population and future workforce that will be knowledgeable





University of La Verne Professor Jerry Kernes meets with students in the doctorate in clinical psychology program. The school's College of Health and Community Well-Being includes programs that focus on physical and mental health.

and representative of the communities they work in.

"As a proud [HSI], we understand not only the changing dynamics of health care but the need for increasingly diverse faculty and graduates who mirror the population of the greater Southern California region," says Deborah Lieberman, ULV president.

Undergraduate degrees are offered in health administration, nursing, kinesiology, and psychology, and graduate programs include a doctoral degree in clinical psychology as well as master's degrees in athletic training, child life, marriage and family therapy, and physician assistant practice. The college also partners with community providers and nonprofit organizations to give students access to hands-on learning experiences, research opportunities, clinical training, and internships.

Bryant University, School of Health and Behavioral Sciences
The School of Health and Behavioral

Sciences at Bryant University in Rhode Island welcomed its first classes in June. The school implements an interdisciplinary approach to health care education by incorporating data analytics and business with health, cognitive, and behavioral sciences. The primary goal is to ensure students are prepared to meet the demands of the data-heavy health and STEM fields.

As part of its mission, the school is also committed to the idea of social responsibility by promoting DEI among faculty and students and engaging in research and education that addresses historical inequities and environmental protection.

"Health care is a data-intensive industry," says Kirsten Hokeness, PhD, director of the School of Health and Behavioral Sciences. "Specialists who can transform data into meaningful insights for numerous and diverse stakeholders are urgently needed and in high demand."

Along with existing undergraduate

programs in the health care field, such as biology, health sciences, and psychology, the school offers new degrees in health care analytics and exercise and movement science. The school also houses the university's physician assistant studies graduate program.

Webster University, College of Science and Health

Webster University in St. Louis launched the College of Science in Health in June to address the critical shortage of health industry workers in the region. The university aims to enroll approximately 1,750 students, or about one-third of its student population, in the health sciences field by 2027.

Undergraduate programs include biology, chemistry, exercise science, nursing, and psychology. Master's degree programs include biomedical sciences, counseling, environmental management, gerontology, human services, and science management and leadership. The college also offers a doctoral degree in nurse anesthesia practice.

Through a \$1 million grant from the St. Louis County Department of Public Health, the college is working to improve mental health services for patients from underserved and immigrant communities. The funding is being used to train students in culturally responsive counseling through the Webster University Institute of Clinical Scholarship.

"We have to make sure we have counselors serving these communities using counseling approaches that are culturally appropriate," says Muthoni Musangali, PhD, the Webster University counseling professor overseeing the grant. "We will bridge the divide between people and services and build those important connections to help address the underlying psychological issues before they manifest into something much more serious." ●

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*.



Brittney Dixon teaches a class at the University of Florida. Dixon was hired as a result of a program by the College of Public Health and Health Professions to support a critical need for diverse research and instruction. (Photo courtesy of Jesse S. Jones/UF Health)

Innovative Funding Helps Health Professions Research College Raise \$1 Million, Advance Diverse Research

By Nikki Brahm

Thirty percent more African American, Latinx, and Hispanic faculty are working this year within the College of Public Health and Health Professions (PHHP) at the University of Florida (UF), thanks to a \$1 million initiative to recruit faculty who address diverse research and instruction.

In 2019, PHHP had 12 under-represented educators from these groups, among 152 faculty members.

As protests erupted and social justice movements advanced in the U.S. following the murder of George Floyd in 2020, Michael Perri, PhD, dean emeritus of PHHP, says the college took stock of their efforts

regarding diversity. They found that over the past decade the composition of faculty had become more diverse in terms of individuals of Asian descent, but the number of African American, Hispanic, and Latinx faculty had remained the same. As one way to address this, the college decided to advance more research and instruction on topics related to diversity and inclusion within health care — but that plan required additional funding.

With the help of the Diversity, Equity, and Inclusion Committee, an innovative strategy emerged. PHHP

identified financial accounts where the money could be pulled from indirect grant dollars. Each faculty member receives some of these funds within their Research Reserve Account, typically used for hiring research staff and to cover administrative costs. Those who had the funding agreed to a one-time “tax” of 5 percent that they would allot for the project. Together, they raised \$300,000.

The college also allocated 10 percent of the total indirect funds it had received from UF, another \$300,000. An additional \$325,000



Michael Perri

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A mural is painted at the University of Florida to encourage COVID-19 vaccinations in communities of color. (Photo courtesy of Alexandra Rodriguez/UF Health)

was reallocated from the college's Practice Plan reserve account, which is funded by a tax placed on income from clinical services provided by PHHP to support new initiatives. Lastly, Perri contributed \$75,000 from his own indirect reserve account.

Collectively, they raised \$1 million, with \$300,000 serving as recurring funds that were used to hire educators who could address critical gaps in research and instruction from African American, Latinx, and Hispanic perspectives.

PHHP also developed a 12-step plan for hiring and retaining faculty, which included designing job search criteria for diversity in research and instruction, connecting underrepresented applicants with diverse faculty members already on campus, and creating a supportive environment for faculty from underrepresented groups.

As a result of the program, PHHP now offers five new courses: "Health Disparities," "Ecology of HIV in the Rural South," "Community

Assessment and Partnerships," "Building Resilience," and "Psychological, Behavioral, and Social Issues in Public Health."

In addition, grant-funded research by the new faculty members is focused on improving the mental health of underrepresented COVID-19 survivors, community-based and trauma-informed curriculum, and HIV outcomes for Black men.

The new hires also engaged with students in existing campus-wide diversity projects and initiated their own, Perri says. One such project, Our Community, Our Health, aimed to increase vaccinations in communities of color. As of July 2022, across 36 states for which a total vaccination rate could be calculated by race and ethnicity, 64 percent of White people had received at least one COVID-19 dose compared to 59 percent of Black people, according to research by the nonprofit Kaiser Family Foundation. To address this disparity locally, the new faculty worked

with PHHP students to design murals that encourage getting vaccinated and administered vaccinations through mobile van outreach.

The work accomplished by these new faculty members is important both for the university and for the health care industry, Perri says.

"The courses they teach or the research that they're conducting is directly related to health disparities and understanding [associated] social determinants and ... how to make changes to the ways that we do things [within health care]," he says.

Not only is the college committed to increasing diversity both in faculty and student composition at UF, but the students are too, Perri says.

"[The students] also pushed us and said, 'Why can't we do more?'" ●

Nikki Brahm is a senior staff writer for *INSIGHT Into Diversity*.

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The Medical University of South Carolina prioritizes recruiting and supporting underrepresented students, faculty, and staff to ensure their highest levels of success.

Sustained DEI Efforts Lead to Greater Overall Outcomes for MUSC

By Erik Cliburn

Over the past seven years, the Medical University of South Carolina (MUSC) has continuously worked to revamp its diversity, equity, and inclusion (DEI) efforts. Leaders throughout the institution have sharpened their focus and prioritized the enrollment and support of underrepresented students, along with improving health outcomes in underserved communities.

These efforts reflect goals of the institution's strategic plan, which includes eliminating siloed approaches to DEI and promoting consistent self-evaluation throughout MUSC.

"While we definitely haven't gotten to perfection, we're way past checking a box," says Willette Burnham-Williams, PhD, chief equity officer at MUSC.

The integration of DEI work into every aspect of MUSC's operations, including education, training, leadership, and health care outcomes, is a key component of the university's five-year strategic plan. Initiatives stemming from this goal include numerous pathway programs for underrepresented students and employees, required DEI training, and expanded research to address health inequities.

"The first [goal] is to eliminate care disparities in the communities that we serve," Burnham-Williams says. "The second is to build a workforce, student body, and research enterprise that reflects the communities we serve. The third is to elevate the culture of MUSC."



Willette
Burnham-
Williams

Increasing Accountability

The institution has focused on improving DEI accountability across employee roles, particularly among leaders. This includes linking DEI training to career advancement opportunities such as promotions and raises. Since this aspect was implemented in 2016, completion of and compliance with training have increased from 65 percent to more than 90 percent in the 2021-2022 academic year, says Burnham-Williams. Initially, the four-hour training and education sessions were only required for MUSC leaders, but the program was expanded to all employees in 2021.

Within the past year, all 14 members of the MUSC President's Council received DEI credentials through the Institute for Diversity Certification, a subsidiary of the Society for Diversity, a professional organization dedicated to advancing diversity in the workplace. The program involves standardized testing in 16 areas of competency, including unconscious bias; supplier diversity; and race, power, and privilege. To be certified, participants are required to complete the exams with an 80 percent proficiency score.

The university has also implemented related courses for first-year students on health care disparities, bias, and other DEI-centric topics.

Community Commitment

MUSC has received nearly \$84 million in recent years to fund research projects and pathway programs as part of its efforts to address health disparities in South Carolina. Pathway programs include Student Mentors for Minorities in Healthcare and Minorities in Healthcare Mentoring and Advising Through Collaborations in Healthcare. Pathway initiatives are not exclusive to MUSC students.

The addition of new facilities in recent years has been part of a concerted effort to reduce health inequities in underserved communities in South Carolina, which generally lags behind many other states, says Burnham-Williams.

"We are growing our statewide footprint in South Carolina by acquiring and integrating more hospitals, which creates more opportunities for that pipeline development," she says. "Unfortunately, South Carolina is always in the lower quartile of health care outcomes. We have got to talk about how we do better in these spaces."

The DEI office also increased collaboration with the Integrating Special Populations (ISP) service through MUSC's South Carolina Clinical & Translational Research Institute. The ISP works to improve the participation of underserved communities in clinical trials and medical research. This year, Burnham-Williams invited the ISP team to participate in various diversity-oriented events, such as the Black Expo and MUSC's inaugural LGBTQ+ Health Equity Summit.

"Being recognized as an *INSIGHT Into Diversity* Health Professions HEED Award winner and Diversity Champion played a major role in receiving this funding."

Willette Burnham-Williams

Greater Access and Support for All

MUSC's office of institutional advancement has been more intentional in seeking funding for DEI programs, projects, and scholarships for students. The effort has paid off, including \$3.5 million recently awarded to the university through The Duke Endowment to support underrepresented students. "Being recognized as an *INSIGHT Into Diversity* Health Professions HEED Award winner and Diversity Champion played a major role in receiving this funding," said Burnham-Williams.

"We now have more [underrepresented] scholarship funding available through The Duke Endowment Fund than we've ever had in the history of MUSC," says Burnham-Williams.

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The BRIHTE Leadership Academy is a two-year program for MUSC employees from underrepresented backgrounds to build leadership skills and competencies.

The university's recent efforts to recruit, support, and retain underrepresented students, especially Black students, have been successful. Outside of historically Black colleges and universities (HBCUs), MUSC ranks in the 96th percentile for graduating African American medical students, according to the Association of American Medical Colleges.

MUSC has also bolstered its relationship with Claflin University, a South Carolina HBCU, by establishing a pathway program for the physician assistant (PA) profession. The program allows Claflin undergraduate students to take advantage of MUSC's resources by demystifying the PA application process, exploring career opportunities, and connecting with PAs of color throughout MUSC's network of medical facilities, which includes 325 telehealth locations and 10 hospitals throughout the state.

To further support its workforce, MUSC offers the David J. and Kathryn Cole BRIHTE Leadership Academy, a two-year program for MUSC employees from underrepresented backgrounds to build leadership skills and competencies,

which serves as a roadmap for them to advance in their careers.

Going into 2023, MUSC will continue to expand and elevate its DEI efforts through pathway programs for students and employees, training for leaders in the health care workforce, and connecting with traditionally marginalized communities to improve health outcomes, says Burnham-Williams.

"MUSC is focused on being a model for the state and the nation. Everything we do has an intent in terms of impact and sustainable outcomes for our students, workforce, patients, and their families," she says. "We are doing things in a very new and innovative way every year. We take great pride in making sure that we are not happy with just the status quo." ●

Erik Cliburn is a senior staff writer for *INSIGHT Into Diversity*.

The Medical University of South Carolina is an *INSIGHT Into Diversity* Diversity Champion (2018-2022) and a Health Professions Higher Education Excellence in Diversity (HEED) Award winner (2016-2022).



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INSIGHT INTO DIVERSITY

HEALTH PROFESSIONS

HEED AWARD WINNERS



Top Colleges for Diversity

Health Professions

Despite the challenges health care colleges have faced over the last several years — the ongoing pandemic, faculty and workforce shortages, the political climate, social unrest, and increased technological challenges and demands, just to name a few — **INSIGHT Into Diversity** is proud to recognize **63 institutions as Health Professions Higher Education Excellence in Diversity (HEED) Award winners.**

Through innovation, dedication, and the effective use of resources, these schools have established programs to recruit and retain students and faculty from underrepresented groups and provide the supports necessary for success. They excel in creating a more diverse and inclusive campus environment.

The largest category of 2022 Health Professions HEED Award winners is medical schools (32 percent), followed by nursing schools (25 percent), health sciences centers (11 percent), and veterinary schools (10 percent). Osteopathic, dental, pharmacy, allied health, and public health schools round out the list of winners.

In this special section, we introduce our 2022 **INSIGHT Into Diversity** Health Professions HEED Award winners and invite you to learn about their many accomplishments. We applaud these schools for working so diligently to diversify our future health care workforce.



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2022 INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HEED AWARD WINNERS



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 The Ohio State University College of Public Health
 The Ohio State University College of Veterinary Medicine
 The University of Arizona College of Medicine - Phoenix
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 UNC Greensboro School of Nursing
 University of Arkansas for Medical Sciences
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Learn more about the *INSIGHT Into Diversity* Diversity Champions at insightintodiversity.com/diversity-champions.





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INSIGHT INTO DIVERSITY HEALTH PROFESSIONS HEED AWARD TESTIMONIALS

UNIVERSITY OF CINCINNATI COLLEGE OF NURSING

We have become an institutional champion and sustainable model for diversity and inclusion that continues to catalyze change internally at the university, in the Cincinnati community, and beyond. The prestigious Health Professions HEED Award is a benchmark for which we strive.

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. Every potential new faculty member and staff member now indicate the HEED Award attracted them to apply to the College of Nursing. The national award is a point of pride for our faculty and staff as we strive to constantly improve the culture of our college. The award is recognized by our community of interest as one of the most important aspects of our college. We believe the application process for this award continues to inspire us to exceed our goals from previous years. Thank you for providing this much-needed recognition to the health professions through the HEED Award.

UNIVERSITY OF KENTUCKY COLLEGE OF MEDICINE

The Health Professions HEED Award serves to affirm the College of Medicine's excellence in DEI. We are applying for this award because we have done considerable foundational work, have leadership sponsorship, and are being provided with the human and financial resources to do exceptional work.

VANDERBILT UNIVERSITY SCHOOL OF NURSING

The Vanderbilt University School of Nursing mission and that of the *INSIGHT Into Diversity* Health Professions HEED Award are closely aligned. An objective review of our equity, diversity, and inclusion plans and programming provides another layer of evaluation of our efforts. This award is an exemplar of how universities and colleges can partner with businesses such as *INSIGHT Into Diversity* to promote diversity and inclusion.

“Every potential new faculty member and staff now indicate the HEED Award attracted them to apply to the College of Nursing. ... The award is recognized by our community of interest as one of the most important aspects of our college.”

University of Houston
College of Nursing

UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF NURSING

Providing this information in our 2022 Health Professions HEED Award application is not only a point of pride but a source of accountability. We are, once again, honored to highlight our existing and future work within health care diversity, equity, and inclusion.

TEXAS A&M SCHOOL OF VETERINARY MEDICINE & BIOMEDICAL SCIENCES

To be nationally and internationally recognized for our commitment to DEI is an important metric for success. The Health Professions HEED Award is a gold standard for recognition in diversity and inclusion among health care colleges. National recognition allows us to continue our critical message of DEI and accountability to our students, employees, alumni, donors, and other colleges and universities. The HEED Award speaks volumes to all our constituents about these shared values. We learn important information about ourselves each year during the HEED application process. It has helped us to highlight our strengths and, perhaps more importantly, understand areas that need to improve.

UNIVERSITY OF TENNESSEE COLLEGE OF VETERINARY MEDICINE

The Health Professions HEED Award is a wonderful opportunity for colleges and universities across the U.S. and Canada to receive recognition and explore institutional commitment to diversity, equity, and inclusion efforts. As a HEED Award recipient, we have an opportunity on a larger platform to illustrate key initiatives that we have implemented to recruit and retain underrepresented students; educate students from diverse backgrounds about the profession, career opportunities, resources, and accessibility; and help enhance our recruitment efforts when engaging with students, families, and institutions across the country.

JOHNS HOPKINS UNIVERSITY SCHOOL OF NURSING

It has been our honor to apply for the award for several years. It serves as a record of our progress and an ongoing commitment to our efforts to improve DEI within our institution.

RUTGERS SCHOOL OF NURSING

Receiving this award is an important public acknowledgement of Rutgers School of Nursing's commitment to diversity, equity, and inclusion. Our commitment is evident, yet we know there is much more work to be done. To receive this prestigious Health Professions HEED award is a recognition of the strides already made by our administration, faculty, students, and staff, while underscoring and supporting our school's determination to continue to forge ahead.

"The Health Professions HEED Award is a gold standard for recognition in diversity and inclusion among health care colleges."

Texas A&M School of Veterinary Medicine & Biomedical Sciences

FLORIDA STATE UNIVERSITY COLLEGE OF MEDICINE

Every year, the *INSIGHT Into Diversity* Health Professions HEED Award application provides an opportunity for our university to reflect on the progress of our campus community in our efforts to create a more diverse, inclusive, and welcoming learning environment. As well, each iteration of the application challenges us in new ways and provokes us to think through how we can continually push toward even bolder action to achieve equity, diversity, and inclusion among our students, faculty, staff, alumni, and the greater areas surrounding our university.

UNIVERSITY OF CALIFORNIA, DAVIS SCHOOL OF MEDICINE

We view applying for the Health Professions HEED award as an opportunity to do a thorough assessment of our existing diversity, equity, and inclusion processes and structures as measured against *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?" "Why aren't we doing this?" This has provided an opportunity to celebrate areas where we have been successful, identify gaps to invest resources in areas of greatest need, and benchmark and learn best practices from other institutions.

UNC GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

There is still much work to be done, and we update our action plan regularly to reflect changing and emerging needs. But this prestigious national recognition continues to assure that in fast-changing times, when priorities may change if we don't stay focused, we continue to invest in this urgent priority. We are incredibly honored to have earned the Health Professions HEED Award. It inspires and pushes people from across the Gillings community to work even harder at inclusive excellence while getting the opportunity to experience recognition for doing so.

FRONTIER NURSING UNIVERSITY

Applying for the *INSIGHT Into Diversity* Health Professions HEED Award is a fantastic opportunity for our university to take an internal look at our diversity, equity, and inclusion goals and progress through an external lens. Because the HEED Award application poses new questions every year, it helps us to discover opportunities for improvement and to celebrate those areas where we are succeeding. This award application process serves as an annual measuring stick of how far we have come and how much farther we still must go. We appreciate this opportunity to self-reflect.

THE OHIO STATE UNIVERSITY COLLEGE OF NURSING

This award is an outward sign of the action-oriented strategies we have around diversity, equity, and inclusion and the value we place on holding ourselves accountable and striving for continuous growth. Every year, we aim to expand our impact. We want to be the school of choice for nursing, and we see this award as a metric of our progress annually toward supporting initiatives that have profound impact on populations that have traditionally been underrepresented or marginalized.

TEXAS CHRISTIAN UNIVERSITY BURNETT SCHOOL OF MEDICINE

The Health Professions HEED Award is the gold standard in higher education. We know that receiving the HEED Award validates our efforts. The most important reason we apply for the HEED Award is so our community can celebrate their accomplishments — so that each department can have a sense of pride. Organizations should celebrate receiving the HEED Award like they do when their institution wins a football game.

TOP 12 REASONS SCHOOLS APPLIED FOR THE 2022 *INSIGHT INTO DIVERSITY* HEALTH PROFESSIONS HEED AWARD

Your school strives for diversity, equity, and inclusion (DEI) on your campus every day, and we think you should be recognized for your hard work! Here's why some of our winners honor their own earnest efforts by applying for the Health Professions HEED Award.



1 National recognition for inclusive excellence encourages faculty, staff, and students from underrepresented groups to apply to your school or college.

2 The Health Professions HEED Award is a point of pride for your campus — an honor to be widely celebrated!

3 Because your inclusive excellence is fully documented and nationally recognized, your school is now identified as a leader within your institutional system and among higher education peers.

4 As a recipient of the Health Professions HEED Award, you stand in partnership with *INSIGHT Into Diversity* and are supported in your DEI efforts through recognition and constructive feedback.

5 The *INSIGHT Into Diversity* Health Professions HEED Award is a “gold standard” for recognition in diversity and inclusion among schools and colleges.

6 Through the award application process, your DEI team will identify areas of campus strength and better understand areas in need of improvement.

7 The Health Professions HEED Award empowers schools to take even bolder action to achieve DEI.

8 The application process helps you uncover areas of greatest need and determine where best to invest DEI resources.

9 Applying for the Health Professions HEED Award provides an opportunity to benchmark your DEI work and to learn best practices from institutions excelling in the effort to create campus cultures of inclusive excellence.

10 Receiving the Health Professions HEED Award brings well-deserved recognition to your DEI office, to your university, and the health professions field.

11 Because the Health Professions HEED Award application poses a range of new questions every year, the process helps you keep pace with changes in the DEI landscape in higher education.

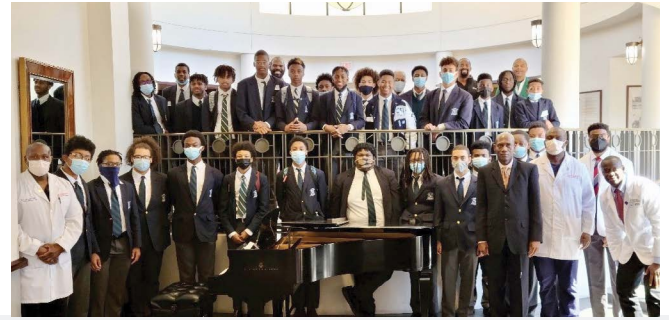
12 The Health Professions HEED Award application process is an opportunity for institutions to both self-reflect and see how their DEI efforts are reflected through an external lens.

CONGRATULATIONS TO THE 2022 *INSIGHT INTO DIVERSITY* **HEALTH** **PROFESSIONS** HEED AWARD WINNERS



Creating Pathways to Academic Medicine — A.T. Still University of Health Sciences

The Office for Diversity & Inclusion at A.T. Still University of Health Sciences (ATSU) is a founding partner of the Academic Medicine Consortium of Arizona, a group of medical schools that collaborate to identify and nurture students toward academic medicine. ATSU is also creating a Grow Your Own faculty development program that offers a low-to-no-cost education designed to support students interested in academic medicine. The program is expected to launch in spring 2023. ATSU signed a memorandum of understanding with Saint Augustine's University and North Carolina Central University to increase access for students of these historically Black colleges and universities.



Pathway and Mentoring Programs — Burnett School of Medicine at Texas Christian University

The Burnett School of Medicine at Texas Christian University's Office of Diversity and Inclusion has created a program named Pathways to White Coats for Men of Color. The group met in February to view the documentary "Black Men in White Coats," which was followed by a panel discussion featuring physicians of color, medical students, and local high school students. Another initiative, the Diversity and Inclusion Mentoring Network program, provides an opportunity for medical students and faculty members to develop a mentoring relationship in an informal environment.



Elevating DEI Leadership — Burrell College of Osteopathic Medicine

Burrell College of Osteopathic Medicine, which ranks second in the country in percentage of admitted students who are underrepresented in medicine, recently restructured its diversity and inclusion department and elevated the role of DEI operations and oversight into the institutional leadership position of chief diversity officer.



Pathway Programs Begin in Elementary School — Donald and Barbara Zucker School of Medicine at Hofstra/Northwell

The Donald and Barbara Zucker School of Medicine at Hofstra/Northwell pathway programs, which begin in third grade and continue through college, expose diverse students to the education and mentoring necessary to become medical professionals. For employees, including Zucker School of Medicine faculty, business employee resource groups foster a diverse and inclusive work environment.



Diversifying Nursing Research to Improve Health for All

Achieving health equity is a central objective at the University of Rochester School of Nursing. Our researchers seek to eliminate health disparities through close partnerships with communities as part of a leading academic medical center. Here, nursing scientists conduct their work in a supportive and inclusive environment where different perspectives and innovative ideas thrive.

- Six-time winner of HEED Award
- No. 23 in NIH research funding
- Integrated with a leading academic health center



JOIN US! We are looking for tenure-track researchers who are committed to moving the science forward in areas of sexual health and HIV, cancer care, maternal and child health and aging.



“As a Latina, I was driven here because of the School of Nursing’s outstanding commitment with cultural inclusion and awareness, not just within the school’s community, but highlighting this importance in research as well.”

Maria Quiñones-Cordero, PhD
*Associate Director of Center Activities
Elaine C. Hubbard Center for Nursing
Faculty Diversity Officer, Council for
Diversity, Equity, and Inclusion
Assistant Professor of Clinical Nursing*



**SCHOOL OF
NURSING**
UNIVERSITY of ROCHESTER



Focus on Areas Struggling with Physician Shortages — Edward Via College of Osteopathic Medicine

Edward Via College of Osteopathic Medicine (VCOM) is focused on recruiting students from rural, Appalachian, and Delta states — where there are physician shortages — and over 90 percent of VCOM students are from one of these areas. In the past year, VCOM hosted more than 12 different DEI-focused events and two series on bias; one focused on privilege and the other was sponsored by the Diversity in Medicine club. Both were designed to provide a safe space for students to recognize intrinsic bias and understand how bias influences the world in which we live, specifically regarding health care. A portion of the latter series became part of orientation and the Professionalism and Ethics course.



Recognizing Individual DEI Efforts — Kansas State University College of Veterinary Medicine

An award created by Kansas State University College of Veterinary Medicine (K-State CVM) recognizes those who stand up for justice, provide opportunities for equity, support and celebrate diversity, and promote inclusion. Fifty K-State CVM community members have already been recognized for their outstanding work in these areas. Each month, the college holds an Intercultural and Inclusion Lunch and Learn with guest speakers. Topics have included how to communicate about difficult subjects, resiliency, and the culture of India.



Acknowledging Tribal Land — Frontier Nursing University

In September, Frontier Nursing University (FNU) held a land acknowledgment ceremony as part of its ribbon-cutting event that officially opened the university's campus in Versailles, Ky. The action demonstrates that FNU acknowledges Versailles as traditional territory of the Shawnee and Cherokee people. Also, FNU recently launched five student interest groups, including International Students in Nursing, LGBTQIA+ Students in Nursing, Men in Nursing, Military/Veterans in Nursing, and Students of Color in Nursing.

Advancing DEI Principals — Medical College of Wisconsin

The Medical College of Wisconsin's (MCW) 61 academic units focused on the strategic goal of Health Starts Within through more than 420 inclusion and well-being initiatives across the institution. These intentional actions include programs, leadership development, initiatives, and system changes. The MCW Kern Institute held the Summit on Advancing Equity in the Learning Environment. Participants aligned work to prioritize equity-focused initiatives in the learning environment. Five areas were examined: curriculum, equitable assessment, mitigating bias, learning environment culture, and equity in research education.



32%

of Health Professions
HEED Award winners are
medical schools or medical
health centers

Healthcare's Diverse Future Begins Here

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

VCOM medical students care about access in their communities and helps them to bring healthcare home.

Visit us online to find out more.



Edward Via College of
Osteopathic Medicine

VIRGINIA • CAROLINAS
AUBURN • LOUISIANA

www.vcom.edu



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College of Osteopathic
Medicine. All rights
reserved.



DIVERSITY IS
WHAT WE HAVE.
INCLUSION IS
WHAT WE DO.



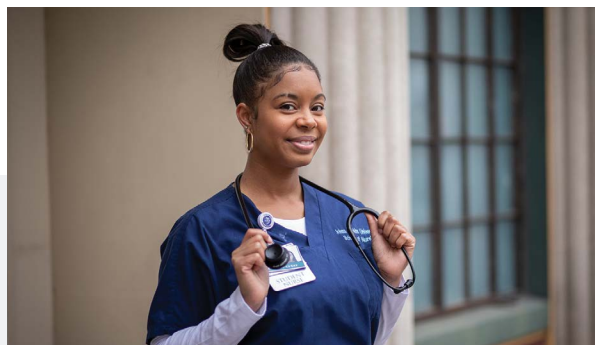
At Oklahoma State University Center for Health Sciences, diversity, equity and inclusion matter. Providing a wide range of ways to understand and engage with the world, identifying opportunities and creating solutions are core to our mission as a land-grant university. We fulfill our mission and enrich our campus community by maintaining a welcoming and inclusive environment that fosters a sense of belonging for all.

We are honored to have been selected as a 2022 INSIGHT Into Diversity HEED Award winner.



**CENTER FOR
HEALTH SCIENCES**

medicine.okstate.edu



\$50 Million Focused on Hiring Diverse Faculty — Johns Hopkins University School of Nursing

The Gaston-Johansson Faculty of Excellence Program was recently named in honor of Johns Hopkins University's (JHU) first Black woman tenured, School of Nursing (JHSON) professor Fannie Gaston-Johansson. Part of a \$50 million investment focusing on recruitment, retention, and advancement of faculty who demonstrate a commitment to DEI excellence, the program will bring an additional 30 diverse scholars to JHU with a focus on STEM fields. JHSON has the largest percentage growth of underrepresented faculty among JHU's nine academic divisions. More than 45 percent of JHSON current students are from underrepresented populations.



Engaging Middle Schoolers in Health Professions — Michigan Medicine University of Michigan Medical School

More than 11,000 people have participated in Building Toward Belonging: Implicit Bias Training, a program that fulfills a state mandate from the Michigan Department of Licensing and Regulatory Affairs for health care providers and supports the Michigan Medicine University of Michigan Medical School (UMMS) priorities of belonging, diversity, equity, and inclusion. Diversity of Health Care: Inaugural Youth Summit at the Big House, a daylong outreach event, welcomed more than 200 local middle school students to the Michigan stadium and engaged diverse students with 35 UMMS departments. Students interacted with practitioners and explored career opportunities in health care.



Creating a Community of Practice — MGH Institute of Health Professions

The Office of Justice, Equity, Diversity, and Inclusion (JEDI) at the MGH Institute of Health Professions launched the JEDI Curriculum and Pedagogy Community of Practice, a voluntary group created to share experiences, identify needs, provide mutual support, foster community, and advance strategic initiatives such as faculty development days.



Inclusive Campus Campaign — Nova Southeastern University College of Optometry

Nova Southeastern University College of Optometry (NSUCO) launched DiversifEYE, a campaign to promote campus inclusivity. The campaign resulted in the creation of a diversity committee and director appointment, opportunities for candid conversations, identification of areas for improvement, and training for all constituents as well as multiple scholarship opportunities for underrepresented students, including the establishment of an endowed fund that will allow for these scholarships in perpetuity. NSUCO's Preparatory Optometry Program provides a platform to assist underrepresented students in the pursuit of optometric education and to advance their success in the program.

Performance Reviews Include DEIB Goals — New York University Rory Meyers College of Nursing

New York University Rory Meyers College of Nursing (NYU Meyers) faculty, staff, and administrators now identify a diversity, equity, inclusion, and belonging goal in the annual performance review process. A majority of NYU Meyers nursing faculty hires this academic year are from underrepresented communities.



TEXAS A&M UNIVERSITY
Irma Lerma Rangel
School of Pharmacy



42% FIRST-GEN
PHARM D STUDENTS



59% URM
PHARM D STUDENTS



Top Colleges for Diversity

2ND CONSECUTIVE YEAR



Crowdfunding Support for DEI Programming — Oklahoma State University Center for Health Sciences

The Office of Diversity, Equity, and Inclusion at Oklahoma State University Center for Health Sciences (OSU-CHS) launched a fundraising campaign in 2021 through OSU Foundation's PhilanthroPete crowdfunding platform, which allows faculty, staff, and students the opportunity to donate to a fund supporting student and resident events, diverse student organizations, medical resident needs, and DEI programming. Also in the past year, students took the initiative to form the Latino Medical Student Association and the American Muslim Medical Student Association, showcasing the growing diversity at OSU-CHS.



Summer Institute Demonstrates Success — The Ohio State University College of Nursing

The Ohio State University College of Nursing hosts an annual Summer Institute for Future Nurses to introduce diverse groups of high school students to the nursing profession. The program was hybrid for 2022 and resumed on-campus clinical skills labs. Twenty-three former participants have graduated from college with a bachelor of science in nursing. The college has launched an interprofessional Health Equity Scholars program, designed to prepare students with advanced education and skills to guide the generation or implementation of evidence to improve health equity in the community.



Building Student Communities — The Ohio State University College of Medicine

The Ohio State University (OSU) College of Medicine has two newly created student organizations. One is for students in medicine who identify as Middle Eastern and North African, and the other, called the Disability Advocacy Coalition, focuses on advocacy around accessibility. The OSU College of Medicine ensures implicit bias mitigation training happens during the first semester of a student's first academic year.



Supporting Student Pathways — The Ohio State University College of Optometry

The Ohio State University College of Optometry last summer instituted the Buckeye Launch Program, an intensive pre-orientation to ensure that students reach their full potential. The new summer bridge/first-year experience program also aims to increase students' sense of belonging. The Improving Diversity in Optometric Careers (I-DOC) summer pathway program invites underrepresented undergraduate students to a multiday summer experience at the College of Optometry.

89%

follow a strategic retention plan for underrepresented and first-generation students

83%

support LGBTQ+ affinity or employee resource groups

UCI School of Medicine – Honored to be a 2022 Health Professions HEED Award winner.

We are proud to train the next generation of physicians-leaders committed to public service, health equity, and advocacy within under-resourced communities. A special thank you to our Diversity Officer, Ursula Worsham, EdD, on her work to promote diversity, equity and inclusion as well as the dedication of our faculty and PRIME scholars who have contributed to this recognition.



Program in Medical Education – Latino Community Health Scholars graduates at the 2022 UCI School of Medicine commencement.



Ursula Worsham, EdD
UCI School of Medicine
Chief Diversity Officer



PRIME Leadership Education to Advance Diversity – African, Black and Caribbean: PRIME LEAD-ABC Program is the first medical school program in the nation designed to specifically develop physician-leaders who will serve the unique health needs of ABC communities. Carol Major, MD, co-founder and co-director, Kaosoluchi Enendu, MD, co-founder and Candice Taylor Lucas, MD, co-director of PRIME LEAD-ABC.



Inclusive Excellence Team Certification — The Ohio State University College of Public Health

The Ohio State University College of Public Health (CPH) dean's administrative leadership team and staff are in the inaugural class of the university's new Inclusive Excellence Team Certificate Program. The intensive nine-month opportunity includes a capstone project to advance the college's goals around diversity, equity, and inclusive excellence. In addition, Dean Amy Fairchild added an associate dean for faculty and inclusive excellence to her leadership team who is charged with articulating and advancing a vision for inclusive excellence and providing leadership to enhance excellence in teaching, scholarship, and service.

Weaving DEI into Professional Development — The Ohio State University College of Veterinary Medicine

The Ohio State University College of Veterinary Medicine is implementing the idea of shared values into its professional development curriculum to better align diversity and inclusion principles with the values of the university and the College of Veterinary Medicine. The college also created a leadership group for student organizations focused on historically excluded populations to provide support and growth opportunities.



In UniSON: *together we commit, together we act*



UNIVERSITY
of **MARYLAND**
SCHOOL OF NURSING

IN UNISON, THE MEMBERS OF THE UNIVERSITY OF MARYLAND SCHOOL OF NURSING ACKNOWLEDGE THE DEVASTATING IMPACT OF STRUCTURAL RACISM AND OTHER FORMS OF STRUCTURAL OPPRESSION ON OUR COUNTRY, COMMUNITIES, AND SCHOOL.

We are commemorating a year since we launched our formal anti-oppression position statement, and we continue the work of weaving the statement's commitment to action into the fabric of daily life at the School, including our academic offerings.

READ THE FULL STATEMENT AT nursing.umaryland.edu/unison.

We invite you to join us to contribute your background and perspectives to the critical work we do to cultivate healthier communities locally, nationally, and around the world.

EXPLORE YOUR OPTIONS nursing.umaryland.edu/explore.

***Higher Education Excellence in Diversity Award
winner for five consecutive years, 2018 - 22.***



Top Colleges for Diversity



School of Nursing
UNIVERSITY OF WISCONSIN-MADISON



BADGER NURSES CHANGE LIVES

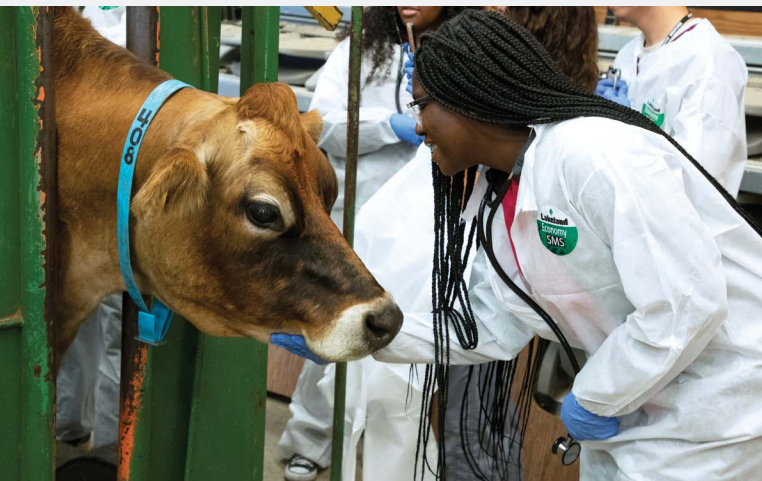
For almost 100 years, the University of Wisconsin–Madison School of Nursing has been developing nurse leaders for the profession and society. Our legacy of excellence includes making discoveries, enhancing systems, and improving health through research, education, and practice.

Come be a part of Wisconsin's leading research institution. Visit nursing.wisc.edu for more information about our academic programs and job opportunities.



Program Provides Student-to-Student Mentoring — Purdue University College of Veterinary Medicine

High school and college students participating in Purdue University College of Veterinary Medicine's (PUCVM) yearlong Vet Up! Champions program are mentored by current veterinary medical students. Through the Vet Up! College Veterinary Clinical Experiences program, college participants are immersed in the curriculum, animal experiences, and culture during a monthlong summer stay at PUCVM. Students are then placed at clinical sites in their residential communities to gain hands-on veterinary experiences, many of which continue beyond the summer program.



DEI Strategies in Action — Rutgers University School of Nursing

Rutgers University School of Nursing (RUSON) launched a new DEI strategic plan that features actionable, measurable goals toward creating an environment that is actively anti-racist and anti-biased. New initiatives include the volunteer group Voices of Color, offering space for faculty and staff of color to build a community of respect, dignity, and equality. DEI-focused development efforts at RUSON resulted in a \$2 million endowment received in fall 2022, which will provide four-year scholarships for first-generation college students from underrepresented communities in Newark, N.J.

ADVANCING MEDICAL EDUCATION FOR ALL

PROUD HONOREE OF THE

2022 HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD

For the fourth time, the University of Miami Leonard M. Miller School of Medicine has received the prestigious HEED Award. The Miller School remains committed to fostering a diverse, equitable learning environment that prepares graduates to face the challenges of the future, advance medical knowledge through research, and support the clinical needs of our society.



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE

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CELEBRATING *everyone* IN AGGIELAND!

The Texas A&M School 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 veterinary professionals, and in advancing the field through research.

The VMBS' Office for Diversity & Inclusion and the Committee for Inclusion, Diversity, Equity, & Accountability host numerous activities and campaigns throughout the year to raise awareness of DEI causes and special events, to promote an inclusive and welcoming school community, and to provide new opportunities for stress relief and well-being, including the chance to give back to the community-at-large through outreach events.

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

 Office for
Diversity & Inclusion
VETERINARY MEDICINE & BIOMEDICAL SCIENCES

vetmed.tamu.edu/diversity



@tamuvetmed





Fostering Community Outreach — Texas A&M School of Veterinary Medicine & Biomedical Science

Texas A&M School of Veterinary Medicine & Biomedical Sciences (VMBS) DVM students offer free wellness checkups and vaccinations in support of pets from families with reduced access to veterinary care. One project has provided preventative care to more than 1,240 animals in the Rio Grande Valley over two years. The VMBS Committee for Inclusion, Diversity, Equity & Accountability works to enhance diversity and promote a positive and inclusive culture within the school by hosting activities and training opportunities that foster a welcoming and respectful environment.



Deans CARE Interns — Texas A&M University Irma Lerma Rangel School of Pharmacy

Deans Committed to Anti-Racism Efforts (Deans CARE) launched to actively support Texas A&M University's steady progress toward creating a vibrant climate for DEI. Three students had the opportunity to serve as Rangel School of Pharmacy Deans CARE interns, working to compile and improve DEI resources. A \$1 million award from the U.S. Food and Drug Administration Office of Minority Health and Health Equity allows researchers from Rangel School of Pharmacy and the American Association of Colleges of Pharmacy to advance enrollment of people from underrepresented populations in clinical trials.



Focus on Underrepresented Students — Touro College of Osteopathic Medicine

At the close of the 2020-2021 academic year, 15 percent of students in the Touro College of Osteopathic Medicine's (TouroCOM) graduating class were from underrepresented groups, compared with the national average of 9.3 percent, and about half of TouroCOM's graduates work in underserved communities or primary care shortage areas. Success is achieved through a combination of efforts including fundraising for scholarships, supporting community service opportunities, and student-led recruitment efforts. TouroCOM also runs a successful two-year STEM afterschool program, MedAchieve, and a popular master of science degree to doctor of osteopathic medicine pathway program that helps prepare students for the rigors of medical school.



Anti-Racist Transformation — The University of Arizona College of Medicine - Phoenix

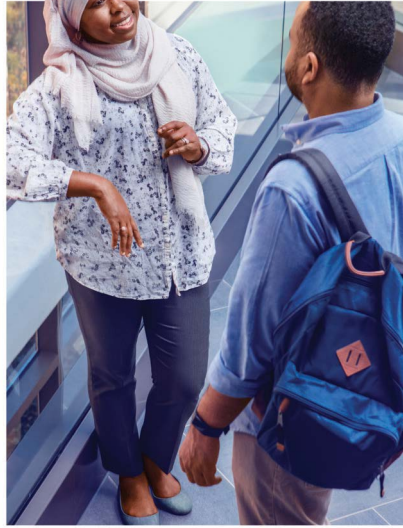
The University of Arizona (UArizona) College of Medicine - Phoenix is one of 11 schools selected to participate in the Anti-Racist Transformation in Medical Education initiative, a three-year program funded by the Josiah Macy Jr. Foundation and designed to dismantle institutional racism, establish and maintain capacity for transformational change, and build a community of practice within and across schools. The college also secured nearly \$500,000 in scholarship funding for students underrepresented in medicine, created an anti-racist curriculum, and offered faculty development on teaching anti-racist medicine. UArizona College of Medicine - Phoenix welcomed its most diverse class of students this year.

100%

discuss health disparities
as part of curriculum

75%

require full-time students to
engage in patient bias training



THERE'S VALUE IN EVERY PERSPECTIVE

Diversity isn't an initiative at **MICHIGAN MEDICINE**. It's the foundation of who we are and all we do. Michigan Answers are found at only one place in the world and are rooted in the diversity of talent and perspectives we welcome and champion every day. The mission of our faculty, students and staff is to continually honor the well-being, individuality and dignity of all who work, learn and heal at Michigan Medicine.

To learn more about our commitment to diversity visit: ohei.med.umich.edu



Michigan Answers™





Academy for Underrepresented K-12 Students — University of Arkansas for Medical Sciences

The University of Arkansas for Medical Sciences successfully launched Pathways Academy, which provides statewide and year-round programs for underserved and underrepresented K-12 scholars as well as resources, training, and professional development for advocates and teachers. More than 500 scholars participated in the initial launch, with enrollment expected to double within the next year. With the expansion and rebranding of outreach programs for undergraduate students from underserved and underrepresented groups, these statewide programs are now collectively a part of Health Career University.



Record Number of Transfer Students — University of California, Los Angeles School of Nursing

The University of California, Los Angeles School of Nursing (UCLA Nursing) doubled the size of its transfer student class for the 2022-2023 academic year, marking the school's largest transfer class in its history. UCLA Nursing is also developing the Southern California Regional Emerging and Hispanic Serving Institution Partnership pathway program to promote enrollment of underrepresented students in advanced nursing degree programs, including master's and doctoral degrees.



Inaugural DEI Colloquium — University of California, Riverside School of Medicine

The University of California, Riverside School of Medicine (UCR SOM) DEI Committee hosted its inaugural Diversity, Equity, and Inclusion Colloquium, featuring a keynote address and fireside chat with U.S. Representative Raul Ruiz, MD (D), who is also a UCR faculty member. In addition, UCR SOM participated in the Association of American Medical College's Collective Action Initiative on Advancing Diversity, Equity, and Inclusion. As part of this initiative, the school completed the Diversity, Inclusion, Equity, and Culture (DICE) Inventory.



Implementing a New DEI Strategic Plan — University of Cincinnati College of Nursing

The University of Cincinnati College of Nursing (UC College of Nursing) participated in the design and implementation of a DEI strategic plan led by Ann Gakumo, PhD, the college's inaugural Greer Glazer Endowed Chair for Diversity, Equity, and Inclusion. UC College of Nursing also established a new program to increase educational opportunities for individuals from disadvantaged backgrounds, Cultivating Undergraduate Nursing Resilience and Equity. The program is funded by a Nursing Workforce Diversity grant provided by the federal Health Resources and Services Administration.

92%

require admissions employees to engage in diversity training

84%

graduation rate for full-time African American students



We strive to improve access to health care and research across North Carolina and the world by building and sustaining an inclusive working and learning environment for our staff, faculty, leaders and learners. We train the next generation of scientists and health professionals to provide innovative and thoughtful solutions, and care for a growing diverse society.



Our strategic priorities to help us achieve this aim include:

- **Improving** educational and professional opportunities for diverse populations in science and health professions
- **Cultivating** an environment that promotes a more inclusive culture
- **Strengthening** institutional infrastructure and systems to support diversity, equity, and inclusion efforts



Community Youth Outreach — University of Cincinnati James L. Winkle College of Pharmacy

University of Cincinnati James L. Winkle College of Pharmacy (JLWCOP), as part of the University of Cincinnati Academic Health Center and in collaboration with the Breakthrough Cincinnati organization, offers a summer learning experience for young people in grades six through nine in which they explore health care professions, health promotion, disease prevention, and healthy choices. JLWCOP also supports the Cincinnati Public School Pharmacy Tech Program, which allows students to work toward becoming certified technicians starting at age 17.



Focus on Underrepresented Dentistry Students — University of Florida College of Dentistry

Racially and ethnically underrepresented graduates at the University of Florida College of Dentistry (UFCD) had a 100 percent on-time graduation rate within the class of 2022. The school secured \$1 million in recruitment scholarship funds over the past two academic years for UFCD students who have a demonstrated commitment to breaking down barriers and for welcoming individuals who are underrepresented in dentistry at UFCD.

81%

implement a diversity plan
to recruit faculty



**MGH INSTITUTE
OF HEALTH PROFESSIONS**

Member of  Mass General Brigham



Educating Healthcare Leaders to Care for a Diverse Society

The mission of MGH Institute of Health Professions in Boston is to prepare health professionals and scientists to advance care for a diverse society through leadership in education, clinical practice, research, and community engagement. From implementing the country's first Invisible Labor initiative to developing the JEDI Fellows program where students work with our academic programs and tackle social justice and equity issues on campus, we strive each day to prepare tomorrow's healthcare leaders.

mghihp.edu/JEDI



Find Your Place



K-State veterinary students and advisors celebrate the formation of two new clubs: Latinx Veterinary Medical Association and Avian Medicine Club.



Day Camp for prospective students



Livestock Services clinical rotation

KANSAS STATE UNIVERSITY

College of
Veterinary Medicine

The College of Veterinary Medicine at Kansas State University strives to create culturally proficient DVM graduates and leaders in DEI. We offer diverse programs and community outreach:



The college supports DEIB training and certification opportunities for faculty, staff and students.



Programs to recruit students from rural Kansas and students with an Indigenous, Native or Tribal heritage.



Walter C. Bowie Scholarship: To bring diverse people together and serve disadvantaged populations.

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Teaching Ethics and Implicit Bias — University of Houston College of Nursing

Shermel Edwards-Maddox, University of Houston College of Nursing (UH Nursing) professor of practice, and Danielle Quintana, clinical assistant professor, explore ethics and implicit bias in nursing education. They emphasize that nurses are responsible for promoting equality and diversity by treating all patients and colleagues with respect and dignity. UH Nursing was one of 10 programs nationwide to receive a grant to build COVID-19 vaccine confidence. The American Association of Colleges of Nursing provided the funding after receiving \$1 million from the Centers for Disease Control and Prevention to create such initiatives.

Junior Faculty Pathway Program — University of Kentucky College of Medicine

A junior faculty pathway program, Dynamic Appointments in the Research Title Series, was created by University of Kentucky College of Medicine (UKCOM) to bridge the postdoctoral fellows and tenure-track faculty appointments. Also, the college committed \$3 million to the COMMITTS Hiring Initiative, which will support recruitment and hiring and enhance diversity in biomedical sciences at UKCOM. Another pathway initiative, Black Boys and Men in Medicine, is a mentorship program designed to address the crisis of underrepresentation of Black men in medicine. Each month, diverse sixth through eighth grade students participate in hands-on activities and presentations to expose them to medicine as a career path.



Changing the landscape of veterinary medicine **BEGINS HERE**

Honored to be a Health Professions
Higher Education Excellence
in Diversity (HEED) Award winner
for the sixth year in a row.

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MODEL®**



THE OHIO STATE UNIVERSITY
COLLEGE OF VETERINARY MEDICINE



TouroCOM Receives National Higher Education Excellence in Diversity and Inclusion Award for Fourth Year!

Touro College of Osteopathic Medicine is honored to receive the **INSIGHT Into Diversity** magazine's 2022 Health Professions Higher Education Excellence in Diversity Award! A national leader in graduating underrepresented minorities, TouroCOM offers a renowned two-year STEM afterschool program for high school students called MedAchieve as well as a M.S.-to-DO pathway program that helps prepare students for the rigors of medical school. TouroCOM is also dedicated to providing scholarships and community service opportunities.

Community Outreach Addresses HIV/AIDS — University of Louisville Health Sciences Center

Jelani Kerr, PhD, associate professor in the University of Louisville (UL) Health Sciences Center's School of Public Health and Information Sciences, produced the documentary "Healing in the Valley," which focuses on his research concerning HIV effects on African Americans. Kerr investigates individual and social factors that influence HIV/AIDS disparities and partners with communities to develop interventions. UL School of Medicine's Student National Medical Association chapter teamed up with community partners to create Future Healers, which introduces youth to the field of medicine and helps them navigate the emotional trauma of increased violence in their communities.



Increasing Diverse Student Enrollment — University of Minnesota School of Nursing

The University of Minnesota School of Nursing's efforts to recruit and retain diverse students in the doctor of nursing practice (DNP) program resulted in an enrollment increase of 24 percent, up from 6 percent in 2015 to nearly 30 percent in 2021. Last year, the number of underrepresented graduates from the DNP program increased to 23 percent. In the past two years, the number of Black, Indigenous, and people of color joining the faculty rose from 13 percent to more than 25 percent. Campus DEI leaders and the Faculty Search Committee collaborated on implicit bias workshops and faculty listening sessions.



Increasing Student Diversity — University of Maryland School of Nursing

The University of Maryland School of Nursing (UMSON) increased its percentage of underrepresented student groups to 52 percent in 2021, up from 44 percent in 2016. Diverse faculty and staff members increased to 44 percent in 2021, up from 30 percent in 2016. UMSON also launched an anti-oppression position statement in fall 2021 — In UniSON: Together We Commit, Together We Act.



New Pathway to Medical School — University of Miami Leonard M. Miller School of Medicine

The University of Miami Leonard M. Miller School of Medicine collaborated with Miami Dade College on a pathway program for underrepresented students interested in attending medical school. The School of Medicine also developed the self-guided Diversity, Equity, and Inclusion Certificate for Learners Program.

83%

offer mentoring programs
for diverse faculty



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Emilia Iwu, PhD, RN, FNP, FWACN, is named Assistant Dean, Center for Global Health

Dr. Iwu's research interests, focused on reducing disparities in health outcomes, include HIV education, prevention and treatment; health provider education/practice; and nursing leadership. Her funded research includes a longitudinal assessment of new midwifery education and training initiatives in conflict-affected areas of Northern Nigeria.



New \$2 Million Scholarship will Support Students from Underrepresented Communities

This generous gift will provide full scholarships for first-generation college students from the city of Newark, New Jersey to pursue a bachelor of science degree at Rutgers School of Nursing.

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Learn more at nursing.rutgers.edu



Fostering Inclusivity and Health Equity — UNC Gillings School of Global Public Health

The UNC Gillings School of Global Public Health (Gillings School) hosted the student-led Minority Health Conference on Revolutionary Healing and Rebuilding, which created space to acknowledge wounds of systemic racism, reflect on structural challenges and barriers to health equity, and advance work toward more equitable systems for the future. The Gillings School also held the third annual Inclusive Excellence Symposium to provide instructors — including faculty, instructional staff, and teaching assistants — with history, theory, and practical skills to critically analyze their course content, delivery methods, and assessment materials to foster inclusive classrooms, promote inclusive discussion, and facilitate critical conversations.



Providing Access to Veterans and Active Military Students — UNC Greensboro School of Nursing

UNC Greensboro School of Nursing supports the Veterans Access Program, which provides the opportunity for military veterans, active reservists, and active-duty military to earn a bachelor of science in nursing.

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Piloting Community Wellness Services — University of Rochester School of Nursing

The University of Rochester School of Nursing (URSON) Center for Employee Wellness developed a pilot program with the Anthony L. Jordan Health Center, a Federally Qualified Health Center, to provide condition management services (in person and via telehealth) by a registered nurse. The focus is on goal development and sustainable behavior change. In 2017, URSON began a new faculty recruitment initiative, in which postdoctoral fellows receive direct tenure-track faculty appointments after successfully completing their research. During the past five years, URSON has hired seven faculty members through the program, and four are now assistant professors.



Multicultural Schools Grant — University of Tennessee College of Veterinary Medicine

The University of Tennessee College of Veterinary Medicine (UTCVM) received a USDA NIFA Multicultural Scholars Grant enabling the college to enhance investment in efforts to increase underrepresented populations pursuing doctor of veterinary medicine degrees. Working with the Tennessee 4-H Program, UTCVM has begun a yearlong pilot program, 4-H Virtual Vet Science Club. The club meets monthly to introduce and enhance student engagement in veterinary medicine topics and careers, particularly opportunities in rural communities.

Honoring Women in Dentistry — University of Texas Health Science Center at Houston School of Dentistry

Each September, the University of Texas Health Science Center at Houston School of Dentistry (UTSD) recognizes Women in Medicine Month by highlighting individuals at the dental school through its Women in Dentistry initiative. The recognition includes display banners that highlight women in various faculty, staff, and leadership positions as well as a Q&A series. Seeking recommendations leading to the enhancement of a diverse, equitable, and inclusive environment, UTSD performed a holistic DEI evaluation with faculty, staff, and students.



Biomedical School for Youth — UT Southwestern Medical Center

UT Southwestern Medical Center is committed to strengthening the number of diverse health care providers and researchers through innovative programming, beginning with the new Biomedical Preparatory public school (currently serving pre-K to first grade students, with plans to expand up to eighth grade) and continuing through graduate, health professions, public health, and medical schools.

84%

designate the senior diversity officer role as an executive level position

75%

utilize search firms to help build pools of diverse candidates



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Impactful Programming for Underrepresented Students — University of Wisconsin-Madison School of Nursing

The University of Wisconsin-Madison School of Nursing recently created two new positions in the Office of Academic Affairs focused on student success. The positions will work to provide more high-touch, impactful programming for both pre-nursing and nursing students of color as well as transfer, first-generation, and other underrepresented student groups. Also, the school's board of visitors and its alumni relations officer collaborated to implement a strategic plan for alumni engagement that began in 2020. In spring 2022, an alumni of color subcommittee formed. The group works to ensure that all alumni are heard and represented in the school's programs and communications.



Pinning Pledge Deepens Equity Commitment — University of Virginia School of Nursing

The 2021-2022 academic year at the University of Virginia School of Nursing marked the unveiling at pinning of a new nursing student pledge that deepened students' explicit commitment to equity and inclusion as an exemplar for its response to George Floyd's murder. The school also welcomed the arrival of a new accelerated bachelor of science in nursing cohort that is 41 percent underrepresented students and one-third first-generation college attendees.



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Implicit Bias Training — Vanderbilt University School of Nursing

During spring 2022, Vanderbilt University School of Nursing (VUSN) created seven different video-based simulations for implicit bias/inclusivity training for faculty and staff. More than 25 two-hour sessions were conducted over a four-month period. Nearly 100 percent of faculty and staff attended the training. Another major VUSN project was the expansion of a mobile COVID-19 vaccine unit. In collaboration with Vanderbilt University Medical Center and various community partners, VUSN has focused on vaccinating at-risk populations who face barriers to accessing vaccines.



Debt-Free, Need-Based Financial Aid — Weill Cornell Medicine

Weill Cornell Medicine's debt-free, need-based financial aid program started in the 2019-2020 academic year to enhance equity in medical education and diversify Weill Cornell Medical College's applicant pool. With the generosity of donors, Weill Cornell Medicine offered debt-free, need-based financial aid for students in the MD program. The inaugural Dean's Diversity and Healthcare Disparity Research Awards, now known as the Ritu Banga Healthcare Disparities Research Awards, provide four levels of one-year research funding to investigators whose work seeks to improve the health of underrepresented groups and achieve health equity locally and globally.

98%

utilize a DEI committee, counsel, or task force

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Select Supreme Court Justices Assert the Diversity Benefits of Affirmative Action



Students protest outside the Supreme Court as affirmative action cases are argued inside. (Photo courtesy Victoria Pickering via Flickr)

Going into 2023, the use of affirmative action in the college admissions process hangs in the balance, as the U.S. Supreme Court decides to uphold or reject its prior ruling on the matter. On October 31, the court heard oral arguments pertaining to two race-conscious admission cases brought against Harvard University and the University of North Carolina (UNC), respectively, filed by the conservative advocacy group Students for Fair Admissions (SFFA). SFFA argued that the practice of race-conscious admissions discriminates against White and Asian applicants.

Throughout the proceedings, Justices Ketanji Brown Jackson, Elena Kagan, and Sonia Sotomayor asserted that race-conscious university admissions are critical to addressing historical inequities, and the consideration of race in a student's acceptance is just one small factor among many. U.S. Solicitor General Elizabeth B. Prelogar told the justices during the Harvard case arguments disallowing the consideration of race as one factor in admissions would have "profound consequences for the nation that we are and the nation that we aspire to be."

Jackson recused herself from the Harvard case, given her long period serving as a member of the university's board of overseers. During the oral argument in the UNC case, Jackson voiced concerns that eliminating affirmative action could lead to effective discrimination under the law. ●

"What I'm worried about is that the rule you're advocating, that in the context of a holistic review process a university can take into account and value all of the other background and personal characteristics of other applicants, but they can't value race. That seems to me to have the potential of causing more of an equal protection problem than it's solving."

Justice Ketanji Brown Jackson, speaking to Patrick Strawbridge, attorney representing Students for Fair Admissions during the October 31 hearing



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Creating Opportunities for People of All Backgrounds

The University of Arkansas for Medical Sciences' Division for Diversity, Equity and Inclusion strives to create a campus environment that welcomes people of all backgrounds. In partnership with student- and employee-led organizations, we've invested our time and effort to create programs that benefit veterans, underrepresented minorities, individuals with disabilities, and members of the LGBTQ community.

We're committed to making STEM-H education and health care careers attainable for everyone, opening new opportunities for students from underrepresented or underserved groups. Our K-12 and undergraduate programs reach hundreds of individuals each year and form a route for those who dream of pursuing a degree in the health professions field.

It's an honor to receive the Health Professions HEED Award in recognition of UAMS' continuing efforts to serve as a national leader in the areas of diversity, equity and inclusion in higher education.

DDEI.UAMS.edu



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