NURSING AND PHARMACY SCHOOLS

Colleges of nursing and pharmacy create unique pathways to prepare students for the challenges of modern healthcare

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The Florida A&M University School of Nursing is the oldest continuing baccalaureate nursing program in the United States at a historically Black institution. Established in 1904 as a hospital-based program, it became the first baccalaureate program in Florida in 1936. The Florida Board of Nursing approved the program and its graduates were permitted to write the licensure examination in 1941. Ten years later, the program obtained accreditation by the Collegiate Board of Review of the National League of Nursing Accreditation Service. Currently, the program offers a bachelor’s and master’s degree. The bachelor of science degree is for students (generic and RN-BSN) who have completed requirements for admission to the professional level. The Master of Science in Nursing degree is for post-baccalaureate nurses and those with a post-master’s certificate plan. The graduate program offers both campus and online options.

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The SIUE Office of Institutional Diversity and Inclusion celebrates Jerrica Ampadu, PhD, Assistant Professor and Coordinator of Diversity in the SIUE School of Nursing, and her commitment to diversity.

Program Director, Student Nurse Achievement Program
- Providing tutoring and mentoring for minority and disadvantaged SIUE School of Nursing students

Principle Investigator, Asthma Trigger Assessment Program
- Providing education and environmental assessments for minority and underserved clients with asthma

Project Director, U.S. Health Resources and Services Administration Grant
- Supporting the WE CARE Clinic, a nurse-managed primary care clinic sponsored by the SIUE School of Nursing which provides culturally competent care to diverse clients in the Metro East
- Training licensed RNs and undergraduate nursing students to function as registered nurses in primary care in interprofessional collaborative practice
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Men in Nursing: A Crucial Profession Continues to Lack Gender Diversity
By Mariah Bohanon

Are Pharmacy Schools One Key to Lowering the Suicide Rate?
By Alice Pettway

Penn State Nursing Programs Focus on Caring for Sexual Assault Survivors
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Fundraising for Diversity Officers: An Overlooked Opportunity
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Building Success: Schools Design Inclusive Spaces Where Individuals Can Find Support, Fellowship
By Alexandra Vollman

Spurring Interest in Pharmacy Careers Through Outreach and Accessibility
By Alexandra Vollman

ON THE COVER: Students at The University of Tennessee Health Science Center College of Pharmacy
Health Care isn’t just an occupation

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NSU College of Pharmacy Expands International Program into Underserved Regions

While the need for pharmaceutical care is universal, the role of pharmacists varies around the world. Distribution of medicine, regulations, and practices differ just as much as culture, language, and environment.

To provide students a deeper understanding of global healthcare differences and issues, Nova Southeastern University (NSU) College of Pharmacy — with campuses in Florida and Puerto Rico — recently expanded its study abroad program to include international Advanced Pharmacy Practice Experience (APPE) opportunities. This expansion allows fourth-year PharmD students to further develop their skills and earn elective course credits while providing patient-centered care to underserved regions of the U.K., Australia, and Vietnam.

During APPEs, NSU pharmacy students work alongside faculty at partner universities and independent community pharmacies, assisting with disease management and administrative tasks such as managing patient profiles. At the University of Nottingham in the U.K., students examine differences between pharmacy law and ethics there and in the U.S. and learn to work through differences in healthcare policy. For example, U.K. residents have free, universal healthcare, while much of the U.S. healthcare system is private — requiring American pharmacists to be experts on processing insurance claims as well as Medicare and Medicaid payments.

NSU pharmacy students gain a global perspective on healthcare through these international experiences, improving their ability to provide care to individuals from different backgrounds. They also create lifelong connections with local pharmacy staff that NSU pharmacy professor Ana Castejon, PhD, says “allows them to appreciate their profession even more as they bond with professionals in the field from around the world.”

— Romana Mrzljak

Trump Administration Fears Espionage by Chinese College Students, Weighs Punitive Measures

Chinese college students are the largest group of international students in the U.S., according to the Migration Policy Institute, but their presence on college campuses is being hotly debated by the federal government. With President Donald Trump and Chinese President Xi Jinping embroiled in a trade war, Chinese college students are caught in the crossfire of fears over intellectual property theft.

Depending on the research source, this group generates anywhere from $12 to $18 billion annually for the national economy through tuition, living expenses, part-time employment, and other participation. Their economic influence ultimately helped government officials persuade Trump to reject a ban on their visas this past October. The State Department has already reduced the length of visas for Chinese graduate students from 60 months to 12 months in certain scientific fields.

The ban proposal was championed by Trump’s senior adviser, Stephen Miller — well known for his hardline stance on immigration issues. As reported in The Financial Times, Miller expressed concern that students from China posed a national security threat, suggesting they may engage in espionage activities, a claim that many higher education experts reject. He also claimed that banning Chinese students from U.S. institutions of higher education would likely have the most negative impact on elite colleges and universities, which he said have expressed strong criticism of Trump, reported The Financial Times.

In December, Trump was considering whether to impose stricter background checks on Chinese students. This could take the form of examining their phone records and social media accounts for affiliations with Chinese government organizations, according to Reuters.

Banning Chinese students would have a detrimental economic impact on a wide range of higher education institutions, from small colleges to large public research universities, argued Terry Branstad, U.S. ambassador to China, in The Financial Times. They also greatly influence growth of a college’s intellectual life — and that of the greater society; for example, 25 percent of U.S. doctoral degrees in physics are awarded to Chinese students, according to the National Science Foundation.

It remains to be seen how the discussion or enactment of such measures will affect future enrollment. Prior to these developments, Chinese students were undeterred by Trump’s anti-immigrant rhetoric. In fact, their U.S. presence increased in 2017, according to a study by Open Doors.

— Ginger O’Donnell
Columbia University is proud to announce the creation of its African American and African Diaspora Studies department.

“Departments and academic institutions don’t produce knowledge for the moment, they produce knowledge for the long term. Creating a new department is an investment in producing knowledge that is valuable for our country at any time, but especially at this moment, as it reminds us of an historical legacy as well as a vision of America that we need to engage more now than ever.”

- Farah Jasmine Griffin, William B. Ransford Professor of English and Comparative Literature, Director of the Institute for Research in African American Studies and inaugural chair of the Department of African American and African Diaspora Studies
UH College of Nursing fuels the health care industry by educating skilled nurses with a 100% first-time pass rate on the NCLEX-RN licensure exam for 2015, 2016, and 2017, and FNP national certification exam for 2015, 2016, 2017, and 2018.

In 2018, the college signed a Memorandum of Understanding (MOU) with the Indian Nursing Council at the Consulate General of India, to begin nurse practitioner and DNP programs in India, followed by a visit to India to further relationships between the Indian Nursing Council and the University of Houston College of Nursing.

The College of Nursing is honored to receive the Health Professions HEED Award for diversity and inclusion for three years in a row - 2016, 2017 & 2018.

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University of Wisconsin Professor Tackles Opioid Abuse with Interactive Video Game

According to a new study in the journal *Pediatrics*, childhood hospitalization from misuse of opioids nearly doubled from 797 patients between 2004 and 2007 to 1,504 between 2012 and 2015. Adolescents ages 12 to 17 accounted for 60 percent of these individuals, indicating that this age group is extremely vulnerable to the country’s fastest growing public health crisis, say researchers.

In an attempt to tackle the issue of teen opioid abuse, Olufunmilola Abraham, PhD, assistant professor in the University of Wisconsin–Madison School of Pharmacy, developed an innovative video game. Designed in collaboration with Gear Learning, a game developer based out of the Wisconsin Center for Education Research, the software teaches high school students about proper medical safety practices and the hazards associated with opioid and prescription medication abuse.

Abraham’s video game uses anthropomorphized characters (animals with human traits and emotions) whose storylines focus on eight themes including dealing with the social pressures of opioid medication use. Characters are faced with different scenarios involving these drugs, and they must deal with the legal, social, and physiological consequences of their mistakes.

One features a character whose friends are misusing the pain medication her doctor prescribed her for a broken arm. When the character’s parents see her friends ill on the floor, the player has to decide what actions their avatar should take.

“The game gives students a space to have conversations [about opioids] earlier on and be prepared to deal with it and promote the right things among their peers,” Abraham said in a press release.

She encourages the use of gamification as a tool to engage students in opioid medical safety and to ultimately prevent opioid abuse and even death. Using interactive games that enforce positive behavior can help students make responsible decisions when faced with similar scenarios in the future, Abraham said.

The video game is currently in testing and will be released in 2019.

— Romana Mrzljak
TEXAS
Myron Anderson, PhD, has been named vice president for inclusive excellence at the University of Texas at San Antonio. He previously served as the associate to the president for diversity at the Metropolitan State University of Denver.

NEW HAMPSHIRE
Melinda Treadwell, PhD, has been appointed president of Keene State College. She was most recently interim president of the university.

NEBRASKA
Paul D. Turman, PhD, has been named chancellor of the Nebraska State College System. He previously served as the system vice president for academic affairs for the South Dakota Board of Regents.

CALIFORNIA
Aaron I. Bruce, PhD, has been named vice president and chief diversity officer of ArtCenter College of Design in Pasadena. He previously served as the chief diversity officer at San Diego State University.

FLORIDA
Elizabeth A. Dooley, EdD, has been named provost and vice president for academic affairs at the University of Central Florida in Orlando. She was most recently the provost and vice president for academic affairs at California State University, Sacramento.

MARYLAND
Debra L. McCurdy, PhD, was appointed president of Baltimore City Community College. She was most recently president of Rhodes State College in Lima, Ohio.

MASSACHUSETTS
Diane Prusank, PhD, has been named provost and vice president of academic affairs at Westfield State University. She previously served as the university’s chief of staff to the president.

NEW YORK
Said Ibrahim, MD, has been named the inaugural senior associate dean for diversity and inclusion at Weill Cornell Medicine. He previously served as the school’s inaugural chief of the Division of Healthcare Delivery Science and Innovation in the Department of Healthcare Policy and Research.

NEVADA
Bellinda ‘Otukolo Saltiban, PhD, has been named chief inclusion and diversity officer at the University of Nevada, Las Vegas.

NEW YORK
Michelle Meekins-Davis has been appointed chief diversity officer of Widener University in Chester. She was most recently the founding director of the university’s Multicultural Student Affairs Office.

PENNSYLVANIA
Kazuhiro Sonoda, PhD, was appointed provost and vice president of academic affairs at the University of Pennsylvania in Philadelphia. He was most recently the university’s interim provost.

WASHINGTON
Said Ibrahim, MD, has been named the inaugural senior associate dean for diversity and inclusion at Weill Cornell Medicine. He previously served as the school’s inaugural chief of the Division of Healthcare Delivery Science and Innovation in the Department of Healthcare Policy and Research.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
ALUMNI RELATIONS AND DEVELOPMENT PROFESSIONALS

In each issue, INSIGHT Into Diversity features diverse professionals in higher education.

Julie Hooper is vice chancellor for university development and alumni relations at the University of California, Berkeley (UC Berkeley), where she is responsible for providing campus-wide leadership regarding all philanthropic endeavors. In this role, she manages a staff of 240 employees and an operating budget of $43 million. Hooper was previously the college’s interim vice chancellor. Prior to that, she served in a variety of high-level development positions at The University of Texas at Austin. For three years, Hooper served on the Board of Directors for the Greater Austin Chapter of the Association of Fundraising Professionals.

Isaac Moore is director of alumni engagement at Winston-Salem State University, which has more than 24,000 alumni across the country. He was previously senior assistant director of alumni relations for Bucknell University. Prior to that, Moore worked in management roles at Susquehanna University, Harrisburg University, and Target Corporation. His civic engagement has included serving as a faculty member for the Council for Advancement and Support of Education as well as a member of the board of directors for Habitat for Humanity International, among other positions.

Andrea Simpson is assistant vice chancellor and executive director of alumni engagement at Indiana University-Purdue University Indianapolis (IUPUI), in charge of cultivating and developing all alumni relationships. Prior to this position, Simpson was director of alumni programs for Indiana University (IU) Robert H. McKinney School of Law, IU School of Nursing, and IU School of Health and Rehabilitation Sciences. She has also served as executive director of alumni relations for City Colleges of Chicago. Simpson has more than 20 years of experience in leadership roles in the area of institutional advancement.

Michael Reza is vice president of advancement at George Fox University (GFU). Before joining GFU, he served in various development and alumni relations positions at Oregon State University, where, among other responsibilities, he oversaw fundraising strategy, major gift solicitation, board recruitment, and volunteer management. As the assistant director of development for Oregon State’s regional programs, Reza raised more than $500,000 in fiscal year 2014. He currently serves as the chair of opportunity and inclusion for the Council for Advancement of Support and Education and previously served on the board of the Oregon Zoo Foundation for three years.

Perrine Blakely is director of development for the College of Business and Economics at Boise State University (BSU). As BSU’s associate director of development prior to this appointment, she was highly successful in securing leadership-level annual gifts. Before joining BSU, Blakely worked as a development professional with the University of Notre Dame, building relationships with alumni, parents, and friends of the university to significantly increase annual donations. She started her career as a real estate broker and spent five years operating an award-winning boutique motel in South Lake Tahoe, Calif.

Charlotte Parks is the inaugural vice chancellor for development at the University of Mississippi (UM). Upon assuming this role in September 2017, she was charged with leading the university’s efforts to increase its endowment from $600 million to $1 billion. Before joining UM, Parks served as the senior associate vice president for development at the University of South Carolina, where she led fundraising for all colleges and oversaw principal gifts, donor relations, and stewardship. In her role as associate vice president for development at Georgia State University and its Robinson College of Business, she successfully directed a $300 million fundraising campaign.
Student-led organization sparked a campus-wide transformation 50 years ago

The Black Awareness Coordinating Committee (BACC) built upon the legacy of Dr. King

Students leading with a strong voice, a clear purpose and vision formed the Black Awareness Coordinating Committee (BACC) in 1969, as our nation experienced racial strife, political turmoil, and hindering violence. After the assassination of civil rights activist, Dr. Martin Luther King Jr., Rochester Institute of Technology students courageously brought forth the needs of Black students on campus and in the community to administrative leaders, faculty, and staff. BACC leadership and members sparked a cultural and academic transformation “to foster and sustain an awareness of Black people being an integral part of our nation’s society.”

BACC was the university’s first student-led organization to host a campus-wide memorial celebration of Dr. King. Today, this annual celebration stands as the longest running diversity program at the university. Throughout the years, they’ve hosted renown speakers, organized cultural events, exposed high school students to a college environment and advocated for the college curriculum to reflect Black history, inventors and their societal contributions. In 1977, BACC was RIT’s only organization “run exclusively for and by minority students.”

2019 marks the 50th anniversary of BACC and RIT continues the valued tradition by celebrating the 37th Annual Expressions of King’s Legacy.

FOR MORE INFORMATION
WWW.RIT.EDU/DIVERSITY
Celebrating African American History Month: The Impact of HBCUs

In celebration of African American History Month, below is a brief look at some of the contributions of historically black colleges and universities (HBCUs). As defined by Congress, HBCUs are schools that were established prior to the Civil Rights Act of 1964. Their initial mission was to serve African Americans, who were often denied educational opportunities at traditionally white institutions. Today, HBCUs serve racially diverse student populations, and some — such as West Virginia State University and Bluefield State College — are even majority white.

- The current number of HBCUs in the U.S. and the U.S. Virgin Islands: 105
- Percentage of all U.S. bachelor’s degrees awarded to African Americans in 2015 that were from HBCUs: 15%
- Percentage of all African American college students enrolled in HBCUs in 2015: 9%
- Percentage of African American college graduates who received their degree from an HBCU, as of 2018: 20%
- Percentage of HBCU students who were either white, Hispanic, Asian or Pacific Islander, or Native American in 2015: 17%
- Percentage of all African Americans earning doctoral degrees in science and engineering who attended HBCUs: 30%
- Percentage of black members of Congress who graduated from an HBCU: 40%
- Percentage of HBCUs in which 75 percent of freshmen come from low-income households: 50%
- The number of HBCUs founded before the Civil War, including Cheyney University of Pennsylvania (1837), Lincoln University (1854), and Wilberforce University (1856): 3
- Percentage of HBCU students in 2017 who were female: 61%

Sources: American Council on Education (ACE); Dana L. Merck, Dean of Student Services at Carteret Community College; hbcurising.com; National Center for Education Statistics; pewresearch.org
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Making Supplier Diversity a Priority in Higher Education

By Clyde Wilson Pickett, EdD

As senior diversity leaders in higher education work to advance a comprehensive equity agenda for their respective colleges, universities, and systems, one area of consideration that must be prioritized is supplier diversity.

Appropriately, chief diversity officers (CDOs) advocate for support in closing the academic opportunity gap. This is essential as our missions mandate a commitment to the delivery of education. However, an additional area of emphasis should be the commitment to addressing the economic opportunity gap that exists in many of our communities with regard to business opportunities.

As business entities with purchasing power, colleges and universities often fall behind in providing an equitable opportunity for partnerships with companies that are owned and operated by traditionally underrepresented groups. Simply put, the opportunity exists to affect economic disparities through engagement with minority-owned businesses and to spread the equity in wealth and opportunity for entrepreneurs who represent the various demographics in the communities in which our campuses are located.

It should be noted, however, that many institutions and leaders are working to advance supplier diversity. This commitment should focus on encouraging the use of minority-owned businesses — including those owned by African Americans, Asians, Latinos, and American Indians as well as by women, veterans, and LGBTQ+ individuals; businesses that are economically disadvantaged and historically underutilized should also be included. This work is about connecting colleges and universities to groups who have in the past been overlooked in the procurement endeavors of higher education institutions. It is about promoting equity and opportunity for all in the space of economic development.

An important element of advancing supplier diversity is cultivating community partnerships. As business entities, colleges, universities, and systems are economic drivers for communities. Given this fact, they have a responsibility to carve out equity in operations and to promote the distribution of opportunity to various constituent groups.

Our work to support diverse companies in our procurement and business operations is not only a good faith effort but also presents the opportunity to impact the economy of our local communities.

Our work to support diverse companies in our procurement and business operations is not only a good faith effort but also presents the opportunity to impact the economy of our local communities. When we share our collective wealth in support of supplier diversity, we advance as an organization, we set the precedent for good business practices for others, and we improve the economy for all. If we do our fair share to positively influence the economies of the communities in which we are positioned, it then follows for traditionally underrepresented groups to grow and support our educational communities, thus uplifting the economy and allowing equity to advance.

As CDOs, part of our work must be to advocate for these programs and to bring attention to an institutional commitment to this work. We must strive to advance an organizational level of support. This must begin with articulating the importance of making this a priority to senior leaders, including presidents and chancellors, and garnering support from the top regarding the benefit for institutions.

There exists the need for other senior leaders beyond the CDO to champion these efforts and to promote supplier diversity participation as not only an expectation for colleges and universities but also as an area of emphasis to improve economic opportunities for traditionally underrepresented groups. Senior leaders must face head-on past inequities in participation as well as be willing to set the tone for institutional commitment and further prioritizing a community investment to support supplier diversity efforts as an expectation.

While presidents and chancellors are essential to advancing participation in supplier diversity initiatives, there is also the need for the support of college, university, and system governing boards to affirm the commitment to this work. Take a
quick look around the country at the institutions that are the most successful in advancing this work and you will find it is these organizations that have a governing board policy that identifies a commitment to supplier diversity, with specific goals and the expectation of accountability. This level of organizational priority supports leaders at all levels who champion supplier diversity at the institution and spell out the institutional commitment publicly. Furthermore, the organizations with policy expectations establish accountability and provide the groundwork for entities to create goals and metrics for carrying out this effort. Institutions that are fully committed are those with specific policies supported by their governing boards. Institutions can prioritize supplier diversity and outline expectations. Boards can help define those and shape policy. These are clear steps of commitment, but we cannot overlook the need to provide resources for this work. A clear script for accountability and a blueprint for how to achieve equity goals are integral.

After making a commitment, organizations must empower staff to advance community outreach and engagement and to start the process of investing in a robust supplier diversity program. This process involves dedicated staff beyond the CDO or senior diversity officer working to advance the commitment and following the procedures to meet the goals. These professionals must be fully empowered and resourced to examine the steps to eliminating the barriers to entry that prevent minority-owned businesses from flourishing. They must be on the ground, in the community, in organization opportunity fairs, and they must promote opportunities on how to execute business with the college, university, or system. We must provide these organizational liaisons the authority, autonomy, and support to advance this work.

Now more than ever, institutions must be clear in their commitment to equity in business operations. A central component of this effort is the priority of advancing supplier diversity initiatives at the highest levels for colleges, universities, and systems. We must understand that this work is not only part of a shared level of commitment to equity but also affects the economic opportunity of our communities and the future investment in our institutions of higher education.®

Clyde Wilson Pickett, EdD, is the senior diversity officer for the Minnesota State Colleges and Universities system. He is also a member of the INSIGHT Into Diversity Editorial Board.
FUNDRAISING FOR DIVERSITY OFFICERS: AN OVERLOOKED OPPORTUNITY

By Michele Minter and Marilyn S. Mobley, PhD

At the National Association of Diversity Officers in Higher Education (NADOHE) conference this year, we expected our workshop on fundraising to have a small audience. After all, fundraising is a fairly new competency for chief diversity officers (CDOs), and competing workshops concerned hot topics such as student activism and free speech. To our surprise, though, our workshop was standing room only.

Fundraising may not sound exciting, but it was clear that we had tapped a need. Diversity practitioners are experts at community-building, bias response, and the facilitation of demographic change. However, their success often depends on a task that they did not expect — raising money for their institution.

Work focused on diversity and inclusion is expanding at a rapid pace on college campuses. According to a 2017 Witt/Kieffer survey, 62 percent of CDO survey respondents were the first to hold their position. Yet less than half said that they “were given adequate resources to perform [their] duties.” Too often, in other words, CDOs are being handed unfunded mandates, effectively leaving them to secure the monies necessary to support diversity programming.

Diversity work is expensive. It requires funds to organize training and events, manage affinity-based centers, support travel for student and faculty recruitment, and pay staff members. These activities help colleges and universities fulfill their values and proactively enhance their campus culture, but this important work is frequently underfunded. According to a NADOHE survey of diversity officers, 45 percent of respondents said that the annual operating budget for their department was less than $100,000 (not including salaries), even though 64 percent report to the president, chancellor, or provost of their respective institutions.

The Challenge of Funding Diversity Work
Why is such important work underfunded? To start, many current budgets reflect past ones. In earlier eras, diversity and inclusion were not institutional priorities and therefore not supported financially. Current paucity of funding is likely a continuation of past budgeting processes.

Second, many colleges and universities still treat diversity work as marginal. Even though campus diversity and inclusivity initiatives drive faculty and student recruitment and improve campus climate, too many people fail to understand the well-documented links between diversity and excellence. Only when inclusivity and the funding that supports it become recognized by external organizations — such as INSIGHT Into Diversity magazine through its annual Higher Education Excellence in Diversity (HEED) Award — and embedded in processes across an institution does diversity move from the margins to the center.

A third hurdle is the mistaken belief that diversity work can be done inexpensively by appealing to people’s good intentions. This approach prioritizes feelings and devalues the way that structures and systems affect outcomes. It is possible to gradually change some individuals’ behavior through training, but behavioral change doesn’t pay for the multicultural center.

To be sure, diversity work is not just about money. Leadership,
strong campus collaborations, and effective policies and procedures also play necessary and important roles. However, these elements are not sufficient in and of themselves.

**Effective Fundraising**
In order to succeed at fundraising, CDOs need to develop key mindsets and skills. First, expect to invest time. Although it may feel like a distraction from the core work of community-building, fundraising is essential. Within the institution, practitioners must navigate budget allocation processes effectively. They should understand which budget items can be endowed and which ones are best handled with spendable funds or grants. It will be necessary to develop collaborative relationships and learn from colleagues in the offices of development, corporate foundation, government relations, finance, alumni relations, and communications.

Fundraising professionals may not always realize how campus diversity and inclusion efforts support institutional growth and success; thus, there are opportunities for mutual learning.

The case for funding must be made effectively, using both quantitative and qualitative evidence about program outcomes. The link to priorities must be clear. **How is diversity essential to institutional excellence?** **How does it align with strategic plans?** **How does it help recruit and retain the most talented students and employees?** It may be necessary to counter the myth that diversity and inclusion can be handled in ad hoc ways rather than systematically.

Another common misperception is that diversity and inclusion work only benefits people from underrepresented racial and ethnic groups. This mindset can trap diversity practitioners on the periphery of the institution. Every member of the campus community benefits from a diverse and inclusive environment. (Keep in mind that diversity encompasses more than just race and ethnicity — another common mistake made by colleges.) The best allies and donors may be those who aren’t members of underrepresented groups but who understand the value of the work. Take the message to everyone and insist that it should matter to everyone.

Creating a diversity-focused advisory or visiting committee can be an excellent way to involve alums and community leaders. These individuals can offer feedback, guidance, and personal connections as well as philanthropic support.

Take the time to learn the business of fundraising, which includes...
competencies like drafting a good annual appeal letter, organizing and attending galas and events, and conducting personal solicitations. Seeking grants from foundations, corporations, or the government requires further skills, such as grantwriting, data collection, and research. The Council for Advancement and Support of Education, the Association of Fundraising Professionals, and the Foundation Center all provide excellent training and professional development opportunities.

There are also pitfalls to avoid. Raising money requires a thick skin. If colleagues or donors are not supportive, don't take it personally. It doesn't mean they are racist, homophobic, or otherwise biased. Although some individuals are opposed to diversity work, many simply have other priorities. In such circumstances, persistence in building partnerships and making the case for a program will be critical.

As colleges and universities seek to attract more funds for scholarships and programmatic needs, effective fundraising raises the profile of the CDO as a partner to the president and other senior-level members of the administration. So, when signing up to advance diversity and inclusion on campus, expect to fundraise. Instead of viewing it as a distraction, see it as an opportunity to secure the resources needed to advance and thrive.

Michele Minter is vice provost for institutional equity and diversity at Princeton University. Marilyn S. Mobley, PhD, is vice president for inclusion, diversity, and equal opportunity and a professor of English at Case Western Reserve University.

Another common misperception is that diversity and inclusion work only benefits people from underrepresented racial and ethnic groups. This mindset can trap diversity practitioners on the periphery of the institution. Every member of the campus community benefits from a diverse and inclusive environment.

Cuyahoga Community College is fortunate to have a true mosaic of people who contribute daily to create a dynamic and rewarding learning and working environment. We are proud to be a 2018 HEED award winner.

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Clemson University has been ranked by *U.S. News & World Report* among the top-25 public universities in the nation for 11 straight years. The University has been classified as a Carnegie R1 research university that creates economic opportunities. Faculty, staff and students contribute to Clemson’s national reputation as a great place to study, live and work, and the University invites others to learn more about career opportunities at clemson.edu/careers. To promote inclusive excellence, the University’s Men of Color National Summit works to increase the number of African-American and Hispanic males who finish high school and attend college.

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- **The Erwin Center Summer Scholars Program** gives students from HBCUs and other universities an opportunity to engage with marketing, advertising and communication professionals.
- **The Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students’ needs while providing diverse and experiential learning opportunities.
- **PEER/WISE** provides collaborative experiences for underrepresented students and women in science and engineering.
- **Tiger Alliance** mentors and prepares African-American and Hispanic high school males for college entrance and success.

April 25–26, 2019

The summit is open to high school and college students, community leaders and professionals. The 2019 summit features 30 breakout speakers and incredible keynotes: Melissa Harris-Perry, Geoffrey Canada, Ron Estrada, Pedro Noguera and Freeman Hrabowski.

clemson.edu/menofcolor
From the beginning of their educational careers at Johns Hopkins School of Nursing (JHSON) in Maryland or the University of Cincinnati (UC) James L. Winkle College of Pharmacy in Ohio, students learn the importance of providing healthcare to underserved people through participation in community outreach opportunities. While students gain valuable cultural competency skills, they also play a significant role in reducing local health disparities by providing disadvantaged populations with low-cost, quality care.

Johns Hopkins School of Nursing

The Center for Community Innovation and Scholarship (CCIAS), led by Patty Wilson, PhD, at JHSON, serves as one of two central hubs for the school’s many service-learning programs, connecting students to three East Baltimore locations where they work with patients: the Henderson-Hopkins School and Weinberg Early Childhood Center, the House of Ruth Maryland women’s shelter, and Wald Community Nursing Center. In addition to providing students valuable learning experiences, CCIAS strives to promote the well-being of underserved populations and to reduce health disparities.

The second center connecting students with a variety of service-learning opportunities is called JHU SOURCE. Founded and directed by Mindi Levin, SOURCE is the community engagement center for Johns Hopkins’ health professions schools and has partnerships with 100 nonprofit organizations. To serve patients at these facilities, enrollees in JHSON’s Master’s Entry into Nursing program are required to take the course “Community Outreach to Underserved Communities in Urban Baltimore.” The class covers topics such as the historical context of health in the city, the ways in which implicit bias can affect the quality of healthcare, and the importance of providing trauma-informed care to underrepresented groups. Those who complete the course become eligible to participate in the school’s Community Outreach Program (COP), which places them in community agencies.

At either one of the three CCIAS locations or one of 20 sites affiliated with SOURCE, students commit to four hours each week on a volunteer basis or as part of a work-study arrangement. Through SOURCE, they have the opportunity to work with a wide range of residents. For example, students volunteer or work at the nonprofit organization
Dayspring, which provides housing, education, and other services to homeless families in which a parent is in recovery from substance abuse. At Dayspring, COP participants teach women's health classes or lead educational programming for children who live at the facility.

At Gilchrist Hospice Care, students “visit with the patients and provide a comforting and supportive presence to families and loved ones,” says Levin.

Another SOURCE site is Shepherd’s Clinic, an organization that offers healthcare to uninsured adults across multiple Baltimore zip codes. COP helps lead holistic healthcare services at the clinic’s Joy Wellness Center, where patients can take cooking classes, practice yoga and meditation, and receive diabetes counseling.

Nursing students also get involved through COP at “Day at the Market,” an event in the Northeast Market in Baltimore. They join other vendors by setting up a table where they conduct blood pressure screenings, refer passersby to primary care providers, and provide basic health education regarding when patients should go to the doctor versus the hospital.

Others provide tuberculosis screenings — commonly needed by people who plan to start a new job or enroll in school — and assist individuals who may not have a primary healthcare provider by compiling their medical information into a single document, which they call a “health passport.” This effort helps patients better track their healthcare needs and ultimately take more ownership of their health.

Lisa Tran, now enrolled in the Doctor of Nursing Practice Family Nurse Practice HIV Primary Care program at JHSON, is a former COP student who worked at Wald Community Nursing Center, a CCIA site.

Wald, as the center is often referred to, exists to meet the needs of uninsured families and individuals by providing them with interim nursing services at no cost, connecting them with primary care providers, and helping them to move forward with their educational and employment goals.

According to Tran, working at Wald greatly informed her perspective on the barriers that low-income patients face in obtaining quality healthcare. She recalls a patient who didn't have home access to a phone or the internet and had to make a long trek to the local library simply to figure out how to navigate his way to the center.

“Meeting this patient and others at Wald, I realized the journey to become fully culturally competent never ends,” Tran says. “What I need to do as a nurse and as a future nurse practitioner is to ask patients questions and not make assumptions.”

Because the COP program encompasses such a variety of settings and services, participants can focus on specific areas within nursing that benefit patients from underserved and underrepresented groups.

Jason Boyd, a second-year student in the JHSON Master’s Entry into Nursing program who worked for COP in 2017 and now serves as its student leader, says another benefit of COP is the opportunity to step outside the academic bubble. “It was nice to [interact with people]
firsthand rather than sit in a classroom and talk about the social determinants of health,” he says.

University of Cincinnati
College of Pharmacy

The University of Cincinnati (UC) James L. Winkle College of Pharmacy provides volunteer opportunities for students to gain more detailed knowledge of underserved populations and effective ways of treating them through the St. Vincent de Paul (SVDP) Charitable Pharmacy and two homeless shelters in the area. Since pharmacists often serve as the first point of contact for many patients, such experiences help UC pharmacy students significantly increase their effectiveness with low-income patients and those who come from underrepresented groups.

The SVDP Charitable Pharmacy, which has partnered with the UC College of Pharmacy for the past 10 years, provides a last resort safety net for those who have no other way to access their prescription medications; since 2006, it has filled 340,000 prescriptions worth $38 million.

Students have different roles at the pharmacy depending on how advanced they are in their degree program. Those in their last year help manage patient therapy — counseling individuals about their medications and assisting them with accessing resources. First-year pharmacy students focus primarily on filling prescriptions. On Saturday mornings, a separate group visits the pharmacy to measure patients’ blood glucose levels, educate them about their medications, and help them develop specific health goals. They also connect patients with primary care physicians if needed.

Ali Stith, the community academic partner coordinator and recruitment coordinator for UC College of Pharmacy, says working at the SVDP Charitable Pharmacy has taught her how to communicate with patients from a range of backgrounds and tailor her instructions to their varying literacy levels.

Stith also runs monthly Saturday meetings with people who use the pharmacy’s services. These events allow patients to meet with pharmacy students and staff to discuss community developments that may affect them. For example, in one meeting, they discussed how the potential development of a new Major League Soccer stadium on the west side of Cincinnati could force low-income residents out of their neighborhoods, affecting their ability to access the SVDP Charitable Pharmacy. In this way, students are able to familiarize themselves with societal issues that could potentially affect patients’ health.

UC pharmacy students also work with underserved populations at two homeless shelters in Cincinnati: the David and Rebecca Barron Center for Men and the Esther Marie Hatton Center for Women. September through June, they operate clinics to address acute, urgent health issues, such as severe pain and infections.

Student volunteers complete a variety of tasks, including making sure all the medications for the clinic are in stock, organized, and have not expired. They also ensure that newer volunteers follow rules and regulations around dispensing.

Kowalewski Hall on the campus of UC College of Pharmacy

Ali Stith

UC College of Pharmacy students build community with each other through their volunteer work at the charitable pharmacy and homeless shelters.
Interacting with patients at the shelters provides valuable experience; for example, the opportunity to interview patients about their social histories, thereby increasing their understanding of the health issues faced by underserved members of the community. They also serve on an interprofessional team alongside medical students who create individual treatment plans for each patient.

During the 2017-2018 academic year, 253 students volunteered; they treated 348 patients and dispensed 346 prescriptions.

According to Tabatha Phillips, a third year PharmD candidate and the student community service coordinator at the two homeless shelters, serving patients at the clinic gives her the opportunity to interact with individuals to whom she wouldn't otherwise have exposure. “The patient population is highly diverse, and [includes those] who are not typically going to other retail pharmacy settings,” she explains.

A typical interaction with each individual patient is 30 minutes, she says, which acquaints students with a variety of experiences and health needs.

**Building a Lifelong Commitment**

For many students at JHSON and UC College of Pharmacy, the chance to provide much-needed care for disadvantaged community members shapes their long-term career aspirations and instills a lifelong passion for serving underrepresented groups.

Tran, who is the daughter of two Chinese-Vietnamese refugees, planned to focus on global health when she began her nursing education. However, she says, working at Wald Community Nursing Center through JHSON’s COP program made her want to play a role in counteracting health disparities facing everyday Americans. “I realized,” she says, “that I wanted to put my resources and passion into my fellow citizens.”

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity. Johns Hopkins School of Nursing is a 2016 and 2018 Health Professions HEED Award recipient. University of Cincinnati College of Pharmacy is a 2018 Health Professions HEED Award recipient.

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Putting Words into Action

Buffalo State President Katherine Conway-Turner, PhD, was responsible for leading the effort to create the community-policing plan. In 2015, she began by forming a Community Policing Advisory Committee (CPAC) made up of individuals whom she appointed, including a cross-section of students, faculty, and administrators — from the chief diversity officer to the director of residence life to representatives from disability services. Together they drafted a community-oriented policing philosophy designed to drive all related on-campus efforts.

According to the document, which is posted on the university’s website, a community-oriented approach to law enforcement — one that promotes trained officers, students, faculty, and staff as equal partners in policing — not only ensures the community's safety but also enhances everyone's quality of life. Together, police and university constituents take a proactive approach to preventing crime on campus by identifying, prioritizing, and working to solve problems. This effort requires that students and law enforcement each assume responsibilities and roles beyond what is traditionally expected of them. Police participate in relationship-building activities with members of the university community, and students may be called upon to monitor areas of campus and report suspicious activity.

Although community policing is not a new idea, CPAC has worked tirelessly to turn philosophy into action, integrating the principles of teamwork and shared accountability into all aspects of campus life.
According to Michael Heflin, director of equity and campus diversity and a CPAC co-chair for the past two years, committee members worked hard to “preach and teach the document” so that all at Buffalo State would feel a sense of ownership. They have held meet-and-greets with committee members, distributed cards with the philosophy printed on them, and were able to get the framework endorsed by the college senate — something Heflin says demonstrates a significant show of student support.

This approach also drives police recruitment and training efforts at the college. According to Pedlow, two major criteria that the University Police Department (UPD) looks for when hiring new officers are good communication skills and an understanding of community policing. “We’re not looking for somebody who is going to be sitting in the back of a parking lot or just approaching people when they’re responding to calls — we want them to be out and engaging with the community,” she says.

To ensure that new hires possess the necessary skills to serve in these proactive, social, and educational roles, the college provides numerous trainings to supplement the basic education they receive alongside municipal law enforcement. For example, they are trained in areas such as disability awareness, LGBTQ cultural competencies, responding to mental illness, and more.

In addition, every officer within the SUNY System participates in what the SUNY Police Chiefs Association calls “fair and impartial policing training.” The two-and-a-half-day program educates them about the concept of implicit bias, including how to recognize one's own biases and treat all people equitably.

Building a Partnership
To boost their rapport with students and faculty, Buffalo State police intentionally create opportunities for informal, social interaction. At the beginning of the year, officers are stationed at every intersection on campus as students are moving in and remain highly visible during the first week of classes. In addition, through the Adopt-a-Hall program, they volunteer to conduct regular walk-throughs in residence halls while striving to get to know the students who live there.

They also seek to build positive relationships with students and
employees by conducting their business on foot or bicycle — modes of transportation designed to feel less confrontational than squad cars — as much as possible.

Educational presentations provide another context for cooperative, friendly interaction. UPD offers a wide range of workshops — including active-shooter trainings (primarily geared toward faculty), alcohol awareness sessions, and separate women’s and men’s self-defense classes — that help facilitate connections between the two groups. In addition, all incoming students receive a 30-minute basic overview of UPD, including how and when to contact them, safety tips and techniques, and more.

According to Rick Myers, administrative lieutenant for UPD, these presentations have a broad impact that goes beyond the transfer of information. “Any time we can interact with students in a capacity that’s not enforcement allows us to build relationships,” he says.

Students also have the opportunity to stand in officers’ shoes. Every year, approximately 50 of them get to experience the job of policing firsthand via the University Police Student Assistant (UPSA) program, which has existed for decades. Since Buffalo State employs only 25 officers for an estimated 10,000 students, UPSA participants serve as the police department’s “extra eyes and ears,” says Robert House, a graduate student who is also the coordinator of the program. This often translates to students patrolling campus buildings and staffing large on-campus events alongside UPD, allowing them to gain a deeper understanding of both the challenges and rewards of police work.

Collectively, Pedlow says all of these programs have helped Buffalo State’s UPD fight and prevent crime more effectively. As a result of the department’s rapport with students, faculty, and staff, members of the campus community have said they feel more comfortable alerting officers when they witness suspicious activity.

According to multiple members of CPAC, Buffalo State has been able to successfully break down barriers between students and officers since the development and implementation of its community policing philosophy. This achievement, Heflin says, has everything to do with the fact that students understand that police — in addition to faculty, staff, and administrators — are there to support them.

Ginger O’Donnell is a staff writer for INSIGHT Into Diversity.
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Gender-Inclusive Housing Promotes Safe, Welcoming Campus for All Students

By Sarah Edwards

When Elliott Hobaugh applied to the University of Montana (UM), he was concerned about where to live on campus. As a transgender man, he wanted housing options where he could feel safe and supported. Although the university didn’t offer alternative housing, Hobaugh decided to attend regardless, determined to change the policy.

The type of housing Hobaugh was looking for is known as gender-inclusive housing, where room assignments are made regardless of a person’s sex or gender identity. In the past 15 years, colleges and universities across the nation have begun to adopt such housing options to promote a safe and inclusive residential campus experience for all students — especially those who identify as transgender or genderqueer.

One reason schools are moving toward gender-inclusive residence halls is the high rate of sexual assaults reported by students who identify as LGBTQ+. In 2015, the Association of American Universities released one of the largest surveys conducted on campus sexual assault and misconduct. Its findings painted a stark picture: LGBTQ+ students experience far higher rates of sexual assault and harassment than their heterosexual peers. Specifically, three out of four LGBTQ+ students said they had been the victims of sexual harassment, and 9 percent reported experiencing rape. Transgender, genderqueer or nonconforming, and questioning students reported some of the highest rates of assault.

“We should be taking steps toward making everyone feel safe on their campuses,” says Hobaugh. “If you don’t have secure housing or you don’t feel safe, you’re not going to be able to thrive in school because your basic needs aren’t going to be met.”

Trends in Gender-Inclusive Housing

The University of Massachusetts Amherst was the first school to adopt alternative housing for lesbian, gay, and bisexual students in 1992. According to Genny Beemyn, PhD, director of the university’s Stonewall Center, colleges across the country largely focused on meeting the needs of LGB students at that time.

“Back then, there wasn’t much thinking around trying to address the needs of trans students,” says Beemyn.

It wasn’t until the last decade, and particularly the last several years, that colleges started to recognize the importance of offering gender-inclusive housing as transgender students made themselves more visible on campuses. Wesleyan College became the first institution to embrace gender-inclusive housing in 2003.

“We’re not talking that long in the scheme of things,” Beemyn says, adding that recently, “there has been tremendous growth in the number of colleges offering gender-inclusive housing options.”

The desire for — and the right to — safe and secure housing is often what drives students to push for this housing on their campuses. Traditionally, incoming students are placed in residence halls based on their sex at birth.

“If you are transgender, how you identify is not the sex assigned at birth, so you will be assigned a roommate who is the ‘wrong’ gender,” says Beemyn.

“This creates a situation where trans people are uncomfortable and unsafe. If you have a roommate who discovers you are trans, you’re potentially going to be subjected to harassment, assault, or destruction of property.”

The catalyst for change on campuses can begin with students — those who experience a gap in services and take action to ensure the availability of safe, comfortable housing options. At other institutions, staff and faculty drive this evolution — sometimes those who are responsible for LGBTQ+ services on campus, Beemyn says. However, Beemyn cautions school administrators not to mistake an absence of requests for gender-inclusive housing as a lack of interest.

“If you don’t have a place where students feel safe, they might not necessarily come forward,” Beemyn says.

Leading Change on Campus

“I was told that for many years before I came [to UM], people didn’t see [gender-inclusive housing] as that much of a necessity,” Hobaugh says. “It kept getting pushed off.”

During his first semester, Hobaugh built relationships with housing staff and informed them of the importance of offering gender-inclusive options. He knew research would support his case, so he pulled together a task force of five students to survey other universities. They focused on everything from safety measures to the type and size of housing to what to call it. The task force also spoke informally with friends and pride groups on other campuses to learn how to effectively advocate for change.

Students were “the driving force behind demonstrating that, yes, there was a need on campus to do this; there was an interest [in doing] this,” says John Nugent, assistant director of staffing and programs for UM Housing.

“This is something that would be a benefit for students on campus.” He
notes that the research led by Hobaugh laid the foundation and “set that base on which everything was built.”

When Nugent first entered his position over a year ago, he inherited the project from his predecessor. He jumped right in. As students researched, Nugent surveyed the facilities on campus to identify an appropriate location for this housing option.

“The time [students] spend in their residence hall is exponentially larger than any one classroom,” says Nugent. “This is the place where they come to relax, to feel comfortable, to live their lives.” That’s why it is so important to get it right, he adds.

The school administration was in transition at the time, so the task force shifted its focus and lobbied student government to support a gender-inclusive policy. They agreed, and with their support, Hobaugh says, the cause received more visibility. Shortly after, the administration approved the housing, which launched in the fall of 2018 in one wing of a residence hall. The space has 23 beds, and 19 students along with a resident assistant currently live there.

Nugent says the popularity of the floor makes it a “no brainer” to offer again next year as students and housing staff continue their partnership to improve upon the policy.

One of the challenges, he says, was outreach and making sure the incoming class was aware of the housing alternative. It was listed as a living-learning community and featured in the housing packet that all students receive. UM Housing also worked with campus health services, admissions, and pride groups to ensure that when people reached out for information about LGBTQ+ resources, they were made aware of the option.

“We’ve been really excited about how things have gone so far,” says Nugent. “But we try to be open [about the fact] that we’re learning as we go.” He says the university will hold focus groups in the spring to assess what’s working and what can be improved for next year.

As for the students, Hobaugh says their next project is advocating for more gender-neutral bathrooms in each campus building and ensuring they are also included in the blueprints for new construction.

He believes that when students drive change on campus, their voices lead it to be “more of a student-centered university”—one where their needs are valued.

Sarah Edwards is a contributing writer for INSIGHT Into Diversity.
Although the term “artificial intelligence” (AI) conjures images of science fiction movies with robots attempting to take over the world, the reality is that AI is a combination of algorithms that can recognize patterns and “learn” how to automate the collection and distribution of information.

While AI is already being used in a wide variety of applications in data management and predictive analysis in corporate settings, it is also emerging as a potential solution to challenges facing higher education — specifically in the areas of admissions, student engagement, and career placement.

When students accepted for admission to Georgia State University (GSU), for example, have questions about when to file their FAFSA, how to register, and where to find housing information, they ask “Pounce.” Named for the university’s mascot, this AI-powered chatbot, or virtual assistant, offers assistance with admissions and can be easily and quickly accessed via a cellphone.

All universities experience “summer melt”—a term that refers to the scenario in which high school graduates enroll in college but end up dropping out before the fall semester even begins. However, this phenomenon is most prevalent among low-income and first-generation students.

At GSU, Pounce helps counteract summer melt.

“Underserved students are tripped up by requirements such as FAFSA verification and submission of immunization records because they don’t have the support system at home to help them,” says Timothy M. Renick, PhD, senior vice president for student success at GSU. “They’ve graduated, so they no longer have high school counselors to guide them.” Because a university can be intimidating to those who don’t know who to call for help, they don’t call and just decide not to attend, he adds.

“We were losing 19 percent of a confirmed class over a summer when we decided to try a new way to engage [incoming] students,” says Renick, explaining that although emails have been used for follow-up, today’s college students generally don’t read emails or understand the information in them. “We needed an interactive solution that could give students an immediate response to a question, so we chose an automated texting platform that is available 24 hours every day.”

GSU admissions and financial aid staff built a knowledge base of the most common questions asked by incoming freshmen. The school piloted the initiative in the summer of 2016 by giving approximately 3,000 incoming students access to the texting program and using the other half as a control group. When one of them texted a question to Pounce, the tool relied on AI to search the knowledge base for the best answer. If Pounce did not have the answer, the student received a message that a “human” would need to respond to their question and that someone would call within 24 hours.

“That first summer, we received over 200,000 questions in three months,” says Renick. With the ability to answer the most common questions — some of which may have been asked by 200 different people — via an automated texting tool, the admissions and financial aid offices benefitted greatly. They could now spend more time with students who had more complex concerns rather than answering the same simple questions over and over.

“Students were happy because they didn’t have to be placed on hold or wait for a call back to get answers,” Renick says, “and they could ask their question any time of the day or night.”

Results from GSU’s initial pilot project indicate that the program is effective at reaching the underserved students who are at greatest risk for experiencing summer melt. On average, first-generation and Pell Grant students sent Pounce 9.4 percent and 31.7 percent more messages, respectively, than others. Engagement numbers by race also...
show that Asian Americans, Hispanics, and African Americans sent 12.3 percent, 12 percent, and 3.4 percent more messages, respectively, than the average GSU student.

The first two years that the university relied on automated texting, it focused on incoming freshmen, and the service was only available during the summer. In fall 2018, GSU piloted an expanded program that has 4,000 of its 53,000 enrollees using Pounce throughout the school year to ask questions about how to pay a campus parking ticket, deadlines for registration, and a variety of other issues.

“We used the chatbot to promote our career fair to increase awareness to all students and encourage them to attend this event that features 200 employers with internships as well as jobs,” says Renick. “Even though only 4,000 students have the chatbot, we saw 30 percent increased attendance this year.”

At the University of Oklahoma (OU), the Office of Admissions and Recruitment uses AI to power a chatbot on the admissions website. “The chatbot crawls the content of the university website and uses input from user questions for Q-and-A chat interaction,” explains Bryce Kunkel, senior technology and marketing coordinator for the office. “Having the chatbot look through the site for answers saves time and frustration for website visitors.”

“The bot is configured to answer questions students might have throughout the year, which includes [those] about campus, student life, admission, housing, financial aid, scholarships, and enrollment,” he adds.

In the first four months of use, the bot answered almost 30,000 questions and had more than 10,000 unique conversations. But users are still able to speak with a real admissions counselor should they prefer or need it.

“When a student needs to talk to a human, there are two ways that a person using the bot can interact with an admissions counselor,” says Kunkel. “During the day, we have staff assigned to log on and handle chats that request a human or that the bot cannot answer.”

After normal office hours, users are able to submit a ticket, which is delivered via email to a staff member for follow-up.

“Right now, the information base for the bot is static; however, we have plans to allow it to securely integrate with other OU systems,” says Kunkel. “This would allow a student to ask a question like ‘What’s my application status?’ and the bot would return the student’s actual status.”

He believes that offering a tool that lowers barriers to asking questions is beneficial to all students. “Calling a university to ask for help can be intimidating,” Kunkel admits. “We are continually improving the knowledge base with more answers — informed by the questions that are being asked — so the experience will continue to become better over time.”

### Eliminating Bias

Another potential area in which AI may be helpful on university campuses is the career placement office, says Kevin Parker, chief executive officer of HireVue. His company strives to change the way employers discover and hire talent by removing bias from the hiring process. It does this by combining video interviews with predictive, validated industrial-organization science and AI to augment human decision-making.

“Employers have used AI at some level as long as eight or nine years ago, but we are seeing increasing adoption of AI tools not just to assess applicants but to also expand the talent pool to identify quality applicants,” Parker says.

An AI-driven initial interview reduces bias by asking the same questions of all candidates in the same manner, he explains. The removal of bias in initial assessments of applicants led to a 16 percent increase in diversity for one corporation one year after switching to video evaluations enhanced with AI, according to Parker.

The company, Unilever, not only used AI-driven video interviews as a late-stage step in the interview process for new graduates but also relied on
AI-powered search tools to identify the academic background required for the job. In addition, Unilever used AI games to reveal skills and attributes possessed by candidates.

Parker predicts that AI-assisted interviews through career placement offices at a university may be the next area of opportunity for the technology. This will help students avoid blindly applying to jobs for which they may not qualify by having them take part in video, AI-assisted interviews. “Students would be able to interview from any place and can be interviewed not for a specific job, but for a company that will then match them with opportunities that are right for them,” Parker explains. “Employers will benefit by widening their campus recruitment efforts with minimum investment, and universities benefit by expanding career opportunities for their students.”

This approach not only works for companies reaching out to universities to hire new graduates but can also help universities enhance their own hiring practices by expanding searches and removing bias from the recruitment process. Machine learning can automate the review of résumés to identify skills and experiences required for the position, which frees university staff to prepare for interviews.

Although there are concerns that human biases may transfer to AI tools, there is a way to normalize the candidate pool, according to Nidhi Gupta, senior vice president of technology at the career-search marketplace Hired. In a Forbes article, he suggests that using an algorithm to analyze similar numbers of résumés from men and women, even if the full dataset includes significantly more résumés from the former, can create an unbiased result.

At the University of Arizona, although the administration has not yet implemented AI tools, the staff is evaluating their potential, says Kasey Urquidez, EdD, vice president of enrollment management and dean of undergraduate admissions.

“Students and parents want access to information 24 hours a day because their schedules may not match our office hours. In fact, many students submit applications after midnight,” she says. “I don’t foresee us removing the human factor from our holistic review of applications, but AI offers opportunities to improve engagement.”

With one team focused on exploring AI opportunities as part of the university’s development of a strategic plan to prepare for the Fourth Industrial Revolution, Urquidez and her staff are talking with other institutions about their experiences. “One advantage [of] not being an early adopter is the knowledge we gain from others who share the lessons they’ve learned,” she says.

In her conversations with peers at other universities, she has heard some caveats about adoption of AI technology. At one institution, a student hacked into the chatbot system and inserted alternate answers to questions, she says. “When a student submitted a question, the response was that if the student had to ask that question, then he or she should not be in college,” says Urquidez.

As with all information technology systems, she notes, it’s important to ensure some level of security. Although universities do have to consider security needs as well as how AI-driven tools can best support their goals and mission, the one guarantee is that students are open to new technologies.

College students are comfortable with AI and mobile technology, so it’s important to offer tools that fit their needs, says Renick. The feedback GSU has received has been positive — and not just from students. “I’ve had university staff asking for access to Pounce,” he says, “so they can easily find answers to questions they are [often] asked.”

Sheryl S. Jackson is a contributing writer for INSIGHT Into Diversity.
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Joining the Ranks

The Role Rankings Play in Colleges’ Efforts to Recruit and Graduate Low-Income Students

BY DALE SINGER

In a country where “We’re number one!” may be the proudest boast of all, rankings matter. For students and parents looking for the best possible college or university, where a school stands compared with its peers can make an indelible, decisive impression.

But knowing how much credence to give any school’s rank can depend on how the scores are compiled and what factors are considered. U.S. News & World Report’s annual college list, which has historically placed the most weight on academics, has become the gold standard in this regard. However, the company recently updated its criteria to place more emphasis on the recruitment of low-income, first-generation, and underserved students.

The change made a big difference for some schools, including Howard University, which rose 21 spots to 89th on the national universities list, and the University of California, Santa Cruz (UCSC), whose ranking went up 11 places to tie for 70th.

Wayne A.I. Frederick, MD, president of Howard, notes that his school had been on a steady upward trend even before U.S. News increased its focus on social mobility. He called the change commendable and added that the university puts a lot of effort into making sure that the low-income students it recruits are able to succeed once they arrive on its Washington, D.C., campus.

To determine the extent of a school’s focus on social mobility, U.S. News uses Pell Grants as a barometer. Washington University in St. Louis (WashU) has placed a lot of emphasis on attracting Pell Grant students in recent years, and Provost Holden Thorp, PhD, says it has also created more programs aimed at ensuring student success. Improving in the U.S. News rankings is just an added plus, he notes.

“A lot of people think U.S. News shouldn’t be able to have such a big impact,” he says, “but it does. College administrators like to pick at the methodology, but the reality is that everybody looks at it. I think families look at it very, very carefully, so therefore, we look at it carefully.”

Measuring Success

For its latest list, released in September, U.S. News added two indicators designed to recognize schools that succeed in recruiting and then graduating students from low-income families. Robert Morse, the magazine’s chief data strategist, develops the ranking surveys. He says the first factor measures how well a college helps low-income students earn a degree; the second compares support for these individuals with support for the school’s other students.

For both indicators, the magazine adjusts scores to account for schools that enroll higher proportions of low-income students, according to Morse’s blog, Morse Code, on U.S. News’ website. Morse says the company had already been collecting and publishing data on graduation rates based on a student’s family income. He adds, however, that a new “government mandate assisted in improving response rates to the U.S. News survey questions for analytical purposes.”

Because Pell Grants are primarily awarded to students whose household income totals less than $40,000 a year, this was considered a good indicator of social mobility. To make sure that schools that recruit such students follow through in providing them the support they need to succeed, U.S. News added the second factor that looks at their graduation rates.

As a result, Morse says, 13 percent of the most recent ratings take into account factors such as social mobility and graduation rate. “Together,” he says, “these measures ensure that the rankings reward schools that succeed in enrolling and graduating students from low-income families.”

Beyond Recruitment

To Michelle Whittingham, associate vice chancellor for enrollment management at UCSC, these twin measurements make sense. In her position, she concentrates on not just the students who come to campus but also the graduates who leave and the learning they take with them.

“It’s looking at the value that you add,” she says. “In my 25-year career in higher education, I think I get the most satisfaction out of watching the transformation of students, families, and communities.”

“Some of the best recruitment you can have is happy and successful alums,” she
of low-income students is just the time period, the university’s up to 14 percent; however, during that class. Thorp says that number is now 6 percent of its incoming freshman as enrolling a small number of Pell.

The New York Times new urgency in 2014 when low-income students took on being a big impact,” Thorp says. “We like to we’re certainly aware of what they are,” she says. “We like to be going in the right direction.”

At WashU, recruitment of low-income students took on new urgency in 2014 when The New York Times singled it out as enrolling a small number of Pell Grant recipients — specifically, just 6 percent of its incoming freshman class. Thorp says that number is now up to 14 percent; however, during that time period, the university’s U.S. News ranking on the national universities list dropped to 19 from 14.

Thorp emphasizes that recruitment of low-income students is just the first step for WashU. Its Deneb STARS (Sustaining Talented Academically Recognized Students) program — named for the farthest star visible to the naked eye — helps the university see students through to graduation.

“Before we started that program, we would get reports from low-income students that they didn’t have the kind of experience here that they deserve,” Thorp says. “There are a lot of things they need to overcome to succeed here.”

Beyond improving academic outcomes, STARS promotes social connections among these students, which also helps foster their success. Things like group T-shirts help them bond with each other and carve out an identity on campus.

“I think a lot of low-income students felt kind of sheepish about letting people know they were the first in their families to go to college,” Thorp explains. “Now they let people know, and they should be proud of that fact.”

At Howard, Frederick says that although officials keep an eye on the U.S. News rankings, the university’s emphasis needs to remain on what’s happening on campus. “No ranking system will be perfect,” he says. “What I focus my team and strategy on is [ensuring] positive student outcomes.”

But, according to Thorp, a rise in the rankings can’t hurt; thus, helping low-income students succeed can be a positive step in more ways than one. “That is going to have a big impact,” Thorp says. “Schools want to move up that list.”

Dale Singer is a contributing writer for INSIGHT Into Diversity.
Too often, campus spaces are designed without specific groups or identities in mind. Yet considering the varying needs, abilities, beliefs, and concerns of today’s college students, creating dedicated areas where they can come together to build community with their peers of similar — or, in some cases, different — backgrounds goes a long way toward fostering their success.

The following are some schools that have done just that — designed buildings and spaces where camaraderie and support are essential components on the path to better outcomes.

**Princeton University LGBT Center**
Founded in 2006 as the result of the persistence of students, faculty, staff, and alums, the LGBT Center helped take Princeton University’s support for LGBTQ+ students to the next level, says Judy Jarvis, director of the center. With a robust menu of offerings, two full-time staff members, a graduate assistant, and eight undergraduate interns, the center strives to meet the diverse needs of these students.

It includes office space for professional staff, a library with worktables, and the Rainbow Lounge with couches. Bright, friendly colors adorn the walls, on which artwork by queer and transgender artists hangs, offering a welcoming space for Princeton’s LGBTQ+ student population.

The LGBT Center’s central location in the First Campus Center — one of the “most highly used buildings” at Princeton, according to Jarvis — places the LGBTQ+ community in a prominent position on campus. “This is critical because it allows questioning students and LGBTQ+ students not yet ready to be in the LGBT Center time to walk by and observe without feeling they are making a commitment,” says Jarvis.

She believes the creation of the center and its location on campus were part of an intentional effort by the administration to demonstrate Princeton’s acceptance of and support for this community. “The university leadership who founded the center were invested in LGBTQ+ students and staff, knowing that they were welcomed and valued on campus,” explains Jarvis. “There had been LGBTQ+ support services on campus prior to the physical LGBT Center, but student and staff advocates for the center made the argument that having a physical space where people could gather was really critical in [truly] valuing LGBTQ+ students.”

Having a visible LGBT Center, she adds, “shows a university commitment to [these] students and staff.” And she believes this demonstration of the administration’s commitment has led to more LGBTQ+ students and staff coming to Princeton to study or work.

The creation of the center has also helped make equity and inclusion for LGBTQ+ students an even greater...
priority for the university. Jarvis notes that during her time at Princeton, she has worked on expanding gender-inclusive housing, advocated for health insurance coverage for gender-affirming surgeries, and increased the reach of LGBTQ+ Peer Educators.

But while the center is an important step toward improving the campus climate for the LGBTQ+ community, Jarvis says there is always more work to be done. “I try to find the balance of both appreciating the incredible progress we have made in improving campus for LGBTQ+ students over the last 30 years but also not being satisfied until every single [one of them] feels they fully belong here.”

**University of Illinois at Urbana-Champaign**

**Disability-Inclusive Housing**

At the University of Illinois at Urbana-Champaign (UIUC), the inclusion of students with disabilities has been a top priority for decades. In 1948, UIUC became the first postsecondary institution to provide support-service programming to these individuals, enabling them to attend the university, according to Mari Anne Brocker Curry, associate director of housing.

Beginning in 2000, UIUC launched an effort to expand upon this commitment by both constructing new residence halls and renovating old ones to ensure accessible on-campus living spaces for students with disabilities. The project was a collaboration between University Housing and other campus offices, including Disability Resources and Educational Services (DRES) and Facilities & Services. Curry says its purpose was to not just meet but exceed code requirements under the Americans with Disabilities Act.

“Our goal was to include the standard offerings like proper door widths, room square footage, elevators, and ramps, plus advanced offerings to help our students achieve more independence and, ultimately, academic success at Illinois,” she says. “Wider hallways, bigger elevators, push bars in the elevators that serve as call buttons, emergency generators for outlets, and a [lift] system called SureHands were a few of the additional items added to our new spaces during the design phase.”

These resources, she says, set UIUC apart from other institutions; the only other campus to install the SureHands ceiling lift system, the University of Florida, “modeled their community after ours,” Curry notes.

In addition to its physical offerings, the university provides programming within these living spaces to help students with extreme physical disabilities learn to live more independently. Beckwith Residential Support Services (BRSS) on the first floor of Nugent Hall is designed for those “who require assistance in the performance of basic activities of daily living,” according to the BRSS web page. Here, students with disabilities live among other students but are able to participate in educational opportunities designed to improve their independent living skills. These include assisting Beckwith staff in areas such as hiring, training, scheduling, and more.

This and other residence halls are strategically located on campus within “equal distance to class from many different directions,” Curry notes, making accessing campus facilities easier. “They all have proper curb cuts, all halls are close to campus bus routes, and DRES also provides a bus service specifically for students with disabilities that stops in front of the halls.”

Another important part of UIUC’s effort is soliciting feedback and making adjustments where necessary, ensuring the design and equipment work in concert with one another, and properly training facilities management on how to install and fix equipment. “Doing our due diligence in advance ensures that the design is practical for implementation — by residents and staff — and that the equipment works in the space as designed,” Curry explains.

Despite its long track record of serving students with disabilities, she says there is always room for improvement. “Our campus has historically been seen as a pioneer in accessibility, but it was and continues to be necessary for us to continue seeking new ways to raise the bar and
support the changing needs of our students,” says Curry.

**University of South Florida Veteran Achievement Center**

The University of South Florida’s (USF) commitment to serving those who have served our country is evidenced by the numbers. Its student-veteran population of nearly 2,000 boasts a full-time retention rate of 79 percent and a graduation rate of 73 percent — higher than that of USF’s non-veteran student population. This is one reason why MilitaryTimes.com has for the past four years ranked the university in the top two among all four-year institutions on their “Best for Vets” list of colleges.

Located in Tampa near MacDill Air Force Base, USF “has long attracted veterans and active-duty personnel pursuing higher education,” says Renee Hunt, director of communications and marketing. “In 2010, recognizing the growing number of veterans in the area, the university committed more resources and expanded the services it offered to better attract new students and support its current student veteran population.”

As part of its comprehensive effort to provide opportunities for academic success, personal growth, and professional development for this community, USF established the Veterans Achievement Center (VAC) in 2012 as part of the Office of Veteran Success. It offers student-veterans a place just for them, where they can feel comfortable and welcome.

“The mindset of a veteran usually differs from that of the typical undergraduate student,” says Adam Freeman, director of media relations, “often resulting in veterans returning to college to feel alienated from campus life.” VAC is a place where they can go to study, find camaraderie, or just relax. According to Freeman, the space was designed by veterans and funded by Tampa Bay area organizations, such as Birdies for the Brave, a national military outreach initiative. The space has several computers, a TV, a meeting area with a conference table, a small kitchen, and a lounge area, and it provides resources such as standardized test guides and practice problems for students.

“The VAC itself is physically not that different from veterans’ lounges at other schools, but it is the fact that it is a component of a comprehensive best practices support program for veterans that is unique,” says Hunt.

The center is currently undergoing renovations based on student feedback to increase its offerings. “When completed later this semester, VAC will offer an expanded computer room with 15 machines and more surfaces to accommodate tutoring sessions and individual and collaborative study,” Freeman says.

According to Hunt, since launching its comprehensive initiative to support veterans in 2010, USF has increased this student population by 105 percent.

**Southern Illinois University Edwardsville Center for Spirituality and Sustainability**

Established in 1971 to house Christian campus ministries, the Center for Spirituality and Sustainability (CSS) at Southern Illinois University Edwardsville (SIUE) has evolved over the years to focus on interfaith and multi-faith traditions. In order to maintain the separation of church and state on the public campus, the center was created as an independent nonprofit organization; CSS operates out of the Buckminster Fuller Geodesic Dome on land it leases from SIUE.

Designed by R. Buckminster Fuller, who taught architectural design at the university at the time of the center’s founding, the building features a 40-foot geodesic on which is painted a miniature earth. “The continents, in white, can be seen accurately situated against transparent blue oceans, and the building is sited on the Earth’s 90th longitudinal meridian, which runs through the campus,” explains Elizabeth Slosar, president of the board of directors for CSS.

According to the center’s website, the building’s design is meant to serve as “a beacon for global unity.”

As the center’s mission evolved, however, Fuller’s philosophy became more a part of that. “[Its] vision is to provide a place for connecting the world’s cultural and spiritual traditions.
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Alexandra Vollman is a contributing writer for INSIGHT Into Diversity.
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– John Thrasher, President, Florida State University
Spurring Interest in Pharmacy Careers Through Outreach and Accessibility

By Alexandra Vollman

Of all applicants to U.S. pharmacy schools for the fall 2017 semester, 19.5 percent were from underrepresented racial and ethnic groups, and of all the students who were accepted and enrolled that semester, 17 percent were from underrepresented groups.

These figures indicate that interest in the pharmacy profession and the barriers to it — as opposed to bias in admissions processes — may be to blame for the lack of people of color pursuing pharmacy education. It also reveals the need for those in the field to do a better job of creating pathways to and interest in the profession for these students.

Considering the benefits of the profession and the reverberations of having more pharmacists of color, it’s important for individuals of all backgrounds to be aware of the possibilities offered by the field.

“It’s financially rewarding in terms of the projected growth in salary, and like some other health professions, pharmacy has one of the best work-life balances,” says Rosie Walker, director of recruitment and diversity for the American Association of Colleges of Pharmacy (AACP). “There’s also a lot of different career paths you can go into: Pharmacists can work with patients and in hospital settings, they can work in labs in innovative research, they can even work in education.”

“Having room to grow within your field is another benefit of the profession,” she adds.

One of the greatest challenges to improving the representation of people of color in pharmacy is their current low numbers in the profession: Most young people of color don’t know a pharmacist who looks like them.

“The number one reason [students give] when we ask them why they chose pharmacy … [is] because they knew someone who was a pharmacist,” explains Walker. “I think that’s why there is a lack of underrepresented minorities. When students see pharmacists of different ethnic backgrounds who look like them, they see role models, they see mentors, and I think that is a driving factor in them going into the profession.”

Some organizations and schools, however, are working to remedy this growing problem through outreach and programming and by addressing these and other barriers to pharmacy education.

Outreach and Programming

Through its Pharmacy Is For Me (Pharm4Me) campaign — managed by Walker — AACP introduces middle and high school youth to the different career paths provided by the field and gives them the resources to begin exploring pharmacy as a profession.

“Pharm4Me really highlights skill sets outside of just science and chemistry — social skills like being a good listener, being a good problem-solver,” Walker says.

The campaign hosts events and activities designed to expose young people to the field to stimulate an interest in pharmacy careers; these include school and career fairs as well as competitions such as its Innovation Challenge. Through this event, middle and high school students and pharmacists-in-training are encouraged to collaborate to identify solutions to health-related issues in their communities such as obesity and eating disorders, depression, and drug abuse. Participants have fun while learning about and gaining hands-on experience in pharmacy, and they have the opportunity to win cash prizes as well as a travel grant to attend AACP’s 2019 Annual Meeting in Chicago.

Another aspect of the campaign is Pharm4Me Champions. AACP asks each of its 143 school members to designate at least one person, preferably a practicing pharmacist, to serve as a “champion” by participating in an educational campaign “that aims to inspire and foster the next generation of pharmacists,” according to the organization’s website.

“Typically [these young people] don’t have pharmacists they can directly reach out to, so that’s a great opportunity to introduce [the profession] to students who don’t have a starting point,” Walker says. “That becomes their introduction to pharmacy as a career option, so I think that it becomes more attractive.”

At the University of North Carolina (UNC) Eshelman School of Pharmacy, direct outreach by students, faculty, staff, and alumni is providing positive reinforcement for underrepresented students interested in pharmacy. The school’s one-day Leadership, Excellence and Development (LEAD) program provides professional development.
opportunities for diverse groups — high schoolers, college students, and college graduates — to learn, engage, and network with current PharmD and PhD students, faculty, staff, researchers, and clinicians. They do so via discussion panels and other activities to learn more about the profession and how they can develop themselves as future health science leaders. Participants also gain assistance preparing for pharmacy school.

LEAD takes a dual approach by both employing a sweeping recruitment strategy and then exposing these individuals to a diverse group of pharmacy faculty and students. According to Carla White, associate dean of organizational diversity and inclusion, the school has developed an extensive database of key stakeholders at nationwide institutions, which it uses to disseminate information about the program. These individuals and entities then promote LEAD among students and other core groups.

“The school aims for a diverse LEAD cohort, and if it isn’t diverse, that is an indicator that our reach isn’t what it needs to be,” explains White.

Although the program is targeted at diverse and underrepresented students, it is open to all. This approach is representative of UNC Eshelman’s general philosophy that diverse student recruitment is part of overall recruitment — not separate from it.

For White, progress is about developing a strategy and recognizing where you are and how far you’ve come. “I’ve learned how to spot success and to rapidly adapt strategy when another approach is needed,” White says.
Recruitment programs such as LEAD are having an overall positive effect on the school's enrollment, particularly among students of color. According to White, over the past five years, on average, 30 to 40 percent of UNC Eshelman's total student body has participated in one or more of these initiatives. The numbers are even higher for those from different racial and ethnic groups. “Over the past five years, 70 to 90 percent of historically underrepresented students — African Americans, Hispanics and Latinos, and Native Americans — in each class participated in one or more program initiatives,” says White.

Access and Affordability
The University of Tennessee Health Science Center (UTHSC) College of Pharmacy takes a different approach, concentrating on access and affordability to pique prospective students' interest. Having three campuses across the state — in Nashville, Memphis, and Knoxville — helps the college attract both demographically and socioeconomically diverse students, says Jennifer S. Williams, PharmD, associate dean for student affairs.

According to the college's website, it boasts a student body that is 30 to 35 percent underrepresented groups, and it has one of the largest percentages of African American students enrolled of any pharmacy school in the U.S., with the exception of HBCUs. Furthermore, Williams says entering classes are typically anywhere from 50 to 75 percent first-generation.

“Having three campuses really provides great accessibility for students across the state of Tennessee so that they can be a part of our program but still be closer to home, if that’s what they want,” she says. “To me, [that is our] big draw: the accessibility to our program from many different areas, having the distance campuses. For students to be able to be closer to home, closer to families, I think is really important for them.”

But having several conveniently located campuses is not always enough in and of itself. Recognizing the barrier to pharmacy school created by its high price tag — particularly for underserved students — UTHSC College of Pharmacy implemented a regional tuition program. Under it, those who are out-of-state but reside within 200 miles of any of its campuses qualify for a 75 percent tuition differential reduction.

Recognizing the barrier to pharmacy school created by its high price tag — particularly for underserved students — UTHSC College of Pharmacy implemented a regional tuition program. Under it, those who are out-of-state but reside within 200 miles of any of its campuses qualify for a 75 percent tuition differential reduction.

The students end up paying just barely above in-state tuition,” Williams says. “We touch 14 states with the regional tuition program outside of Tennessee. That provides us with access to some of those bigger communities in cities within the surrounding states, [enabling us] to touch places that bring a lot of diversity from a racial and ethnic standpoint.”

Additionally, the UTHSC College of Pharmacy annually awards nearly $1.5 million in financial aid, and in 2018, more than 50 percent of students received a scholarship. Over $1 million of that amount is specifically earmarked for diversity scholarships for pharmacy students, which Williams says can be awarded to those who are new or returning. “Many of our students who qualify for that money are able to use that for the full four years they are in school,” she says.

“Our dean, Marie Chisholm-Burns, cares a great deal about keeping education affordable for students,” Williams adds. “We are very interested in finding ways to increase accessibility to pharmacy education for students.”

Once drawn to UT School of Pharmacy for its accessibility and affordability, prospective students receive one-on-one guidance through the application and admissions process from an assigned admissions adviser. This aspect of recruitment is all about ensuring a welcoming on-campus experience for these newcomers, Williams says.

“It’s not just about making sure they know about our program and selling our program,” she explains, “but it really is trying to work with individual students to make sure they’re successful as they go through the [admissions] process.”

Walker also emphasizes the power of a welcoming campus.

Outreach, access, and affordability are integral to recruiting more students of color to pharmacy school; however, she argues, so is creating a supportive environment and communicating that to students.

“[They] want to know that when they come to these campuses and programs,” Walker says, “that they’re going to be supported both in and out of the classroom.”

Alexandra Vollman is a contributing writer for INSIGHT Into Diversity.
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MEN IN NURSING:
A Crucial Profession Continues to Lack Gender Diversity

BY MARIAH BOHANON

Despite the great strides being made by women in healthcare professions — they now comprise the majority of incoming medical school students in 2018 — one sector of this workforce remains largely divided by gender. Nursing, one of the fastest growing professions in the U.S., is still the realm of women: in 1960, only 2 percent of nurses were male — nearly 60 years later, that number has risen to just 13 percent, according to the Washington Center for Equitable Growth.

The majority of male nurses — 70 percent — say that gender stereotypes are the number one barrier to more men entering the field, according to a study sponsored by the American Association for Men in Nursing (AAMN).

“Many times, people have a misconception of what nursing really is,” says Blake Smith, president of AAMN. “It’s a skillset that’s not unique to a certain gender, and it’s up to us [as nurses] to promote that.”

In order to encourage more men to join the profession, the group conducts outreach such as the AAMN Engaging the Future RN campaign, which challenges local chapters to reach as many male middle and high school students as possible through classroom presentations, career fairs, and more. “It’s really about awareness,” Smith says of these visits. “For many men, [nursing] is just never an option because their high school counselors, parents, and family members don’t talk about it as a possibility.”

For the past three years, the group has also offered the AAMN Best Schools for Men in Nursing Award to recognize programs that have made significant efforts in recruiting and supporting male students as well as educating the campus and community about the contributions that men have made to the profession. Award winners for 2018 included Nebraska Methodist College, a health professions school, and nursing colleges at eight universities: Duke University; Goldfarb University; Nebraska Methodist College; New York University; Rush University; Rutgers University; University of Wisconsin-Oshkosh; Vanderbilt University; and West Coast University.

AAMN also supports higher education by enlisting members to guest lecture at nursing schools. As only 6 percent of nursing faculty are men, according to the National League for Nursing, this can have a powerful effect on male students who may feel isolated, says Smith.

“Just seeing a male being successful in nursing, even though it seems like something so small, can really trigger a sense of belonging,” he says.

For Justin Waryold, DNP, assistant professor and director of the Advanced Practice Nursing Program in Adult Health at Stony Brook University School of Nursing (SBU SON), bringing more men into the profession is about dispelling preconceived ideas. “A lot of my efforts are to take the stigma out of being a man in nursing by showing what we actually do,” says Waryold. “We’re nurse practitioners, we work in critical care, in emergency rooms, or in case management.”

One way to illustrate this point is through the weekly health screenings that SBU SON hosts at the university’s Student Activities Center. When male students come in for services — such as blood pressure screenings, nutritional counseling, or mental health assessments — it gives Waryold a chance to engage with them. “Very often they will see me in a lab coat, shirt, and tie and assume I am a physician,” he says. “I’ll correct them and then explain why I went into nursing and why it’s important that more men go into this field.”

Like Smith, Waryold recognizes that one of the greatest gaps is in academia. “I’d like to think that I’ve done a decent job of getting men into advanced practice nursing,” he says of his two decades in the field. “But I still struggle to try to get them into academics and to adjust the academic climate of nursing.”

Most of the ones who decide to become educators do so after working in the field five or more years, he says. “They’re already in love with nursing and are sold on the profession, but want to know what else is out there,” Waryold explains. For those considering academia, he lets them observe his teaching practice and meets with them on a regular basis to consult on career options.

He also helps male nurses considering a second career in education to see the parallels between the professions. “I explain to them how rewarding teaching is — I get the same [feeling] hanging up an emergency drip for a patient in need as I do teaching a student,” Waryold says.

Edward Bennett, a recent graduate of
the Frances Payne Bolton School of Nursing at Case Western Reserve University, has been criticized for his career choice. “I’ve definitely gotten pushback for being a black male nurse,” says Bennett, who was named 2018 Student Nurse of the Year by the National Black Nurses Association. “Other people look at me like ‘Why would you want to be a nurse when you can be a doctor?’”

Throughout his time as a student, Bennett was an advocate for changing misconceptions about the profession. For instance, he says, being a nurse includes many of the same aspects that men look for in stereotypical masculine careers. “You work with your hands, you think critically, and you advocate for your patients every day,” he says.

Bennett thinks nursing schools could do more to recruit men, especially those who are underrepresented, such as men of color. Creating pipeline programs for male students at predominantly African American high schools, he suggests, could be a key method for diversifying the profession. Furthermore, growing the number of men of color in this occupation would not only help remedy the nursing shortage, but help combat health disparities on a broad scale, says Bennett.

“Nursing as a field represents the largest group of public health advocates in the country — there are millions of us,” he says. “By pushing for people to see issues like police violence against African American men from a public health perspective, we could really make a difference policy-wise and […] on a local level.”

Furthermore, male nurses can be powerful advocates in combating what the World Health Organization refers to as the “men’s health gap.” Numerous studies have found that men visit the doctor far less frequently than women and are less likely to ask questions or bring up concerns during medical appointments. Having access to a male nurse can help them open up, says Smith. “Men tend to feel much more comfortable being vulnerable in a closed-door setting with another male, when they know they are not being judged and can actually share their thoughts,” he says, adding that improving health disparities for men is central to AAMN’s mission.

And while there are plenty of men in medicine, patients are more prone to open up to nurses in general, Smith says.—pointing out that Gallup has ranked nurses as the most trusted professionals in the U.S. for three consecutive years.

“[Nurses] are very trusted and respected, but at the same time, there’s still misunderstanding about who we are and what we do,” he says. “If we can get past those barriers, we can not only diversify the workforce but much more easily make up the shortages that exist in the profession.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity.
U.S. suicide rates have increased dramatically in the last two decades — almost 30 percent, according to a recent report from the Centers for Disease Control and Prevention. In 2016, 45,000 Americans died by suicide, making it the 10th leading cause of death. According to Casey Gallimore, PharmD, an associate professor at the University of Wisconsin-Madison (UW-Madison) School of Pharmacy, pharmacists are in a unique position to intervene with patients at risk of suicide. Yet, because most state pharmacy boards don’t mandate suicide prevention training, many are unprepared to do so.

In the current medical landscape, people face daunting barriers to receiving healthcare: appointments, waiting lists, costs, and insurance requirements. However, those obstacles don’t apply to pharmacists to the same extent, says Gallimore. Often a patient can simply walk into a community pharmacy and talk to the pharmacist. These practitioners may see patients monthly or even more often, which makes them uniquely suited to identify patients at risk of suicide and intervene, Gallimore says.

Still, as of August 2017, only one state — Washington — required pharmacists to complete suicide prevention training. And the requirement is only to complete a one-time, three-hour course. This nationwide gap in training leaves pharmacists in a position from which they could help, but without the tools to do so.

“Pharmacists understand the importance of screening and talking with patients about suicide, but without proper training, that is a really intimidating task for anyone,” says Gallimore. Additionally, these professionals are often isolated in environments like community pharmacies where there’s not easy access to other healthcare professionals who may have more education in this area.

Even without state board requirements, some pharmacists might choose to seek out training on their own. But this too can be difficult. A survey of pharmacist-focused suicide prevention training published in the *Journal of the American Pharmacists Association* identified only 12 such programs in the United States that concentrated specifically on pharmacists. Of those, only six were in-person.

Pharmacy schools are in an ideal position to remedy this lack of suicide prevention training. And regardless of whether a state mandates this type of education, Jennifer Stuber, PhD, an associate professor at the University of Washington School of Social Work and center director for Forefront Suicide Prevention, believes schools should still include a focus on suicide prevention in their curricula.

“There are life-saving skills that all health professionals need to know,” she says. Stuber believes every pharmacist should have the skills to look for suicide warning signs; safely store and dispose of medications; empathize with and listen to patients; ask about suicide; remove dangers, including medications; and pursue next steps to get help.

At UW-Madison, three pharmacy students took suicide prevention
training into their own hands with the help of Gallimore. Meredith Frey, Marnie Janson, and Eric Friestrom collaborated with the Wisconsin Society of Pharmacy Students and the Psych and Neuro Special Interest group to create a stand-alone, on-campus training program using the Question, Persuade, Refer (QPR) framework created by the QPR Institute. This framework, which the QPR Institute equates to CPR, teaches people “how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help,” according to the organization’s website.

Gallimore says intervention trainings like the one Frey, Janson, and Friestrom designed are a great step forward. They are also easily replicable at other universities that may be interested in creating their own.

In the long term, though, Gallimore
believes it’s important that pharmacy schools adopt more rigorous instruction in line with Stuber’s recommendations, including simulation and competency assessment. “I think [suicide prevention training] is a wonderful opportunity for interprofessional education and for pharmacy programs to engage with and learn from instructors and students in other health professions that are more extensively training in [this area],” Gallimore says.

At the Université de Montréal, Philippe Vincent and Pierre-Marie David, PharmD, both pharmacy professors, designed and implemented such a program for third-year pharmacy students. It guides students to examine their own beliefs about suicide, understand the psychology of it and how to intervene appropriately, and become aware of local mental health resources. Students were provided with information and then asked to role-play two scenarios. They also learned strategies for evaluating suicide risk.

Vincent and David’s findings, reported in their article “Suicide prevention in pharmaceutical education: Raising awareness with inspiring stories” in The Mental Health Clinician, were promising. At the end of the course, participants’ knowledge was evaluated via formal exams. Eighty percent of the class was successful. Students also completed a survey regarding their attitudes about suicide before and after the training. Previously, when asked whether they totally agreed, agreed, or were undecided about the statement “It is a human duty to try to stop someone from committing suicide,” 28 percent of the participants indicated total agreement. After the training, that number jumped to 65 percent.

Vincent and David emphasized in their article that they believe training programs such as theirs are both important and possible with relatively few resources. These programs also create noticeable change.

More than 63,000 students enrolled in U.S. pharmacy schools in the fall of 2017. If these institutions adopted suicide prevention training as an integral part of their curricula, these future practitioners could become a strong first line of support for patients at risk of suicide.

Gallimore argues, however, that pharmacists are in such a unique position to prevent suicide that their participation shouldn’t be thought of so much as an opportunity as an obligation. “I believe it is the responsibility of the pharmacy profession,” she says, “to actively participate in suicide prevention efforts as part of the wider healthcare team.”

Alice Pettway is a contributing writer for INSIGHT Into Diversity.
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Although 321,000 people are sexually assaulted in the U.S. every year — the equivalent of one assault every 98 seconds, according to the Rape, Abuse, and Incest National Network — just 1,725 Registered Nurses (RNs) in America are currently certified as sexual assault nurse examiners (SANEs) through the International Association for Forensic Nurses (IAFN).

At The Pennsylvania State University College of Nursing (Penn State CON), nurse educators are working to fill this educational need by introducing students to sexual assault nursing through unique programs.

An Introduction To Forensic Nursing

In Penn State CON’s forensic nursing certificate program, undergraduate students and practicing nurses learn the complexities of caring for patients who have experienced all types of violence.

“The forensic program really goes beyond medical care to give specialized knowledge of the legal system and skills in injury identification, evaluation, and documentation,” says Mary Alyce Nelson, a CON instructor and coordinator for the RN to BSN program. An online offering, the RN to BSN is for registered nurses who have earned an associate degree and are advancing to a bachelor’s of science.

The forensic nursing certificate is offered online as part of this program, though CON undergraduates can also enroll; in addition, it is offered at several of Penn State’s satellite campuses throughout the state.

As with most specialty areas of nursing, individuals who are interested in becoming a forensic nurse typically go through the requisite training after two or three years on the job, according to the IAFN website. An increasing number of undergraduates are drawn to this field, however, which is why Penn State allows them to enroll in the program, says Nelson. She attributes this increased interest to a growing awareness of violence in general, including sexual assault.

Treating survivors is typically seen as a subspecialty of forensic nursing, says Nelson, as the basic lessons are the same.

“Some of the nurses who go into this certificate program are interested specifically in becoming SANEs,” Nelson says. “That’s not limited to women; we emphasize that sexual abuse is not exclusive to any gender or race because we want our nurses to be able to work with anyone who has experienced this type of violence.”

The certificate program consists of four courses that cover issues such as the nurse’s role in investigating abuse, techniques for violence reduction, collecting evidence, and even testifying in court. “They learn that a nurse’s proper observation, collection, and preservation of evidence can play an important role in determining the legal outcome whenever someone has been exposed to a traumatic event,” says Nelson.

Perhaps most important, students learn how to help patients heal mentally and emotionally following an act of extreme trauma. While anyone can learn the technical process for administering a rape evidence kit, for instance, it takes unique training and devotion to become an effective patient advocate, Nelson says.

“It’s always about approaching a patient with compassion, letting them know they aren’t to blame, and allowing them to make choices,” she says, noting...
Due to the overall shortage of local healthcare providers, patients in rural communities often have extremely limited access to certified sexual assault nurse examiners (SANEs). Furthermore, rural nurses who do pursue SANE training lack the tutelage of a mentor or the ability to consult with colleagues about sexual assault cases. An innovative new service provided by The Pennsylvania State University College of Nursing (Penn State CON), introduces students to sexual assault nursing through the university's Child Maltreatment and Advocacy Studies (CMAS) program. Future nurses interested in pediatric care can minor in the interdisciplinary CMAS program, in which Miyamoto leads a course that teaches medical responses for underage victims of sexual abuse. It’s often the first time that students realize caring for victims of sexual violence is a career option, she says. “Because they’ve been introduced to [sexual assault nursing] in the classroom first, students see it as more accessible and understand how they can be effective in the role of a SANE,” says Miyamoto. “This course gives them time to explore that career path, and they really come away thinking they are well-prepared to understand the issues they may face in caring for these patients.” Many nurses who earn SANE certification decide to do so after already starting their careers — when years on the job have shown them the great need for this type of specialty care, Miyamoto explains. Teaching students about this need is pivotal to growing the SANE workforce.

Penn State’s SAFE-T Center uses telehealth equipment to provide care for rural patients.

Using Telehealth to Serve Survivors

Due to the overall shortage of local healthcare providers, patients in rural communities often have extremely limited access to certified sexual assault nurse examiners (SANEs). Furthermore, rural nurses who do pursue SANE training lack the tutelage of a mentor or the ability to consult with colleagues about sexual assault cases. An innovative new service provided by The Pennsylvania State University College of Nursing (Penn State CON), however, means staff at several rural clinics and hospitals in the state now have 24-hour access to expert nurses in this field. Launched this past fall, the SAFE-T Center employs a 13-member TeleSANE Team that works on call to serve three rural hospitals, with plans to expand to several additional sites in the near future, Miyamoto says. The project is based on a pilot program at University of California, Davis and funded by a grant from the U.S. Department of Justice’s Office for Victims of Crime with the goal of developing a statewide model.
“It’s kind of cliché, but you never know what it’s like to be in someone else’s shoes. When I worked at the pharmacy, I saw a lot of patients whose medications were too expensive, and they would turn down treatment for high blood pressure or diabetes because they couldn’t afford the prescriptions. It really hurts me to see people going through this in urban communities. It was the driving force that told me that I really want to help people.”

— Alexis Hicks, UConn School of Pharmacy

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and empowering future nurses to start planning their careers, she says.

“[Sexual assault nursing] is an area where there’s a real dearth of people who go into the field” because so few nursing programs address it, says Miyamoto. She estimates that one in four nursing students who enroll in the CMAS minor end up wanting to pursue forensic and sexual assault nursing as a career. “I regularly hear back from those who have graduated and gone on to practice for a year doing emergency or ICU work and are now ready to pursue [the necessary training].”

While forensic and sexual assault nursing education is rare at most institutions, there is evidence that efforts to raise awareness of these career paths are beginning to gain traction, says Angela Amar, PhD, dean and professor at the University of Nevada, Las Vegas School of Nursing. An expert in forensic nursing and in cultivating diversity in the profession, Amar has helped design forensic nursing programs for several universities and is active in contemporary research in the field. Recently, she says, the College Resources Services Administration (CRSA) began awarding federal funds for universities to create SANE training programs as well as conduct research on how to make such programs scalable and sustainable.

“There are a few schools that have courses in this, but certainly more should consider the ubiquity of violence in our society,” says Amar. “Often people in nursing will tell you that all nurses, whether they know it or not, have treated survivors because there are so many patients who have experienced this type of trauma and never tell anyone.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity. To find board-certified SANEs in your area, visit forensicnurses.org.
The new $32 million state-of-the-art UAB School of Nursing is leading a new era in nursing education, preparing the next generation of health system leaders, compassionate and highly competent nurse clinicians, nurse scientists and nurse faculty who drive innovative health care solutions for access to quality health care for all populations, and lead the future of nursing and health care in Alabama and around the world.
A search is now underway for UNF’s next provost.

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The Division of Cardiothoracic Surgery, Department of Surgery at the University of Utah is actively recruiting a Cardiac Surgeon at the Assistant or Associate Professor level on either the clinical or tenure-eligible track. Candidates will be ABTS board-certified and be at least 5-years out from completing an ACGME-approved Thoracic Surgery Residency. The successful candidate will be expected to perform the entire spectrum of adult cardiac surgery. Administrative and leadership responsibilities will include Chief of Cardiothoracic Surgical Services at the Salt Lake City Veterans Affairs Hospital. This position will support the Academic mission of the Division and includes participation in outreach efforts in the region. All faculty will serve as Attending Surgeons at the University of Utah Hospitals and Clinics, the Salt Lake Veteran's Administration Health Care System and the Huntsman Cancer Institute. In addition, any applicant will be expected to actively participate in the teaching of Thoracic Surgery residents.

Interested applicants must apply at: http://utah.peopleadmin.com/postings/85326

Interested applicants should contact: Craig H. Selzman, MD
Professor & Chief
Division of CT Surgery
Heather Clark, Division of CT Surgery
Heather.Clark@hsc.utah.edu

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

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

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The University of Nevada, Reno Orvis School of Nursing invites applicants to apply for 9-month tenure track or non-tenure track position/s with the rank of Assistant Professor. This posting is for current and future openings for all specialties. Responsibilities include teaching successfully in undergraduate and/or graduate programs according to educational preparation, expertise, and school needs. The successful candidate will support the mission, philosophy, and objectives of the Orvis School of Nursing and the University of Nevada, Reno.

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Tenure track positions require being actively engaged in research.

Assistant Professor, Non-Tenure Track - Bachelor’s degree in nursing with Master’s degree in nursing or related field.

Assistant Professor, Tenure Track - Bachelor’s or Master’s degree in nursing and research focused doctoral degree (PhD or DNSc) in nursing or related field.

Registered Nurse (RN) license in the state of Nevada or eligible for licensure in Nevada.

The total compensation package includes a negotiable competitive salary, moving allowance (if applicable), a rich retirement plan, health insurance options that include dental and vision, life insurance, long-term disability, annual and sick leave, along with many other benefits. Additionally, there is a grant-in-aid educational benefit for faculty and dependents. For more information, please visit: https://www.unr.edu/hr/benefits

The University of Nevada, Reno recognizes the importance of addressing dual-career couples’ professional needs. We offer a dual career assistance program to newly hired faculty spouses/partners that provides resources and assists them to identify career opportunities in Northern Nevada.

To express interest, please apply online at: https://nshe.wd1.myworkdayjobs.com/UNR-external/job/University-of-Nevada-Reno---Main-Campus/Assistant-Professor-Nursing--Tenure-Track-and-Non-Tenure-Track--All-Specialties-Considered_R0112657

Founded in 1956, the Orvis School of Nursing (OSN), at the University of Nevada, is the oldest school of nursing in the state and is dedicated to serving people of Nevada through quality teaching, research and service.

EEO/AA: Women, under-represented groups, individuals with disabilities, and veterans are encouraged to apply.
SURGICAL ONCOLOGIST

The Division of General Surgery, Department of Surgery, at the University of Utah School of Medicine, Huntsman Cancer Institute is recruiting a surgical oncologist with a specialty interest in melanoma/sarcoma. The applicant should be at the assistant or associate professor level with an interest in clinical trial and/or translational research. Applicants with research training such as an MPH or MSCI are preferable but not mandatory. The track will be commensurate with experience, but tenure track with an interest in clinical trial development or translational research is preferred. The appropriate individual will be invested in the melanoma/sarcoma clinical program, education and research. Completion of fellowship training in surgical oncology is desired. Those with a strong interest in surgical education with a career goal of residency program director will also be considered but this is not mandatory. The University of Utah, Huntsman Cancer Institute sees the highest rate, per capita, of melanomas in the United States, and has a well-established multi-disciplinary clinical and research team invested in the treatment and prevention of melanoma.

Interested applicants must apply at: http://utah.peopleadmin.com/postings/85887

For additional information, contact:
Courtney Scaife, M.D.
Professor, Section Chief, Surgical Oncology
Vice Chair for Cancer Affairs in Surgery
University of Utah
Huntsman Cancer Institute
courtney.scaife@hci.utah.edu

The University of Utah Health (U of U Health) is a patient focused center distinguished by collaboration, excellence, leadership, and respect. The U of U Health values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to our mission. The University of Utah is an Affirmative Action/Equal Opportunity employer and does not discriminate based upon race, national origin, color, religion, sex, age, sexual orientation, gender identity/expression, status as a person with a disability, genetic information, or Protected Veteran status. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities and protected veterans are encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. Upon request, reasonable accommodations in the application process will be provided to individuals with disabilities. To inquire about the University’s nondiscrimination or affirmative action policies or to request disability accommodation, please contact: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Circle, Rm 135, (801) 581-8365.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.
At Indiana University, we have seen firsthand how a deep commitment to diversity and inclusion not only betters our institution, but more importantly, makes a transformative impact on the students, faculty, and staff that call our campuses home. This is why we are honored to be in good company among the universities recognized as HEED Award recipients by INSIGHT Into Diversity magazine. It is encouraging to see that so many other institutions recognize the value of diversity and inclusion in higher education.

Every day, individuals throughout the IU Bloomington campus are on the front line of this work, developing one-on-one relationships with members of our community to ensure that they have the resources to succeed.

IU Bloomington’s cultural centers, which are supported by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, play a critical role in this work. Two of these centers—the Asian Culture Center and the Latino Cultural Center, commonly known as La Casa—celebrate anniversaries this year, marking decades of dedication to the work that helps bring our institutional commitment to diversity and inclusion to fruition.

First and foremost, centers like the Asian Culture Center and La Casa play the critical role of supporting the communities for which they are home. Since its founding in 1973, for example, La Casa has lived up to its namesake, acting as a home away from home for IU Bloomington’s Latino community. Whether they are facing financial troubles or grappling with our difficult political climate, students can feel confident that La Casa will do everything it can to remove any obstacle to their education. The same is true of the Asian Culture Center, which celebrates 20 years of excellence this fall. By providing a home for a fast-growing community on our campus, the Asian Culture Center ensures that Asian and Asian American students are able to find a space to support their success at Indiana University.

As they carry out this work, La Casa and the Asian Culture Center are not only supporting students of one particular heritage, but rather their programming brings a celebration of history and culture to our community that engages people of all backgrounds. In this regard, the work done by centers like La Casa and the Asian Culture Center is critical to building cross-campus relationships and ensuring that historically underserved communities are properly recognized at IU.

La Casa and the Asian Culture Center are but two of the many programs Indiana University has implemented in its commitment to diversity and inclusion. In doing this work, these centers carry out the true spirit of this commitment—helping individuals from all backgrounds succeed and find a home at Indiana University. While we are honored that their work has been recognized by this award, we know that the true reward of this commitment is student, faculty, and staff success.
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Fine arts students at the University of Houston-Downtown, (UHD), recently learned how to use the popularity of graphic novels to promote social change. In the course “Creating a Graphic Novel”—the first of its kind at UHD—students addressed social justice issues such as immigration, race, healthcare, and sexual assault.

Many students enrolled in the class with little or no prior knowledge of graphic novels. They learned how to design sequential narratives using panels, dialogue, and visual elements and how to incorporate their own artistic styles.

The flexible structure of the medium allowed the students to simplify complex topics in the form of comics. One student used renderings of cats to show the effects of pollution and water contamination, and another discussed police brutality through illustrated short stories.

This artistic tool provided an opportunity for students to share information in ways they might not be able to through other mediums and to ask questions, evaluate topics, and illustrate their own points of view on social issues.

The graphic novels created during the course were exhibited at UHD’s first comic convention in October.

— Romana Mrzljak

To be continued...
FOR HADEEL ABDALLAH, THE WORD, "SCHOLARSHIP" SIMPLY MEANS "OPPORTUNITY." THE UNIVERSITY OF KENTUCKY SENIOR BELIEVES THAT WINNING THE WILLIAM C. PARKER SCHOLARSHIP AS AN INCOMING FRESHMAN LITERALLY CHANGED HER LIFE.

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OPPORTUNITY

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BUT HADEEL WANTS TO LEAVE A LEGACY BEFORE SHE GRADUATES, SO SHE’S WORKING WITH UK’S OFFICE OF PHILANTHROPY TO CREATE A SCHOLARSHIP FOR FUTURE STUDENTS. THE BILAL IBN RABAH SCHOLARSHIP WILL ALLOW EVEN MORE STUDENTS FROM UNDERREPRESENTED POPULATIONS TO PURSUE THEIR DREAMS. AT UK, WE WANT TO HELP ALL STUDENTS FIND THEIR PASSIONS, So THEY CAN BECOME A CATALYST FOR CHANGE ON CAMPUS, AND AROUND THE WORLD.
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