THE NEED FOR DIVERSITY IN DENTISTRY AND NURSING

Dentistry and nursing are critical areas of need in America's overwhelmed healthcare system. Students and faculty are forging their own way toward solutions.

ALSO IN THIS ISSUE:
Operation Varsity Blues Update: What Happened in 2019 and What to Expect Next
African American History Month: A Look Back at Early Student Activism
As one of the nation’s most diverse universities, Rutgers draws strength from the rich variety of perspectives and life experiences of our community. Our core values illustrate how our community aims to meld values, ideals, and action-oriented goals:

- Work toward inclusion and respect difference
- Provide opportunity and ensure access
- Value innovation and promote leadership
- Foster global reach and honor humanity

Rutgers School of Nursing, ranked 19th in the nation for its Master of Science in Nursing and 21st for its Doctor of Nursing Practice program by U.S. News & World Report, embraces diversity while advancing excellence in education, research, clinical practice, leadership, and service.

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University of Arizona to Offer Free Tuition for Future Primary Care Doctors

Starting in spring 2020, University of Arizona (UA) College of Medicine in Tucson and Phoenix will offer free tuition to students who pledge to practice primary care in underserved Arizona communities.

Eligible students must practice family medicine, general internal medicine, geriatric medicine, general pediatrics, psychiatry, or obstetrics and gynecology for at least two consecutive years after completing their residency. Physicians can begin their service up to six years after graduation from medical school and have 10 years to complete their commitment.

“This move addresses both the severe statewide primary care physician shortage and the growing burden of student debt,” a UA spokesperson said in an email to INSIGHT.

Funding comes from the Arizona state legislature, which passed a bipartisan law in April 2019 to address the state’s physician shortage. It allocates $50 million to medical education programs.

“As the state’s only two designated medical schools, the College of Medicine – Tucson and the College of Medicine – Phoenix are taking full advantage of the public investment approved by our state legislators, who recognize the time to address this shortage is now,” Michael D. Dake, MD, senior vice president for UA Health Sciences, stated in a press release.

Arizona currently needs approximately 600 primary care physicians, a number that is expected to grow to more than 1,900 by 2030, according to the press release.

While this figure may seem extreme, Arizona’s physician shortage is in line with a national trend. The United States overall will be short nearly 122,000 physicians by 2032, according to a recent report by the Association of American Medical Colleges (AAMC).

— Mariah Stewart

$1.75 Million Grants Help HBCU Combat Shortage of Rehabilitation Counselors

The United States Department of Education recently awarded two five-year grants totaling $1.75 million to Winston-Salem State University (WSSU) to address a national shortage of rehabilitation counselors who work with deaf and hard of hearing individuals.

The grants will cover the cost of tuition, stipends, and professional development activities for students in WSSU’s Master of Science in Rehabilitation Counseling (MSRC) program. MSRC is one of only three programs in the nation that trains rehabilitation counselors to work with these populations and is the only deaf and hard of hearing rehabilitation counseling program in the Southeast.

Over the past 15 years, MSRC has produced more than 300 graduates of which 95 percent go on to work for state vocational rehabilitation services or other qualifying agencies, according to Yolanda Edwards, PhD, who serves as department chair, program coordinator, and professor for MSRC.

As a historically Black research institution, many of WSSU’s MSRC graduates are African American or from other underrepresented groups, thus filling a need for counselors who share their patients’ racial and cultural identities. Edwards also told WSSU News and Information that the grants will prepare students to serve members of other underrepresented groups, such as those who reside in rural areas, where there is a dearth of options for these types of specialty services.

— Ginger O’Donnell

The United States Bureau of Labor Statistics projects the need for nearly 203,700 new nurses annually through 2026 to fill the nursing shortage. Find out how schools are working to meet this need in our special report on page 41.
The UAB School of Nursing believes diversity and inclusivity are the cornerstones of increased access to health care and improved population health across the globe. As we lead a new era in nursing education, preparing the next generation of health system leaders, compassionate and highly educated nurse clinicians, scientists and faculty who are driving innovative health care solutions, we must embrace the diversity of ideas and experiences, and a student body, faculty and staff representative of the patients and families we serve in order to bring a broader cultural perspective to the profession and ultimately improve the care we can provide.

### DOCTORAL PROGRAMS

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<th>PhD</th>
<th>Doctor of Philosophy in Nursing (PhD)</th>
<th>Post-BSN and Post-MSN</th>
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<tr>
<td>DNP</td>
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<td>Advanced Practice Role Specialization:</td>
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uab.edu/nursing
New App Aims to Make Classroom Discussions More Inclusive

Researchers at Harvard University’s John F. Kennedy School of Government (HKS) have developed an app called Teachly to help college and university faculty cultivate more inclusive classroom discussions.

Teachly allows students to create personal profiles with information about their interests and areas of expertise. Faculty can then draw on this information to encourage students to participate in discussions, such as asking them to share their perspective on a topic based on their personal travel or study abroad experiences, according to the Teachly website.

The app is also designed to gather analytics regarding classroom engagement. Faculty who are leading discussions can have teaching assistants track participation in real time by clicking on a student’s picture whenever they join in. They can then use this information to determine if and how course participation varies by person. If necessary, they can modify how they facilitate discussions to make participation more inclusive, such as not immediately calling on the first person to raise their hand or pausing longer between comments to wait for quieter students to speak up.

More than 75 HKS faculty members have implemented the pilot version of Teachly in their own classrooms. In an online testimonial, Dara Kay Cohen, PhD, an associate professor of public policy, says the app helps her be more “systematic” about who she calls on in class and to “encourage the quiet students to talk more.”

Asim Khwaja, PhD, a professor and director of the HKS Center for International Development, states on the Teachly website that the app makes him “far more conscious about waiting those extra few seconds to call on a person who would add diversity” to class discussion.

Teachly is available to educators for free download at app.teachly.me.
— Ginger O’Donnell

Early Registration is Now Open for the 14th Annual BBCB

BBCB is Proud to Host These Speakers for the 2020 Summit

BBCB is proud to host these speakers for the 2020 Summit:

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- Ndaba Mandela
- Juan Williams
- Jose Antonio Vargas
- Dr. Alfredo Quinones-Hinojosa
“Nursing requires broad perspectives to meet the needs of a diverse, multicultural population. The MUSC College of Nursing strives for inclusive excellence and promotes a healthy cultural climate that is welcoming and respectful of all individuals and groups.” – Dean Linda Weglicki, PhD, RN

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DENTAL AND NURSING SCHOOL DEANS

In each issue, INSIGHT Into Diversity features diverse professionals in higher education. To be featured in this section, email your bio and photo to editor@insightintodiversity.com. By Ginger O’Donnell

Sharon M. Gordon, DDS, PhD, is the first woman to be appointed dean of the University of Connecticut School of Dental Medicine. Prior to this position, she served as associate dean for innovation and discovery and professor and chair of foundational sciences at East Carolina University (ECU) School of Dental Medicine. At ECU, she helped design new dental research laboratories and contributed to a doubling of extramural research funding over a span of five years. She has also held leadership roles at the University of Maryland School of Dentistry and the National Institute of Dental and Craniofacial Research, creating innovative curriculum for future dental clinicians.

Sharon M. Gordon

Nadeem Karimbux, DMD, is dean of Tufts University School of Dental Medicine (TUSDM). Prior to becoming dean, he served as TUSDM’s associate dean for academic affairs and a professor of periodontology, during which time he led the development of an integrated curriculum requiring students to collaborate and think critically throughout all four years of their dental education. He also spearheaded innovative curriculum changes at Harvard School of Dental Medicine, where he served as assistant dean for dental education, among other roles. Karimbux, who was born and raised in Nakuru, Kenya, is currently editor of the Journal of Dental Education.

Nadeem Karimbux

Sarandeep Huja, DDS, PhD, is dean of the Medical University of South Carolina College of Dental Medicine. He previously served as associate dean for faculty, student development, and graduate studies at the University of Kentucky (UK) College of Dentistry. Prior to joining UK, he led the orthodontics program at The Ohio State University College of Dentistry. His research on bone remodeling and tooth movement, among other topics, has been widely published in peer-reviewed medical journals. Throughout his career, Huja has also been heavily involved with the American Association of Orthodontists Foundation, currently serving as vice chair of the foundation’s Planning and Awards Review Committee.

Sarandeep Huja

Azita Emami, PhD, is the Robert G. and Jean A. Reid Dean of Nursing at the University of Washington School of Nursing. Over the course of her 25-year career in academia, Emami has held multiple leadership positions in both the United States and Sweden, including serving as dean of the Seattle University College of Nursing and head of the division of nursing at the Karolinska Institutet in Solna. Originally from Iran, Emami conducts research projects around the world, from Canada to the United Kingdom to Chile. She is currently studying how music can reduce unwanted behaviors in people with dementia.

Azita Emami

Jaibun Earp, PhD, is dean of the School of Nursing and Health Sciences at Abraham Baldwin Agricultural College (ABAC). Prior to joining ABAC, she served as an advanced nurse practitioner with the Federal Bureau of Prisons in Tallahassee, Fla., where her responsibilities included chronic disease management and teaching basic healthcare. She has led a distinguished career in higher education, teaching nursing at a wide range of institutions including Florida A&M University, Howard University, Vanderbilt University, and the U.S. Army Hospital in her hometown of Seoul, South Korea. During her time at Florida A&M, Earp was a three-time winner of the Teacher of the Year award.

Jaibun Earp

Safiya George, PhD, is dean of Florida Atlantic University’s Christine E. Lynn College of Nursing. Previously, she was the assistant dean for research and director of scholarly affairs at Capstone College of Nursing at the University of Alabama (UA). George is an avid researcher, focusing primarily on finding the best evidence-based interventions for people living with or at risk for HIV/AIDS, with an emphasis on social determinants of health. In 2019, UA awarded her the President’s Faculty Research Award. She serves on the international board of directors for the Sigma Theta Tau International Honor Society for Nursing and is a fellow of the American Academy of Nurse Practitioners.

Safiya George

Safiya George, PhD
They are called the Forbes® Under 30 Scholars.

Only 1,500 students annually are chosen. The goal: find the world’s best and boldest young leaders, creators and thinkers and bring them together for a summit, where they experience connecting, learning, teaching and building from the best and from each other.

This year, two of them came from the University of Kentucky.

Ryan Page, a business and organizational communication major, has taken every opportunity offered to him at UK, taking leadership roles in a number of student groups, such as the Black Student Union.

It’s a simple philosophy, he says. “Closed mouths don’t get fed, and I don’t want to leave any opportunities behind while I am here in college.”

Similarly, Carlos Lewis has taken every opportunity presented at UK and sought ways to learn and lead.

He has served as President of the American Marketing Association and Vice President of the National Association of Black Accountants, as well as a Student Wellness Ambassador.

With each organization, he has seized an opportunity to be mentored and to pass it on. These are skills he says he developed at UK’s Stuckert Career Center.

“Mark Williams at the Career Center coached me and encouraged me to have more meaningful positions on campus,” Lewis said. “He became my mentor and molded me into a leader.”

At the University of Kentucky, we are committed – through dedicated and determined faculty and staff – to inspire students, to ignite their passions and to show them what’s possible when they reach their full potential.

We call it exploring what’s wildly possible. Our students understand it as a life-changing education.
Total student loan debt in the United States reached nearly $1.6 trillion in 2019, with more than one in 10 of the nation’s 45 million borrowers defaulting on repayment, according to Forbes. Though the skyrocketing inflation of college tuition has eased slightly in recent years, a September analysis by U.S. News & World Report found that the average cost of in-state tuition and fees at public four-year schools was $11,260 for the 2019-2020 school year.

The 13 Democratic candidates currently vying for their party’s nomination have proposed multiple strategies for improving higher education access and alleviating the country’s education debt. Here is where they stand as of December 2019:

**Michael Bennet**  
U.S. Senator for Colorado  
**INVESTMENT:** Expand and fix the Public Service Loan Forgiveness program

**Joe Biden**  
Former U.S. Vice President and U.S. Senator for Delaware  
**FREE:** Community college  
**INVESTMENT:** $50 billion for workforce training via colleges and universities, high schools, businesses, and more; $8 billion for community college facilities; $18 billion in grants to minority-serving institutions (MSIs)  
**DEBT:** $10,000 in education debt relief for every year an individual works as a public servant for up to five years; no student loan repayment required for individuals making less than $25,000

**Michael R. Bloomberg**  
Co-founder of Bloomberg LP and former Mayor of New York City  
**FREE:** Public colleges and universities  
**INVESTMENT:** $3 billion per year toward MSIs; increase federal dollars in Pell Grant program, allowing grant amounts to be raised to $10,000 and made available for use toward living expenses, summer programs, short-term programs, and emergency assistance  
**DEBT:** No student loan repayment required for borrowers earning less than 250 percent of the federal poverty level

**Cory Booker**  
U.S. Senator for New Jersey  
**FREE:** Community college  
**INVESTMENT:** $100 billion for MSIs  
**DEBT:** Cancel college debt for all Americans through measures such as the Debt-Free College Act of 2018, which requires students to contribute money toward their college education but prevents them from having to graduate with loans.

**Julian Castro**  
Former Secretary of Housing and Urban Development  
**FREE:** Public college tuition for families making less than $100,000  
**INVESTMENT:** $120 billion in Pell Grant program

**Pete Buttigieg**  
Mayor of South Bend, Indiana  
**FREE:** Public college tuition for families making less than $100,000  
**INVESTMENT:** $120 billion in Pell Grant program

Official higher education policies have not been declared. As mayor, Bloomberg was a proponent of education reform and consolidated governorship of the city’s K-12 public schools under his office. In 2018, he donated $1.8 billion to Johns Hopkins University for an endowment to support low- and moderate-income students.
Bernie Sanders
U.S. Senator for Vermont

**FREE:** Public colleges and universities

**INVESTMENT:** 1.3 billion per year in MSIs; expand Pell Grants to cover non-tuition and fee costs; triple funding for the Federal Work-Study Program

**DEBT:** Cancel $1.6 trillion in student loan debt for nearly 45 million borrowers; cap student loan interest rates at 1.88 percent

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Elizabeth Warren
U.S. Senator for Massachusetts

**FREE:** Public colleges and universities

**INVESTMENT:** $100 billion in Pell Grant program over the next 10 years; $50 billion for HBCUs and MSIs

**DEBT:** Cancel $50,000 in education debt per borrower with a household income less than $100,000 and implement “substantial debt cancellation” for borrowers with household incomes between $100,000 and $250,000

---

Marianne Williamson
Author and Motivational Speaker

**FREE:** Public colleges and universities

**DEBT:** Cap student loan interest rates at either zero or a nominal rate

---

Andrew Yang
Former CEO of Venture for America

**DEBT:** Cap attendance costs at any university that receives public funding to equal that year's rate of annual median wage growth

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**Sources:** berniesanders.com; thecollegeinvestor.com; elizabethwarren.com; congress.gov; ajc.com; corybooker.com; joebiden.com; juliancastro.com; marketwatch.com; politico.com; yang2020.com; marianne2020.com; johndelaney.com; gabbard.house.gov; nasfaa.org
Today’s educationally disadvantaged college students are incredibly diverse, each having unique needs based on their background, experiences, and goals. While the barriers that some of these students face may seem insurmountable, two very different higher education institutions have proven their commitment to both understanding and combatting the obstacles that have historically excluded underrepresented groups from higher education.

Santa Rosa Junior College (SRJC) is a minority-serving institution located in Sonoma County, California. It serves more than 20,000 students and has committed itself to enrolling and supporting people who are incarcerated. Meanwhile, Minnesota State is a system of 30 colleges and seven universities in America’s heartland that is dedicated to meeting the unique needs of military students and their families.

Despite the significant difference in size, resources, and student demographics, both of these institutions have developed powerful programs and policies to increase educational access for distinct groups that are often overlooked within America’s higher education landscape.

Santa Rosa Junior College
SRJC offers two programs that empower former and currently incarcerated individuals to transform their lives by earning a college degree. The creation of these programs was motivated by a “deeper imperative to reach target populations that have been underserved and marginalized,” says Robert Holcomb, PhD, dean of Language Arts and Academic Foundations and manager of the Inspiring Greatness Inside Through Education (IGNITE) program.

IGNITE’s goal is to enroll incarcerated individuals in the SRJC system and enable them to earn college credit while in jail so that they can easily continue their education upon release. Approximately 10 SRJC faculty members teach basic math, English, and culinary arts classes to IGNITE students at two local jails.

Nearly 100 inmates were enrolled in the program as of spring 2019, according to Holcomb. IGNITE, which is in its third year of operation, is supported by grants and offers inmates these courses for free.

In addition to preparing these individuals for future education and career success, IGNITE decreases the chances that they will return to jail, as research has shown that taking classes while incarcerated reduces recidivism. A 2016 report by the RAND Corporation, for example, states that those who participate in an educational program of any kind while in prison are 43 percent less likely to be re-incarcerated.

SRJC also operates a program called Second Chance for previously incarcerated students seeking to rebuild their lives. Second Chance offers a variety of support systems to these individuals as they pursue professional certificates and associate degrees or prepare to transfer to four-year institutions.

Second Chance currently has an enrollment of approximately 70 students, according to Rhonda
Findling, the program’s coordinator and a college counselor at SRJC. The only requirements for joining are to take classes at SRJC — including GED and non-credit courses — and to maintain sobriety, as 90 percent of participants have substance dependency issues, she says. Aside from that commonality, however, they are a diverse group, composed of all races and ethnicities and ranging in age from late teens through their sixties, Findling says.

While formerly incarcerated students are one of the most overlooked and marginalized populations in higher education, Findling’s background prepared her to understand the stigma these individuals face as well as their potential. “Pretty much my entire career here at SRJC I’ve worked with first-generation, low-income, disadvantaged students,” she says. “I’m also a child of Holocaust survivors, so I learned early on what it’s like to be in a marginalized group.”

Findling leads weekly meetings where participants share their successes and challenges, similar in format to 12-step meetings, she says. She often invites guest speakers who connect the students to local resources such as housing organizations. Findling also provides case management services for all Second Chance students, helping them connect with much-needed campus support, from financial aid — including Second Chance scholarships — to food pantries and student psychological services.

SRJC also helps members prepare for life after college through tailored services such as assistance with expungement of criminal records, which is provided by a local volunteer and retired probation officer. Expungement can be key to helping these students expand career opportunities and transform their futures, says Findling.

In addition to being an official program under the student services office, Second Chance operates as a student club. Having the non-judgmental support of their peers helps members stay motivated and build confidence, Findling says. Running their own club also helps them develop communication and organizational skills through a variety of opportunities, including serving in club leadership roles and sharing their stories of recovery at local high schools. “It’s our way of giving back to the community, and it’s also very empowering for our students,” Findling says.

Jason Dorfer, who currently serves as Second Chance’s president and is a student in the welding occupational program, says that before joining the group, “I didn’t know what to believe about myself.” His experiences in Second Chance helped him identify his personal strengths, become a leader, and improve his self-esteem, he says. “I see something in myself now that I didn’t see before.”

Another Second Chance participant is Constance Tanner, a formerly incarcerated mother of three. Today, she is a full-time student at SRJC, serves as vice president of the Second Chance club, and works 25 hours per week in the college’s financial aid department. She is studying to be a drug and alcohol counselor and plans to eventually transfer to a four-year university. Because of Second Chance, she “has evolved in all aspects as a person, keeps moving forward, and is part of something greater than [herself],” says Tanner.
Veterans and service members often need customized support as they transition from military service to a higher education setting. Minnesota State has developed numerous system-wide policies to assist in this transition, resulting in a 34 percent increase in military student enrollment in just over a decade, according to Gina Sobania, director of Minnesota State’s Military, Veteran, and Adult Learner Services.

The university system offers in-state tuition to service members and veterans from all 50 states, as well as their dependents. In addition, Minnesota State has veterans resource centers at every one of its 37 institutions to provide military students a place to find information on customized resources as well as space to socialize with others who have had similar life experiences, Sobania says.

Another crucial service for these students is helping them convert their educational and work experiences while in the military to college credit, according to Sobania. While this is a complicated process, it can save service members and veterans thousands of dollars in tuition. “We’ve awarded over 210,000 credits for military courses and occupations since fiscal year 2009, which has saved these students over $40 million and 8.5 million hours,” she says.

Service members and veterans who are considering earning a college degree at Minnesota State can visit the Veterans’ Education Transfer System (VETS) website, established in 2010, and enter a code for their military occupation or job. This allows them to see exactly how many credits they might be able to earn toward a major of their choice.

As a result of this policy, numerous nontraditional students like U.S. veteran Jordan Shoener have been able to translate their military experiences into college coursework, according to Mary Rothchild, PhD, Minnesota State’s system director for workforce development. Shoener joined the military as a high school student, serving for eight years as a machinist before working in machinery for a private company. When he decided to enroll in Minnesota State’s Machining Certification program, the administration allowed him to take a standardized test that showed he had already acquired enough knowledge and expertise to skip four of the program’s required courses. By saving time and money on coursework, higher education became more attainable, he says.

“Getting college credit for what I learned in industry and in the military enabled me to take fewer classes each semester, work a full-time job, and still get my degree on time,” Shoener says.

Minnesota State has instituted other policies that specifically target common hardships unique to students in the armed forces. For one, these individuals are not barred from registering for classes or penalized with late fees if their military educational benefits are late, according to Sobania.

In addition, the university accommodates students who are active duty or on reserve by allowing those who are deployed before the end of a semester to still receive class credit, given they have completed a sufficient amount of coursework. This policy is especially beneficial for members of Minnesota’s National Guard, Sobania says.

Such policies and programs have helped Minnesota State become a “national leader in awarding college credit for veterans,” according to Sobania, to the extent that leaders at the university now provide training and technical assistance to other state systems regarding how to best develop similar practices.

To find out more about VETS, visit minnstate.edu/military/.

Ginger O’Donnell is the assistant editor for INSIGHT Into Diversity. Santa Rosa Junior College and Minnesota State are 2019 Higher Education Excellence in Diversity (HEED) Award winners.
High school and college students join business professionals, educators, government officials and community leaders from across the country to emphasize the importance of education, best practices and choices to increase graduation rates among men of color.

REGISTRATION IS NOW OPEN AT CLEMSON.EDU/MENOFCOLOR.
African American History: A Look Back at Early Student Activism

For more than three centuries, African Americans have overcome barriers and defied restrictions to gain access to higher education, but it wasn’t until after the Civil War that they were able to enroll by the thousands in higher education institutions — predominantly at historically Black colleges and universities (HBCUs). In the twentieth century, many risked administrative punishment, expulsion, violence, and even death to fight for change. From the early 1920s through the 1970s, these students were especially active in desegregation efforts, the Civil Rights Movement, and what later became known as the Black Campus Movement (1965-1972). Included below are just a few of the many ways that Black students have stood up for equality and helped create a legacy of campus activism that still lives today.

1923
Students at Florida A&M University, an HBCU, stage a three-month protest — including boycotting classes and firebombing a building — to demand the resignation of the institution’s president, who accommodated segregation policies.

1925
Fisk University students hold a 10-week strike after their president refuses to let them establish an NAACP chapter on campus.

1926
NAACP leadership, at the behest of young Black activists, form the NAACP Youth and College Division.

1937
HBCU students from across the U.S. and other young activists convene in Chicago to form the Southern Negro Youth Congress to advance equal rights in education and other causes.

1940
2,000 students protest New York University’s (NYU) decision to pull an African American player from a football game against the University of Missouri (MU) to accommodate MU’s policy against interracial athletics. NYU loses the game 33-0.

1952
The University of Alabama (UA) admits Autherine Lucy and Pollie Anne Myers, two Black graduate students, before learning of their race. Thurgood Marshall and others join the fight to desegregate UA after admissions officials refuse to let them enroll in classes.

1956
Lucy enrolls at UA and is attacked by a White mob on her third day on campus; officials promptly expel her for what they say is her own protection.

1960
February: Four students from North Carolina A&T University stage the country’s first lunch counter sit-in in Greensboro, NC.

April: The Student Nonviolent Coordinating Committee is formed. It propels Black student participation in sit-ins, Freedom Rides, and other forms of peaceful protest.

1961
January: Charlayne Hunter and Hamilton Holmes win a lawsuit to be admitted to the University of Georgia (UGA) and immediately enroll. Although White mobs protest their appearance on campus and the administration tries to persuade them to withdraw for their own safety, UGA faculty successfully petition for their right to stay.

May: Freedom Rides, in which young Black and White students and activists travel on public transportation together to test the South’s adherence to desegregation laws, begin. They are frequently met with extreme violence from segregationists. (photo courtesy of David Fankhauser)

1962
More than 5,000 police officers and military are sent to quell riots against the admission of James Meredith, an African American, to the University of Mississippi.
By the end of the Black Campus Movement in 1972, 13 students had been killed during campus demonstrations and more than 100 college presidents ousted. It is estimated that students at 1,000 institutions across 49 states engaged in campus activism to demand better treatment and support of African American students, employees, and communities during this time period. Their efforts soon spurred similar movements for other marginalized student groups and helped propel the ongoing struggle for equity in higher education.
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Acknowledging Native Land is a Step Against Indigenous Erasure

By Mariah Stewart

Sand Creek descendants and community members gather around a fire pit at Northwestern University’s annual Sand Creek Massacre Commemoration event in 2018. The 1864 Sand Creek Massacre in Colorado included the murder of more than 150 Cheyenne and Arapaho Native Americans.
Like many American organizations, colleges and universities in the U.S. often occupy land that was once home to Native American communities. While modern Americans typically take for granted the fact that they reside on territory stolen from indigenous people, there is a growing trend in higher education to remember and honor the tribes and people to whom this land originally belonged through official land acknowledgement statements.

A land acknowledgement is a “formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories,” according to the American College Personnel Association, which hosted an educational conference on the issue in March 2019.

Land acknowledgement is a common practice in places like Australia, New Zealand, and Canada, where these statements are often read before sporting events or take the form of “signage in lobbies or written statement[s] in organizational brochures or event programs,” according to the 2019 report “Land Acknowledgement: A Trend in Higher Education and Nonprofit Organizations” by Thomas Keeffe, an assistant professor at Rocky Mountain College of Art & Design. Nearly every Canadian university has issued a land acknowledgement statement, according to the article. And while the practice has been more widely adopted by the arts community in the U.S., higher education is catching up, Keeffe states.

**Miami University**

“Land acknowledgements are one step in helping people recognize where the land came from, how it has evolved, who made contributions, who has benefited, and how that has been part of the fabric of this institution,” says Ron Scott, PhD, vice president for diversity and inclusion at Miami University (MU) in Ohio. “An educational institution that’s not concerned or interested in sharing or promoting that information is missing a chance to help improve the [campus] culture.”

Since the early 1970s, MU has worked to establish a lasting relationship with the Miami Tribe of Oklahoma (originally known as the Myaamia), whose large homelands include the space where campus now sits. The school’s Myaamia Center, which was created as a result of their collaboration and partnership, serves as a research hub to help revitalize the tribe’s language and culture, and MU students visit the tribe annually to learn about its history. It was through working with the Myaamia that MU realized their “Redskin” mascot was culturally insensitive and thus changed its name to the MU RedHawks.

“There is this term in the Myaamia language called, ‘Neepwaantiinki.’ It means ‘learning from each other,’” says Scott. “[The Myaamia] have helped us grow and have a better appreciation for the history, legacy, and contributions that the tribe has made to not only just this region, but to the nation.”

In 2019, MU realized that their efforts to honor the Myaamia were incomplete without a formal statement recognizing that the university occupies their homeland. A faculty member drew attention to the issue during a meeting with the Board of Trustees, according to Scott. The board officially enacted a land acknowledgement statement in December; it is available online at miamioh.edu/diversity-inclusion/land.

**How to Share Land Acknowledgement Statements**

There are multiple ways to share these statements with a campus community. They can be added to syllabi or read aloud before sporting events, theatrical performances, conferences, speeches, and lectures. Colleges and universities can also post land acknowledgements on their websites along with further historical context.
When asked why it took so long for MU and other institutions to begin adopting land acknowledgment statements, Scott says that because of historic traditions of Native American erasure, institutions have learned to exclude mention of these tribes from their formal histories.

“We have not told the full story, and it’s time that we’ve understood it,” he says.

**Northwestern University**

Northwestern University (NU) adopted a land acknowledgement statement after the university conducted an investigation into one of its founders, John Evans, and his role in the 1864 Sand Creek Massacre in Colorado, which resulted in more than 150 Cheyenne and Arapaho deaths. NU formed a task force and later a steering committee to improve Native American inclusion and acknowledge Evans’ actions and the university’s place in indigenous history.

Individual departments began adopting land acknowledgements and, in 2018, NU created an official statement that was read at commencement, printed in programs and brochures, and published online.

“Land acknowledgements serve to disrupt invisibility and ongoing erasure of Native Americans,” says Jasmine Gurneau, manager of NU’s Native American & Indigenous Initiatives and a member of the Oneida/Menominee nation. “So, if there are other gestures universities can do to discontinue that erasure, then there are other ways to show [acknowledgement].”

Gurneau gives examples such as having more Native American representation throughout campus — including more indigenous faculty, staff, students, and structural and visual representation. Northwestern has established a minor in indigenous studies, an indigenous tour of campus, and the Center for Native American and Indigenous Research, among other efforts.

NU’s land acknowledgement statement is available online and includes a downloadable flyer that users are encouraged to post “in your work space to help spread awareness and reflection on Northwestern’s place in relation to the land it’s situated on,” according to the school’s website. The artist who designed the flyer is a member of the Ojibwe tribe, one of the three indigenous groups whose homeland is now occupied by the university.

Gurneau recognizes this history in her email signature, which states “In the spirit of healing, I acknowledge and honor the Potawatomi, Odawa, and Ojibwe Tribes, the original people of the land upon which Northwestern University stands.”

**U.S. institutions that have adopted land acknowledgement statements include the following:**

- Columbia University
- Emerson College
- Goshen College
- Harvard University
- Michigan State University
- Seattle Central College
- Syracuse University
- University of Virginia
- Washington University in St. Louis
The Impact of Land Acknowledgement

Honing a territory is a small gesture that becomes meaningful when coupled with an authentic relationship and informed action, the U.S. Department of Arts and Culture (USDAC) states.

In October 2017, USDAC began a campaign called #HonorNativeLand, which is a call to action for individuals and organizations to open public events and gatherings by acknowledging native inhabitants of the land.

In a video on USDAC’s website, Mary Bordeaux, vice president of First Peoples Fund — which honors and supports indigenous artists and culture bearers — described the comforting experience of hearing a land acknowledgement from a non-indigenous executive director during a meeting in with primarily non-native people.

“It made everything fall away a little bit for me. My guard went down. I was more relaxed,” Bordeaux said. “By saying that, it means she understands something that you can’t talk about. It relaxed me as a minority, as a woman, and as a native person. It pulled away a layer that’s always there.”

If the practice was widely adopted at cultural venues, classrooms, conference settings, and more, then millions of individuals would be exposed — many for the first time — to the names of the traditional Indigenous inhabitants of the lands they are on, inspiring them to ongoing awareness and action, USDAC states.

Many individuals contact Gurneau to inquire about developing land acknowledgments for their own institutions, she says. “I feel like there has been more movement, engagement, and visibility happening around Native American and indigenous initiatives,” she says.

During a 2016 panel discussion on land acknowledgements at University of British Columbia, Professor Daniel Justice, a member of the Cherokee nation, said that despite the difficulties involved in recognizing an institution’s role in the erasure of Native American tribes, acknowledging this history is a necessary political statement.

“Acknowledgements should be challenging,” Justice stated, adding that silence on these issues is more dangerous than facing uncomfortable truths about an institution’s past. “We're not only talking about a history of the past, we’re talking about (having) an ongoing relationship.”

For more information, visit landacknowledgements.org.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
AN INTERVIEW WITH THE EXPERTS:
HOW COLLEGES CAN SUPPORT TITLE IX DURING TUMULTUOUS CHANGE

The rules that govern how Title IX offices investigate cases of campus sexual assault have undergone “near-constant change,” in recent years, requiring institutions to “update policies, implement training, and understand the Office for Civil Rights’ (OCR) expectations,” according to the Association of Title IX Administrators (ATIXA).

In 2011, the U.S. Department of Education issued a Dear Colleague letter urging higher education institutions to take more responsibility in addressing campus sexual assault. The department followed up in 2015 with additional guidelines for Title IX investigators. Under these directives, colleges and universities were to use “preponderance of the evidence,” or the lowest standard of proof, to determine whether a person accused of sexual assault is guilty.

In September 2017, Education Secretary Betsy DeVos announced the rescission of these Obama-era guidelines, stating that they “lacked basic elements of fairness” for the accused, and submitted new ones for public review in 2018. These proposed rules have faced fierce criticism from victims’ rights groups and other civil rights advocates who say they are too lenient.

The Education Department was set to issue a finalized set of regulations in fall 2019; however, delays could extend their issuance to January 2020, according to The Washington Post.

INSIGHT Into Diversity recently spoke with three Title IX experts regarding the impact of Title IX protections on today’s college campuses. They provided insight into the critical role of Title IX coordinators in combatting the epidemic of sexual harassment and assault in higher education as well as challenges facing the profession at a time of regulatory upheaval.

Responses have been edited for clarity and length.

Leah Gutknecht is assistant to the president for Compliance and Equity Management and Title IX officer at the University of Northern Iowa in Cedar Falls. She holds certifications as a Civil Rights Investigator, Title IX Administrator, Affirmative Action Professional, and Civil Rights Mediator.

Eric A. Kidwell is Title IX coordinator, library director, and a professor at Huntingdon College, a Methodist liberal arts institution in Montgomery, Alabama.

Scott Lewis, JD, is a partner at TNG, LLC. He is co-founder of ATIXA and has worked as a consultant and trainer for the U.S. Department of Education, U.S. Department of Justice, and the Office of the Vice President and the White House Task Force on Sexual Misconduct.

What do you find most challenging about being a Title IX coordinator today?

Gutknecht: One of the biggest challenges facing most of us in this role is the expectation that we have an airtight process that pleases everyone and to carry out those duties efficiently and effectively with limited staffing and resources.

Kidwell: The thing that is most challenging is probably just trying to maintain a program of education and awareness on campus and trying to be creative with our programing so it may be more effective. One thing I keep hoping for is to get more students involved in helping us educate their fellow students, because I think that young people often pay more attention that way.

According to a 2018 survey on the state of the profession by ATIXA, “two-thirds of Title IX coordinators say they’ve been in their jobs less than three years, and one-fifth have held their positions for less than a year.” Why do you think there is so much turnover in this field?

Gutknecht: The job has grown increasingly legalistic and is higher profile than it once was. Those factors alone require someone who is incredibly detail oriented but also has the capacity for the emotional toll the job takes. It’s tough to be in a position where you’re constantly hearing about alleged harm to others, but also being tasked with resolving those
issues while still maintaining a neutral stance.

In the end, it’s a no-win situation. No matter what you do, there’s always going to be people who are not happy even if they feel that the case went in their direction. There’s constant dealing with people in very stressful, traumatic situations. The job can be really tiring if you haven’t built up your resilience and the capacity to deal with that on a daily basis.

It’s also vital that a Title IX officer report directly to a president who’s willing to grasp the significance of [Title IX] on their particular campus. Without that direct reporting relationship with a president who understands and supports your work, the position is an impossible place to be.

Kidwell: It can be a multitude of reasons. There are still some institutions that have not fully bought into what Title IX is supposed to achieve. They have a Title IX coordinator because they’re required to, but then they don’t give it any more thought because in their view it’s just another government mandate. It can be a thankless job if you don’t have support from the top level of your administration.

Burnout is also a concern. You’re dealing with very serious issues where there’s rarely an outcome where everybody is happy, so you may end up spending a lot of time talking to parents or others to explain your process and let them know that the institution really does have the best interest at heart for the parties involved. You can also get pushback from the administration because they might be concerned that the case is going to make the institution look bad.

Lewis: There’s a lot of pressure. There’s also an increase in litigation and more pressure from the government. The new [Title IX] regulations are slated to come out soon, which will add even more pressure. Plus, you have cases that might involve high profile faculty, employees, athletes, students, or others where you might get a lot of heat to resolve matters in certain ways that are inconsistent with what Title IX professionals are supposed to do.

Some campuses have decided to converge all of the equity and compliance provisions under one person. There are a rising number of offices of institutional equity that have Title IX, Title VI, Title VII, and the Clery Act all reporting to one place. If that’s the case, then a Title IX coordinator may also become a director of overall institutional equity.

How can colleges and universities provide more support to Title IX coordinators?

Gutknecht: This role has been around for a long time, but it hasn’t been as prevalent. Over the last several years, there have been many Title IX staffers still trying to build a foundation of support within their institution. But [Title IX] really needs to be as much in the forefront for universities and supported in the same manner as issues like enrollment and retention, diversity, mental health, and others. The reality is that Title IX affects each of those areas, and it should be elevated to that level of attention.

Kidwell: You need to have a budget, and the people doing this work should be … fairly compensated. It’s one way to recognize the amount of time the job takes on the part of investigators and coordinators. It shows that the institution values what you’re doing.

Lewis: First, make sure Title IX employees are trained properly and given adequate professional development to be working as investigators. They have to be trained in civil rights investigation, which is a lot more impartial than other models of investigation.

Second, when they get a case, the institution should — for lack of a better term — get out of the Title IX office’s way and let them do their jobs.

That’s a struggle we hear about in the Title IX profession, that [investigators] are getting pressure from internal and external sources because of the nature of one of the parties involved. Regardless of whether a claimant or respondent has some connection to the board of trustees, is a big donor or helping bring in a large grant, or a high-profile student or a high-profile athlete, the investigators need to be allowed to reach their own conclusions. If an institution has concerns, then they can hire an external oversight group.

WHAT IS TITLE IX?

Title IX is a clause of the 1972 Federal Education Amendments which states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” It is enforced by the U.S. Department of Education’s Office of Civil Rights and has helped instill gender equality in K-12 and postsecondary athletics, employment, and more.

Title IX officers are responsible for overseeing compliance of this rule within K-12 and postsecondary institutions. It is up to them to investigate complaints of sex discrimination, including instances of sexual misconduct.

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With sexual assault being a more prominent topic today, do you find any differences in reporting?

**Gutknecht:** We have a generation of college students who are much different than they were 10 years ago, and reporting [assault] now is much more acceptable. I wouldn't say we have more sexual assault; we just have more people reporting it. We have a clearer understanding of what an assault is and are in a better position to address issues as they arise, to work on our prevention efforts, and to continue educating our students about the topic.

**Kidwell:** Overall, I think that students are much more inclined to come forward and feel that they'll be listened to. That doesn't always mean that they'll get the resolution they're hoping for, because sometimes the conduct that's been reported does not rise to the level of being a Title IX issue, but overall things have significantly improved.

One of the concerns I have and try to address on my own campus is to de-gender the whole [reporting] process. When I talk with students and faculty and staff, I tell them that as the Title IX coordinator, I don't care what the sex or gender identity is of the parties involved because fundamentally that's irrelevant. All I care about is that there is a person who says they have been the recipient of this unwelcome behavior and that this other person or people are responsible.

**Lewis:** There are more investigators that are trained now than in previous years, and certainly more than before 2011. Students are also better informed about the resources available to them on campuses.

There has also been a rise in reporting of sexual harassment where you may have students saying staff or faculty members said something that made them really uncomfortable. I think that’s one area where the administration could provide support by making sure the Title IX coordinators are able to spend some time getting the message out about what really constitutes harassment.

What do you think are some of the biggest misperceptions about Title IX work?

**Gutknecht:** One of the biggest misperceptions among students is that if they report an incident, it will automatically launch an investigation. Instead, it gives us the ability to make sure they have access to information, options, and resources in order for them to be able to make an informed decision about what they want to do in terms of next steps.

Another is that universities are somehow trying to take on the role of the court in the criminal process, and that's just not true. Ours is an administrative and educational process just like at any K-12 school or place of employment. When someone in our community is harmed by another individual in our community, we have an obligation to address the situation.

**Kidwell:** From the general public, one of the misperceptions is that institutions are just looking out for themselves and don't really have the well-being of students or their employees at the forefront. Yes, there are some that have mishandled cases that way. However, when you think about the total number of colleges and universities in this country, those are really a small number, but they're the ones you tend to hear about.

**Lewis:** One of the biggest misconceptions is that Title IX administrators and investigators are railroading respondents or trying to just sweep cases under the rug. There are some instances where campuses have done a very poor job of handling sexual misconduct or sexual assault, but I worry that a handful of bad cases will drive the regulatory or legislative process.

The other misperception is that campuses shouldn't be handling these cases because it's a crime and they should be left to law enforcement. There is a court decision from 1999 that is very clear that campuses have an obligation to manage these matters to the best of their ability. They are not something we can just hand off to law enforcement.
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‘DACA liberated me from my fears’

DREAMers, Others Share How DACA’s Uncertain Future Affects Them

By Mariah Bohanon

On November 12, the United States Supreme Court heard arguments in the momentous immigration case Department of Homeland Security v. Regents of the University of California. At stake in the court’s decision is the fate of 700,000 young people who are protected from deportation under the Deferred Action for Childhood Arrivals (DACA) program.

Often referred to as “DREAMers” after President Barack Obama’s proposed Development, Relief, and Education for Alien Minors (DREAM) Act, this group has dealt with the uncertainty of being able to legally remain in the U.S. as President Donald Trump’s administration has continually attempted to end DACA. While lower courts have repeatedly blocked the administration’s efforts, the conservative-majority high court will have the final say in whether the Obama-era program will remain in effect. Legal experts say the justices will likely issue a ruling by June 2020.

TheDream.US is America’s largest college access and success program for DREAMers. Since 2014, it has provided $141 million in scholarships for high-achieving DACA recipients and actively works with institutions and communities to support and protect these young people and their families. Provided here are the firsthand perspectives of several TheDream.US scholars and others whose lives have been transformed by DACA. Testimonials have been edited for clarity and length.

Jose Manuel Castro moved to Chicago from Mexico when he was 14 years old after his mother, a single parent, immigrated to the U.S. “to find good opportunities to provide for the family.” He is a TheDream.US scholar and a 2019 summa cum laude graduate from the University of Illinois at Chicago whose dream is “to start an organization that equips boys and young men with the spiritual, emotional, and physical tools they need to help their communities.”

Because of the Deferred Action for Childhood Arrivals (DACA) program and a scholarship from TheDream.US, I have been able to tap into my passions without hiding in the shadows. I recently graduated with the highest honors in criminology from the University of Illinois at Chicago. I plan to use my education as a stepping stone to obtain a career that will allow me to give hope and to be a role model for other young immigrants.

DACA allowed me to plan for this future. I could never fully express how much DACA transformed my life. It gave me the freedom to get a good paying job, to live a better life, and to provide for my loved ones. I’ve been able to experience the “American Dream.”

While the Supreme Court [case] makes me nervous, I put my faith in God — that He will guide the justices to do the right thing and continue protecting the nearly 700,000 DACA recipients and allowing us to thrive. DACA opened my eyes and my mind, and it made me realize that I am capable of great things, no matter my immigration status.

No hay mal que dure 100 años: there is no pain that lasts 100 years. DREAMers have fought for a long time for our right to be American, and we will continue that fight. We have faced adversity. We are resilient and hungry for opportunities to make this nation better.
Oscar Hernandez moved to Phoenix from Mexico with his family when he was nine years old. He is a DACA recipient, a TheDream.US scholar, and an Arizona public school teacher through the Teach for America program. He holds a degree in public policy with a minor in justice studies from Arizona State University, where he is also pursuing a master’s degree in education.

As a kid, I quickly fell in love with Arizona and have always considered the United States home, despite some of its politicians considering me an “illegal” first and a human being second.

In high school, I went through an identity crisis and was constantly ashamed of my status. It seemed like the only type of life I could live was one of exclusion and ambiguity. But then, at the age of 16, I received DACA.

The legal status, albeit temporary, made me less paralyzed about my future. This freedom allowed me to fully pursue a career of my choice.

Thanks to DACA and a scholarship from TheDream.US, I was able to attend Paradise Valley Community College and later transfer to Arizona State University. I love the work I do now, but I plan to eventually use my degree to work in education policy. My long-term goal is to go to law school and start my own lobbying firm so I can advocate more directly for the issues I care about.

Despite being eager to work hard and build a strong career, this Supreme Court case is intimidating to me. Even though I still have a viable work permit for at least the next two years, I fear employers will shut me out because of this case.

Having experienced extreme unpredictability at the hands of politicians, my fellow DREAMers and I are resilient and ready to face whatever hardships lie ahead of us. Employers should know that they can count on us to work hard despite the adversity that could lie ahead.

At my lowest point, DACA liberated me from my fears and gave me the ability to envision plans for myself. I would hate to see a Supreme Court case end my possibilities of turning those plans into reality.

Luis Lobo immigrated with his family to the U.S. from Costa Rica in 1964 and is an award-winning advocate for immigrant rights. He is the executive vice president and multicultural banking manager at BB&T Corporation, a bank holding company based in Winston-Salem, North Carolina, recognized as “the first large financial institution to acknowledge and engage with DREAMers.” Lobo credits the kind welcome his family received when they moved to the U.S., as well as his father’s lessons to support other immigrants, as his inspiration to create a better future for DREAMers.

As I can vouch firsthand, DACA has positively impacted our company and communities as a whole. After the start of the DACA program in 2012, … I knew I wanted to find a way to support DACA and DREAMers, but I wasn’t sure how companies like mine could do so.

I eventually told my then-supervisor that DACA was a talent opportunity for BB&T — that these young people are heavily represented across the BB&T footprint and that DACA status would allow them the valid government identification necessary to open accounts with us and even to be hired by us. He immediately got it, and I’m proud of our results.

In time, many BB&T associates began to identify themselves as DACA throughout our footprint. A number work in our Multicultural Banking Centers as well as many different areas of the bank. I’ve seen how our company has benefited from the DACA program and the contributions of our DACA employees.

Our DACA employees bring a strong commitment to give back to their communities — the very kind of commitment that we as a company make.

In a full-employment economy, the challenge of every business today is for intellectual capital. Maybe the U.S. economy could sustain the loss of these working young people, though I know it would inject uncertainty and anxiety into the lives of employers and their DACA employees.

But morally, losing DACA would be a collective stain on our sense of righteousness. Americans are better than this.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity.
Operation Varsity Blues Update:
What Happened in 2019 and What to Expect Next

By Mariah Stewart

It has been nearly a year since the FBI exposed the country’s largest college admissions scandal that involved more than 50 parents shelling out millions of dollars to have their children illegally admitted to prestigious universities. Thus far, 52 defendants have been charged, and 30 have pleaded guilty or agreed to plead guilty. William Rick Singer, whose fake charity, the Key Worldwide Foundation, allegedly received $25 million for falsifying student records, bribery, and more, agreed to plead guilty upon his arrest last spring. Singer has also forfeited many of his assets, including the $3.4 million left in the foundation’s bank account as well as ownership in multiple business ventures. Authorities have charged him with conspiring to defraud the U.S., money laundering, racketeering, and obstruction of justice. He faces a maximum prison term of 65 years. His sentencing hearing is scheduled for January 30, 2020.

Several individuals who were heavily involved in the scheme have also pleaded guilty and are awaiting sentencing. Former Yale University women’s soccer coach Rudy Meredith, who had been cooperating with the FBI for nearly a year before the investigation went public in March 2019, pleaded guilty and agreed to forfeit $866,000 he received in bribes. His sentencing was scheduled for June 2019 but has since been delayed.

Mark Riddell, the 37-year-old Harvard graduate who was allegedly responsible for falsifying college entrance exams — including analyzing handwriting samples to make the exams believable — pleaded guilty to conspiracy to commit mail fraud and conspiracy to commit money laundering. While these crimes carry a maximum punishment of more than 20 years in prison, prosecutors have recommended that Riddell, as a first-time offender, receive lenient sentencing. His hearing is scheduled for March 2020.

In October, a grand jury issued new charges against those defendants who pleaded not guilty in the case. Eleven parents, including actress Lori Loughlin, were charged with federal programs bribery. Many of the college and university employees who denied involvement in the scheme received additional charges of conspiring to commit mail and wire fraud. Six of those defendants reversed their claims of not guilty following the new charges. One defendant, Xiaoning Sui, a Chinese citizen and resident of Canada, allegedly paid $400,000 for her son to be admitted to the University of California, Los Angeles under the false pretense of being recruited as a soccer player. She faces multiple counts of conspiracy, fraud, money laundering, and wire services fraud.

Investigators have connected several other Chinese nationals to the case who have not been charged. Yusi Zhao, a pharmaceutical magnate from Beijing, allegedly paid $6.5 million for her daughter to be admitted to Stanford University; the daughter has since been expelled. Another student, Sherry Guo, was expelled from Yale University after authorities traced a $1.2 million payment to Singer’s foundation to her family in China.

Currently, 13 parents who accepted plea deals in the case have been sentenced. Variations in recommended punishment and sentencing were based on factors such as the extent of their involvement in falsifying records. Marjorie Klapper, for example, received a longer jail term and a higher fine than actress Felicity Huffman. Though both women paid Singer the same amount of money for their children’s SAT scores to be modified, Klapper also lied about her son’s ethnicity — identifying him as Black and Latinx rather than White — on his college applications, Newsweek reported.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
<table>
<thead>
<tr>
<th>Parent Charged</th>
<th>Bribe Amount</th>
<th>Prosecutor's Recommended Punishment</th>
<th>Final Sentence</th>
<th>Community Service</th>
<th>Fines to be paid</th>
</tr>
</thead>
</table>
| Gregory Abbott, entreprenuer, New York             | $125,000 (with wife, Marcia Abbott) | • 8 months in prison  
• 1 year of supervised release  
• Fine of $40,000 | • 1 month in prison  
• 1 year of supervised release | 250 hours | $45,000 |
| Marcia Abbott, former Family Circle editor, New York | $125,000 (with husband, Gregory Abbott) | • 8 months in prison  
• 1 year of supervised release  
• Fine of $40,000 | • 1 month in prison  
• 1 year of supervised release | 250 hours | $45,000 |
| Jeffrey Bizzack, surfing executive, California     | $250,000 | • 9 months in prison  
• 1 year of supervised release  
• Fine of $75,000  
• Restitution | • 2 months in prison  
• 3 years of supervised release | 300 hours per year supervised | $250,000 |
| Jane Buckingham, entreprenuer and parenting author, California | $50,000 | • Incarceration at the low end of the guidelines sentencing range  
• 1 year of supervised release  
• Fine of $40,000  
• Forfeiture and restitution | • 3 weeks in prison  
• 1 year of supervised release | None | $40,000 |
| Gordon Caplan, attorney, New York                  | $75,000 | • 8 months in prison  
• 1 year of supervised release  
• Fine of $40,000 | • 1 month in prison  
• 1 year of supervised release | 250 hours | $50,000 |
| Robert Flaxman, real estate developer, California  | $75,000 | • 8 months in prison  
• 1 year of supervised release  
• Fine of $40,000 | • 1 month in prison  
• 1 year of supervised release | 250 hours | $50,000 |
| Felicity Huffman, actor, California                | $15,000 | • 1 month in prison  
• 1 year of supervised release  
• Fine of $20,000 | • 14 days in jail  
• 1 year of supervised release | 250 hours | $30,000 |
| Agustin Huneeus Jr., winemaker, California         | $200,000 | • 15 months in prison  
• 1 year of supervised release  
• Fine of $95,000  
• Forfeiture and restitution | • 5 months in prison  
• 2 years of supervised release | 500 hours | $100,000 |
| Marjorie Klapper, jewelry business owner, California | $15,000 | • 4 months in prison  
• 1 year of supervised release  
• Fine of $20,000 | • 3 weeks in prison  
• 1 year of supervised release | 250 hours | $9,500 |
| Toby MacFarlane, California insurance executive, California | $200,000 | • 15 months in prison  
• 1 year of supervised release  
• Fine of $95,000  
• Forfeiture and restitution | • 6 months in prison  
• 1 year of supervised release | 200 hours | $150,000 |
| Peter Sartorio, entreprenuer, California           | $15,000 | • 1 month in prison  
• 1 year of supervised release  
• Fine of $9,500 | • 1 year of probation | 250 hours | $9,500 |
| Stephen Semprevivo, business executive, California | $400,000 | • 18 months in prison  
• 1 year of supervised release  
• Fine of $95,000  
• Forfeiture and restitution | • 4 months in prison  
• 2 years of supervised release | 500 hours | $100,000 |
| Devin Sloane, business executive, California       | $250,000 | • 1 year and 1 day in prison  
• 1 year of supervised release  
• Fine of $75,000 | • 4 months in prison  
• 2 years of supervised release | 500 hours | $95,000 |

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SPECIAL REPORT: DENTAL AND NURSING SCHOOLS

Higher education and nonprofit organizations work to grow the pipeline and ensure the success of those underrepresented in dentistry and nursing in order to meet America’s increasing demand for diverse healthcare practitioners.
AMERICAN DENTAL EDUCATION ASSOCIATION SUPPORTS MULTIPLE PATHS TO DIVERSITY

By Ginger O’Donnell

Panelists at the Achieving Excellence Through Difference Plenary Reception share diverse perspectives on healthcare issues at the 2019 ADEA Annual Session and Exhibition in Chicago.
While diversity in dental school enrollment has increased in recent years, the field has been slower to adopt a focus on diversity, equity, and inclusion (DEI) compared with that of other health professions, according to Dennis Mitchell, DDS, vice provost for faculty advancement at Columbia University and senior associate dean for diversity for Columbia’s College of Dental Medicine (Columbia CDM).

Mitchell, who also serves as co-chair of the American Dental Education Association’s (ADEA) Diversity and Inclusion Advisory Committee, was the first person to serve in a diversity-related dean’s position in a North American dental school when Columbia CDM created his role in 2004. ADEA helped him advance his DEI goals and strategies at the college and the organization has been supportive in expanding these efforts to other institutions, says Mitchell. Today, there are nearly 30 diversity officers employed in U.S. dental schools, he says.

According to a recent ADEA report, all underrepresented racial groups have increased their percentages of the overall dental student population between 2013 and 2018. This growth is at least partially attributable to the association’s multi-pronged efforts.

One of ADEA’s most influential DEI initiatives is the Summer Health Professions Education Program (SHPEP). This free summer learning program helps rising underrepresented college sophomores and juniors prepare for careers in dentistry and healthcare has produced a total of 698 dental school graduates since ADEA first became one of its sponsors in 2006, according to Sonya Gyjuan Smith, EdD, JD, ADEA’s chief diversity officer.

SHPEP is funded by the Robert Wood Johnson Foundation and both ADEA and the Association of American Medical Colleges (AAMC) collaborate on its design. A 2015 study by Mathematica Policy Research shows that SHPEP participants are eight percent more likely to apply to medical or dental school and 10 percent more likely to matriculate at dental or medical institutions than non-SHPEP students.

At Columbia CDM, which is one of 12 SHPEP partner institutions, the program has helped grow underrepresented enrollment from three percent to 20 percent, Mitchell says.

In addition to increasing diversity among the student ranks, ADEA encourages marginalized students to consider academic careers. The Creating Awareness in Academic Dentistry grant, which is funded by the ADEAGies Foundation, supports workshops for this purpose that are operated by ADEA leaders including Rosa Chaviano-Moran, DMD, associate dean for admissions at Rutgers School of Dental Medicine.

During the workshops, faculty from a variety of underrepresented groups share their experiences in academic dentistry and provide students with suggestions for how they can pursue this type of career. Chaviano-Moran encourages dental students to consider teaching part-time once they enter private practice in order to stay connected to academia and to maintain the option of being a professor in dentistry. She also urges them to mentor other dental students.

“I can tell you, it’s not something I even thought was possible when I graduated from dental school 34 years ago,” Chaviano-Moran says. “So I want to empower students to want to be part of the faculty.”

ADEA also helps underrepresented dental students to enter the professoriate by providing guidance to ADEA Chapters for Students, Residents, and Fellows at member institutions for those students who are interested in becoming faculty researchers or academic leaders. Participating in ADEA Chapters allows students to study contemporary dental education curricula and different teaching techniques and learning styles, among other topics. Every year, ADEA provides tailored chapter toolkits that serve as a resource for students who are exploring academic careers.

Smith emphasizes that diversity efforts targeting students and faculty are closely intertwined. “You can’t talk about diversifying the faculty if you don’t talk about diversifying the student body — they’re not separate,” she says.
ADEA has also been at the forefront of ensuring that underrepresented students and faculty have the necessary support to succeed in dental education and practice. The association has created and is continuing to develop numerous resources to help campus leaders create inclusive learning and working environments.

The ADEA “Out and Safe” webinar series, for example, focuses on supporting LGBTQ members of the campus community, including students, faculty, staff, and patients. Topics include how to interact with LGBTQ individuals such as transgender patients undergoing transitions.

A diversity toolkit is in the works and is based on insights from 45 professionals from U.S. and Canadian dental schools. It’s designed to provide institutions with a strategic framework for creating inclusive campus climates and meeting specific challenges such as recruiting, retaining, and advancing underrepresented faculty.

“The toolkit was really designed to empower underrepresented and marginalized individuals at our institutions and help them thrive,” Chaviano-Moran says.

This resource, known as the ADEA Faculty Diversity Toolkit, offers guidance on addressing issues of intersectionality, as well as developing cultural competence and intercultural communication skills, according to Mitchell. It will help newer diversity officers in dental schools not have to rely so heavily on materials from other outlets, but rather work with a document that is specific to DEI concerns in dental education, he says.

ADEA is launching this toolkit at the March 2020 ADEA Annual Session and Exhibition. Association members will be able to access the toolkit online or obtain a limited number of hard copies, Smith says.

She is optimistic that DEI in dental education will continue to grow with ADEA’s support. In July 2019, the association appointed a new President and CEO, Karen P. West, a former professor and dean at the University of Nevada, Las Vegas, School of Dental Medicine; she made it clear that advancing DEI within the dental profession was her top priority, according to Smith.

By continuing to focus on this priority, ADEA is ensuring that marginalized students and dental educators can thrive both on campus and in dental practice, she says. “If I feel supported in my climate, if I feel like my voice is heard, it reduces my stress,” Smith says. “It not only improves retention; it fosters well-being and a sense of belonging.”

Ginger O’Donnell is the assistant editor for INSIGHT Into Diversity.
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Jessica Rickert, DDS, had been working as a dentist for nearly five years before she discovered that she was the first Native American woman in her profession.

“It was through Dr. George Blue Spruce that (this) knowledge came about,” she says.

Spruce, who graduated dental school in 1956 and went on to become U.S. assistant surgeon general, is the very first Native American dentist. He contacted Rickert in the mid-1980s when he was recruiting other dentists from indigenous backgrounds to form a professional association.

“Probably all of us wrote back and said, ‘Yes, we need to have a society,’” Rickert recalls. From that moment, the Society of American Indian Dentists was formed, and Rickert learned of her historic status through Spruce’s census of the group.

Rickert is a member of the Prairie Band Potawatomi Nation. In addition to being a pioneer in her field, she is a renowned advocate for improving access to dental care for underserved communities and diversifying the dental school pipeline.

Rickert has received numerous accolades over the course of her career, including earning the 2005 American Dental Association Access Recognition Award for her dental advice column for Native American news outlets and for encouraging underrepresented students to pursue dental careers. In 2009, she was inducted into the Michigan Women’s Hall of Fame.

Rickert credits her family doctor for mentoring her from a young age and inspiring her to pursue a career in healthcare. She attended school in a small rural district in Michigan and took as many advanced math and science classes as early as possible in preparation for college.

Without having role models or family members who are in the medical profession or other advanced careers, it’s generally very difficult for a young person of color to know they can be successful in these fields, says Rickert. Furthermore, if students don’t get on the professional college track by seventh or eighth grade, it will likely be a challenge for them to have the prerequisites to be admitted to dental or medical school later on, she says. This is why mentors and guidance counselors are essential for underrepresented students to thrive.

Currently, Native Americans make up only 0.2 percent of the national dental workforce despite totaling three percent of the overall population, according to the U.S. Department of Health and Human Services. Recent data from the American Dental Education Association reveal that just 16 of the nearly 10,500 students who applied to U.S. dental schools for fall 2019 are Native American.

Rickert, who graduated from the University of Michigan (U-M) School of Dentistry in 1975, says this stagnation in growth is frustrating for both the dental workforce and for Native American communities.

“One of the disappointments for American Indian dentists across the United States is that we’re not seeing … the improvement in numbers that we need to,” she says.

Indigenous students face multiple barriers to entering dental and medical school, including lack of federal funding in higher education on tribal lands, low high school graduation rates, nonexistent or inadequate programs and services, cultural challenges, and more, according to The Journal of Indigenous Research.

Rickert regularly speaks at colleges and universities to encourage Native Americans and other underrepresented students of color to pursue careers in dentistry and other fields that can help fight healthcare disparities. She commends communal efforts to diversify the field, such as the Native American Pre-Dental Student Gateway program through the University at Buffalo (UB) School of Dental Medicine, which was created in part with a nonprofit tribal healthcare group and works to recruit and support these students.
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“\textbf{I do not believe the American Indian dental dilemma is a hopeless situation. It simply requires all of us involved in the dental profession to step up and help.}”

Jessica Rickert

Increasing access and exposure to dentistry among Native Americans can encourage more young people to pursue these careers, Rickert says. Her prolific efforts to serve disadvantaged patient populations include membership in the Urban Indian Health Council, which allowed her to help found an intertribal dental clinic in Detroit. She is also a former director for the dental clinic at the Detroit Children’s Aid Society and has worked for organizations providing dental care to low-income and incarcerated patients.

Because most Native American dentists are not even retired yet, there isn’t a legacy or lineage of indigenous representation in this field, Rickert says, which makes it all the more difficult for young students to find role models and see themselves in this role. Still, she is hopeful that higher education and the dental industry will continue to find ways to innovate and to encourage Native American youth to pursue this career.

“I do not believe the American Indian dental dilemma is a hopeless situation. It simply requires all of us involved in the dental profession to step up and help,” Rickert stated in an October 2019 press release from UB. “There are plenty of smart and capable American Indian students who could become marvelous dentists if they were guided in the right direction.”

Mariah Stewart is a senior staff writer for \textit{INSIGHT Into Diversity}. 

**OUR MARCH 2020 ISSUE: SCHOOLS OF PUBLIC POLICY AND PUBLIC ADMINISTRATION**

The March issue of \textit{INSIGHT Into Diversity} will examine efforts by schools of public policy and public administration to recruit, engage, and prepare underrepresented and female students to pursue public service careers as well as address issues faced by underserved and marginalized populations. We will also celebrate Women’s History Month.

The advertising deadline is February 3. To reserve space, call 314-200-9955 or email ads@insightintodiversity.com.
Dentistry is Sorely Lacking in Diversity, but Experts Offer Solutions

By Mariah Bohanon

The Student National Dental Association (SNDA) is a national support network for African American students in dentistry. More than 400 members attended the 2019 SNDA Annual Convention in Washington D.C. in July.
Dentistry is a healthcare field that lags behind in diversity, with less than 15 percent of dental students coming from underrepresented backgrounds, according to a January 2019 study in the Journal of Dental Education. Experts point to factors such as a lack of awareness of oral health careers, disadvantages in K-12 and undergraduate preparation, and the steep cost of dental school as deterrents for diverse students.

Marita Inglehart, PhD, is a professor in the University of Michigan - School of Dentistry (UMSD) who has spent much of her career researching how to improve diversity in dental education. Combatting this disparity begins early, she says.

“The [disadvantage] starts very early on, in high school and middle school or even before, because we don’t require many kids to take more advanced math courses,” Inglehart says. “Without having some minimal level math in middle school, it’s very hard to catch up and build the progression of classes needed [for dental school].”

Furthermore, Inglehart’s research has found that even when underrepresented high school students are prepared to pursue healthcare careers, they are rarely steered toward the field of oral health. In a study of Detroit charter schools, Inglehart and fellow researchers found that high-achieving students were often encouraged to pursue nursing and medicine, but dentistry and dental hygiene careers were rarely discussed, she says.

Dental hygiene degree programs are one area that Inglehart identifies as useful for attracting highly qualified applicants to DMD and DDS programs. While the vast majority of the dental hygienist workforce are White women, boosting diversity in this sector would mean more underrepresented students could be introduced to the possibilities of dentistry. Becoming a certified hygienist requires a two-year degree, meaning the field is much more accessible financially, and the 330 entry-level hygienist programs in the U.S. would provide a wide swath of students to draw from.

“You could look at dental hygiene as kind of a first step for some of our best students to build upon their [education] to become dentists,” says Inglehart.

At UMSD, certified hygienists who have an associate degree can complete a bachelor’s and master’s degree in dental hygiene online, allowing them to continue working while furthering their education. These options create an accessible pathway to doctoral studies for those who decide to become dentists, Inglehart says.

“Every year we get exceptionally well-prepared dental hygiene students who are far ahead regarding what they are able to do in clinics compared to other students,” she says. “I have not seen one [dental hygienist] not graduate from the dentistry program because they are specifically well-prepared for success.”

Another way to increase socioeconomic diversity in dental education is to help students understand that there are multiple options for affording the high price tag of a degree. New dentists graduate with an average debt of approximately $300,000, according to Inglehart. For students in the armed forces, however, the military offers free tuition, a stipend, and course credit for clinical services, she says. For those who do take out loans, federally funded healthcare centers and other service programs can provide loan forgiveness or repayment. One recent UMSD graduate now works for a healthcare center in California that offers this benefit in addition to a $150,000 salary, Inglehart adds.

“It’s definitely an uphill battle,” she says of dental school affordability, but colleges can help by organizing and distributing information to show low-income students that becoming a dentist is feasible.

UMSD educates individuals on this issue and prepares them for other challenges in dental education during a summer enrichment program for low-income teenagers as well as a program to prepare undergraduates...
for the process of applying to dentistry degree programs. Incoming students from underrepresented backgrounds participate in a special orientation that discusses these challenges and also includes activities such as visiting an African American history museum to promote racial identity and peer support systems.

The Student National Dental Association (SNDA) is centered around this same mission to boost the matriculation of Black dental students and provide a nationwide network of support. The group was founded in 1972 and has nearly 1,000 members across the U.S.

“We work very hard to create programs that will not only help our students through their progression [in dental school], but help prevent the great injustice of the school systems” that prevent more K-12 underrepresented students from pursuing this field, says Akeadra Bell, SNDA president and a student at East Carolina University - School of Dental Medicine.

SNDA conducts multiple outreach efforts with the Black community to promote dental health, which helps to raise visibility of this career field among K-12 students, Bell says. The group provides oral health education and services for underserved schools as well as partners with groups like the Boys and Girls Club to teach young students about the possibilities of dental education.

Individual SNDA chapters also encourage undergraduates on their own or nearby campuses to consider careers in oral health and prepare for the rigorous application process to dental school. One of the SNDA’s signature programs, Impressions Day, consists of every chapter hosting daylong awareness fairs and information sessions on undergraduate campuses across the U.S.

This year, the association plans to launch a new program called HBCU Connect that will “essentially be a mentorship program with resource guide,” for SNDA members to partner with local historically Black colleges and universities (HBCUs). Bell, who is an HBCU graduate, says budget deficits, faculty shortages, and other disadvantages mean students from these institutions are less likely to receive the tutoring, pre-health enrichment programs, and other academic supports that can prepare them to get accepted into dental school.

SNDA also helps inform undergraduates of how to pay for the high cost of dental school and provides financial literacy lessons for students preparing to start their careers as dentists. The association’s annual conference features informational sessions on topics such as paying off student debt and features corporate sponsors who provide scholarships, grants, and informational sessions on paying for a degree. Among SNDA’s plans for the near future is a financial literacy webinar, Bell says.

Bell’s own interest in oral healthcare was sparked when she had major dental work as a child. It made her want to understand the science behind dentistry and to help others as her dentist helped her, which is why giving back through SNDA is so important, she says.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity.
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Students at The University of New Mexico College of Nursing participate in a study session. The college is part of state consortium of nursing schools working to improve access to degrees.
Waitlists Surge as Nursing Schools Struggle to Meet Student Demand

By Mariah Stewart

While the growth in nursing jobs in the U.S. has provided viable career opportunities for many students, nursing schools across the country have struggled to meet student demand. In 2017, nursing programs turned away 56,000 qualified applicants, according to CNN. In 2018, they were unable to accept 75,000, with many nursing schools citing a lack of resources — including faculty, classroom space, and clinical placements — as reasons for not being able to accommodate more students, according to the American Association of Colleges of Nursing.

Many would-be nurses are placed on lengthy waitlists until a spot becomes available in their desired program. Waitlist policies often vary by school. In general, these lists consist of qualified applicants to a program that has reached capacity who must wait to be considered for admission until a spot becomes available.

Nursing colleges grappling with large numbers of applicants have had to devise their own solutions for managing lengthy waitlists. Some use a lottery system to decide who will get available spots, while others use a selective rankings system; still others do not even accept applications until openings are available.

In New Mexico, higher education institutions work together to ease the admissions process for applicants and reduce waitlists. In 2009, all nursing programs receiving state funds joined a statewide nursing admissions initiative known as the New Mexico Nursing Education Consortium (NMNEC). It is a cohort of all state-funded nursing schools — including two-year schools, tribal colleges, and public universities — that allows for “seamless transferability” of applicants among programs, says Judy Liesveld, PhD, associate dean of Education and Innovation and a professor at The University of New Mexico College of Nursing (UNM CON).

“IT’s a nice solution for our state in dealing with students who are qualified but maybe don’t get into a particular school [of their choice],” Liesveld explains, noting that NMNEC’s framework can provide a broader and more diverse applicant pool.

The consortium managed to increase the number of entry-level bachelor’s of science in nursing (BSN) seats in the state by more than 70 percent within its first three years of operation, according to a 2019 report. It accomplished this by implementing a standard curriculum and facilitating partnerships between community colleges and four-year schools.

The statewide nursing curriculum makes it possible for students who are waitlisted at one school to take courses at a different institution until a spot opens in their desired program. It also eases the transition process for those moving from community colleges to four-year degree programs or higher. In addition, these policies save students time and tuition dollars, which is especially important in improving access for those in the state’s many low-income, rural areas where healthcare workers are most needed, according to the NMNEC website.

UNM CON, which facilitates NMNEC, accepts nearly 65 new students each admissions cycle. As with most nursing programs, these cycles happen twice annually. In addition to NMNEC’s admissions model, the college relies on an “alternate list” rather than using a traditional waitlist system, says Susan Koronkiewicz, UNM CON’s pre-licensure program director and a senior lecturer. The list consists of 12 to 16 students who, rather than waiting to be considered for admission if and when a seat becomes available, are already accepted to the college and are given a spot if another
In California, which has one of the nation’s largest shortage of nurses, lawmakers and institutions have attempted to limit lengthy waitlists through a variety of measures. In 2014, the state passed a law requiring nursing programs to use more selective admissions criteria — such as taking into account previous work experience and foreign language proficiency — to expedite the process. Some high-demand programs have stopped accepting applications and adding names to their lists altogether.

At Cabrillo Community College in Santa Cruz County, where waitlist periods hit a peak of six years in 2016, applicants must submit a form pledging to join the nursing program as soon as the opportunity is presented to them. Those who fail to submit the intent form or formally accept their placement by the requested deadline are removed from the waitlist with no exceptions. According to Cabrillo College’s website, the strict guidelines are to ensure “consistency and transparency in the execution of the waitlist.”

The state is expected to need 200,000 more nurses by 2030.

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
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Institutions Innovate to Fill the National Shortage of Nurse Educators

By Miun Gleeson

Employment of registered nurses is predicted to grow 12 percent from 2018 to 2028, a rate much faster than the average for all occupations, according to the United States Bureau of Labor Statistics (BLS).

But the steady growth in nursing jobs is being challenged by a shortage of qualified faculty. Universities are faced with a precarious situation that amounts to a simple numbers game: Producing future nurses is only possible if there are enough nurse educators to teach and train them. In the 2018-2019 school year, 75,000 qualified applicants were turned away from nursing programs, with most schools indicating faculty shortages as one reason for not being able to accept more students, according to the American Association of Colleges of Nursing (AACN).

This dearth of nursing faculty has compelled many nursing schools to evaluate how they can encourage current students to pursue academic teaching rather than clinical practice. A report from the National Advisory Council on Nurse Education and Practice shows one reason behind the shortage is a lack of awareness among students that nursing academia is a viable career option.

“We could do a better job as a profession encouraging or discussing potential faculty opportunities as a career trajectory,” says Rolanda L. Johnson, PhD, assistant dean for diversity and inclusion, assistant dean for academics, and an associate professor at Vanderbilt University School of Nursing (VUSN).

A critical aspect of attracting students to nurse education is conveying that a faculty career is not an either/or proposition that sharply delineates between the clinical setting and a teaching classroom, Johnson says. Most students who go into nursing do so because they have a passion for serving patients, so the idea of teaching may seem counter to their career goals. Schools such as VUSN are emphasizing that nursing academia offers a unique professional space where teaching students and working with patients can be interchangeable.

“Our message is education is important but not separate from practice,” says Johnson. “Having faculty who are engaged in practice but who also teach creates a better experience for nursing students.”

Building a Pipeline

Tapping into their own student pipeline allows nursing schools to promote a “homegrown” approach where students are given a direct channel to pursue their doctoral education and return to the classroom as a faculty member.

“We try to grow our own or grow within,” Johnson says. “With our [master of science in nursing] students, we have created a seamless transition plan for them to graduate with a master’s degree and continue pursuing a doctorate.”

VUSN also offers nurse educator electives such as Curriculum Strategies for Health Professional Education, Educational Evaluation for Learning in the Health Professions, and Online Methodologies for Nursing Education that introduce students to nursing academia. These exploratory courses are coupled with more informal outreach such as “Brown Bag” listening sessions with VUSN faculty regarding doctoral education and academic careers. The school also offers a postdoctoral program that serves as a direct “feeder” into the faculty line, according to Johnson.

Financial incentives are another way nursing colleges can encourage students to pursue academia. Some demonstrate their investment in

Why Is There a Shortage?

• Aging faculty and upcoming retirements
• Inability to compete with clinical practice jobs and higher salaries
• Limited university resources for expanding nurse educator programs
• Job dissatisfaction and turnover in nursing and nursing education
future nurse educators by offering financial assistance to offset doctoral study costs. Walden University offers students a 10 percent tuition reduction for future nurse faculty, while the University of Wisconsin system has fellowships and loan forgiveness programs. At VUSN, students on the PhD track receive full scholarships. Even so, there is an acknowledgement that such financial incentives may not be enough. The appeal of higher compensation in the clinical sector can draw potential nurse educators away from the pursuit of an advanced degree and teaching career. “It’s not a secret that a predoctoral stipend cannot compete with higher practitioners’ salaries,” says Mariann Piano, PhD, professor of nursing and senior associate dean for research at VUSN. “People can’t live on [what that pays]. We need more funding to support this development of educational PhD programs.”

The median salary of registered nurses in the U.S. — who are required to have at minimum an associate degree — was $71,730 in 2018, according to BLS. By comparison, the average salary for an assistant professor in nursing who holds a master’s degree is $78,575, according to the American Association of Nurse Practitioners. Compounding these factors, of course, is the burden of student loan debt, with the average graduate nursing student accruing between $40,000 to $55,000 in loans, according to AACN research. This issue can be especially restrictive for underrepresented students, who tend to take on more education loans than their White counterparts. A 2018 study in the journal *Sociology of Race and Ethnicity* found that 15 years after graduation, Black students held 186 percent more debt than their White peers.

Less than 13 percent of nursing faculty are from underrepresented racial and ethnic groups, according to a report by the University of Texas at Arlington. While the nursing workforce remains predominantly White, attracting diverse students is imperative for both meeting national nursing shortages and reflecting patient demographics. Furthermore, the older demographics of current nursing faculty demonstrate how diversity among educators has not kept pace with the student population. According to AACN, the average age of doctorally-prepared nurse educators is 51 for an assistant professor, 57 for an associate professor, and 62 for full professor. A surge in faculty retirements is also expected over the next decade.

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Columbia University School of Nursing have begun using holistic admissions in recent years in order to diversify their student body. As part of its pipeline program for faculty, VUSN offers an Academic Pathways postdoctoral program specifically for underrepresented graduates. It is designed to help them transition into entry-level faculty positions through a multi-level mentoring framework, connections to relevant resources, and professional development opportunities across campus.

While recruiting underrepresented nursing students is an important priority, seeking out current nursing PhDs to promote an equally diverse faculty is just as critical. Vanderbilt’s multi-pronged approach to recruiting and retaining non-White nurse educators includes a multicultural search committee for new hires and targeted advertising in social platforms and journals for underrepresented groups.

While recruiting underrepresented nursing students is an important priority, seeking out current nursing PhDs to promote an equally diverse faculty is just as critical.

As in the nursing workforce, men are severely underrepresented in the faculty ranks. Only six percent of full-time nurse educators are men, according to the National League for Nursing (NLN). In a 2016 report, the league notes that traditional surveys of nurse educator diversity have focused on the male/female binary and tend to overlook other factors that can improve nursing education, such as the inclusion of educators who are LGBTQ or who have disabilities. The NLN calls on higher education institutions to be proactive in reducing these disparities and bearing responsibility for the future of nursing education — and, therefore, the future of patient care.

“Nursing education must provide the leadership in a dramatic expansion of diversity and inclusion,” the NLN report states. It urges a call to action for “the nursing education community to co-create diversity and inclusion in nursing practice and nursing education to positively influence health care for all populations and global communities.”

Miun Gleeson is a contributing writer for INSIGHT Into Diversity.
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* According to Diverse Issues in Education Magazine
National First-Generation College Celebration Day
By Mariah Bohanon | Photos courtesy of University of Washington Tacoma

On November 8, 2019, colleges and universities across the United States observed the third annual National First-Generation College Celebration Day by recognizing the successes of faculty, staff, and students who are the first in their families to earn a college degree. At University of Washington Tacoma (UW Tacoma), the campus celebrated the first-generation identity through a weeklong series of events focused on sharing stories and providing communal support.

First-generation students participated in a social media campaign in which university photographers captured them in their favorite spots on campus with messages displaying “what being first means to them,” according to the University of Washington website. The images were shared online using the hashtag #WeAreFirstGenUWT.

The week culminated with a keynote address from UW Tacoma Associate Vice Chancellor for Student Life Bernard E. Anderson and the unveiling of the fourth annual “We Are First Generation” stories campaign, which highlights the diverse experiences and strengths of this community. Faculty, staff, and student stories are displayed on campus and online.

National First-Generation College Celebration Day was founded by the National Association of Student Personnel Administrators’ (NASPA) Center for First-Generation Student Success and the Council for Opportunity in Education. November 8 was selected in honor of the anniversary of the signing of the Higher Education Act of 1965. For more information, visit firstgen.naspa.org.
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- FSU’s four-year graduation rate is among the top 10 in the country and the highest in Florida at 72%
- Florida State University has been identified by The Education Trust as a top performer in the nation for black student success with one of the highest graduation rates among African American Students. 74.5% of FSU’s African American students graduate within six years compared to the national average, which is approximately 40%
Every student needs role models, but too many don’t have them. Preston Thorne knows this well: As a child, he had only two African American teachers. Now, after more than a decade as a teacher, he’s back at his alma mater helping to change that narrative, encouraging students from historically underrepresented backgrounds to join the teaching profession and help guide the next generation. I AM SOUTH CAROLINA.