HEALTHCARE EDUCATION

With the nation in turmoil, medical and other healthcare programs push for a brighter, more equitable future

ALSO IN THIS ISSUE

Higher Ed Community Helps Those In Need During COVID-19

Colleges and Organizations Help Students Graduate Within Four Years
Diversity and Inclusion

The American Dental Education Association (ADEA) is dedicated to fostering inclusive excellence in dental education and the health professions.

The ADEA Faculty Diversity Toolkit (ADEA FDT) focuses on the challenges, best practices and model programs related to improving the recruitment and retention of historically underrepresented and marginalized faculty in dental education and the health professions.

Download a free copy of the ADEA FDT at adea.org/diversitytoolkit.

Join us! ADEA Faculty Diversity Toolkit Virtual Launch Event
June 22, 2020 | Noon – 1:00 p.m. ET
Register today at adea.org/eLearn.
Higher Education Community Finds Innovative Ways to Support the Fight Against COVID-19
By Mariah Bohanon

Op-Ed: COVID-19, Racialized Disease, and the Yellow Peril
By Kevin Kumashiro, PhD

The Average Student Takes Six Years to Earn a Four-Year Degree. Some States, Schools, and Organizations Are Working to Change That.
By Mariah Stewart

After Surviving Hurricane Katrina, Tulane University Is A Model for Recovering from Campus Closure
By Mariah Stewart

Extremist Groups Spread Hate During COVID-19
By Ginger O’Donnell

Academic Medicine Steps Up to Improve Mental Health Support for African Americans
By Mariah Bohanon

Veterinary Technicians, Nurses Advocate for Their Profession Amid National Shortage
By Ginger O’Donnell

University of Houston Opens Medical College Dedicated to Underserved Communities
By Mariah Bohanon

“Power, Privilege, and Positionality” How a Health Professions School Made its Commitment Visible to Students
By Peter S. Cahn, PhD, Emile R. “Mike” Boutin Jr., EdD, and Paula Milone-Nuzzo, PhD

Veterinary Schools Rethink Standards for Students with Physical Disabilities
By Miun Gleeson

Pharmacy Students Play Crucial Role in Combatting COVID-19
By Ginger O’Donnell

On the cover: The 15 White Coats: 15 African American students from Tulane University School of Medicine pose in front of a former slave cabin at Whitney Plantation in Edgard, Louisiana. Above: Employees line up for a drive-through meal service facilitated by the REACH Project, a student-run nonprofit, outside Kyle Field on the Texas A&M University campus.
A.T. Still University believes excellence requires understanding, affirming, and valuing human differences.

- Founding school of osteopathic medicine
- History of inclusion since 1892
- The Chronicle of Higher Education’s Great College to work for in 2015
- Three-year recipient of Higher Education Excellence in Diversity Award (2017-19)
- Diverse Issue in Higher Education Top 100 Degree Producers for Native American master’s students seeking a degree in allied health diagnostic intervention and treatment professions (2015)
- Doubled its population of doctoral residential school students of two or more races, seeking a degree in health professions and related programs from 2012-14

ATSU offers an array of health professions degrees in medical, dental, and allied health programs. For more information about our degree programs, visit atsudiversity.com/HEED.
Affordable Opportunity. Exceptional Education.

Access to higher education should be attainable to everyone with a desire to pursue a degree and chase their dreams. To help students reach this goal, Texas Tech University has expanded access to the Red Raider Guarantee program. In-state, first-year students and transfers with an associates degree with a combined family income of $40,000 $65,000 or less are guaranteed tuition and mandatory fees throughout their college careers. To learn more, visit financialaid.ttu.edu/guarantee.
Rochester Institute of Technology Hosts ‘Reverse Career Fair’ to Connect Diverse Students with Prospective Employers

In February, the Rochester Institute of Technology (RIT) hosted its biannual Affinity Reception, providing dozens of corporate recruiters a unique opportunity to network with underrepresented students.

The reception, described by the university as a “reverse career” event, effectively switches the roles of employers and prospective graduates. Students from affinity groups and other diverse campus organizations set up tables and booths where potential employers can come speak with them about “their talents and career aspirations,” states a university press release.

It also gives students the opportunity to interact with recruiters in a more informal setting than traditional career fairs.

The campus organizations Women in Computing, the Society of Hispanic Professional Engineers, the ALANA (African, Latin, Asian, and Native American) Collegiate Association, and others participated.

“Many companies come to RIT looking for not just engineers or not just a specific type of engineer; they are looking for diversity for their workforce. So this event allows them to look beyond ethnicity, but also in gender and diversity,” the press release states.

Geico talent manager Frank Caruana said that the unique event helps his company meet the demand for diverse, highly skilled workers, adding that six RIT alumni are already participating in the company’s emerging leadership program, according to the release.

CVS Health Minority Scholarship for Pharmacy Students

Five $8000 scholarships will be given to outstanding underrepresented minority students accepted into a Pharm.D. program or currently enrolled in their first (P1) year of the professional phase of the Pharm.D. program. Applications are due July 1, 2020.

For more information: scholarships@aacp.org or visit https://www.aacp.org/resource/cvs-health-minority-scholarship-pharmacy-students
“At Florida State University College of Medicine, our students learn in an environment that values diversity, mutual respect, teamwork, and open communication. We immerse our students in a culture that embodies the characteristics we expect to see in our graduates. We produce physicians, physician assistants, and scientists who are caring practitioners of both the art and science of medicine. That process starts with choosing the right students—people who will work well with their patients and the entire health-care team.”

John Fogarty, M.D.
Dean, Florida State University College of Medicine
IN BRIEF

Women in Medicine Report Higher Prevalence of Microaggressions than Men, Study Shows

Research published last fall in the journal *Academic Medicine* indicates that women doctors report experiencing microaggressions at much higher rates than male doctors do.

A study led by VJ Periyakoil, MD, presented medical school faculty at four American universities with videos of microaggression scenarios depicted by professional actors. The participants were asked to rate how often each scenario occurred in real life.

Female respondents identified 21 of them as frequent, whereas their male colleagues said such scenarios were uncommon.

Microaggressions deemed prevalent by women included sexually inappropriate comments, being relegated to mundane tasks, and incidents of bias related to pregnancy or childcare.

**Percentage of physicians by gender, 2018**

This figure illustrates the percentage of physicians by gender. In 2018, 64.1% of physicians were men and only 35.8% were women. 0.2% were unknown or other.

Source: Association of American Medical Colleges

READ, WATCH, LISTEN

At a time of social distancing and uncertain futures, it is more important than ever to learn the untold stories of communities past and present that have persevered despite adversity.

**READ: The Last Negroes At Harvard: The Class of 1963 and the 18 Young Men Who Changed Harvard Forever**

In 1959, 18 Black freshmen enrolled in Harvard University as participants in an early affirmative action program. More than 60 years later, one of those students — author and former NBC News producer Kent Garrett — reflects on that time period and its lasting impact on diversity in higher education. Garrett also traces the lives of each of his 17 classmates, their successes and failures, to create a book that is part memoir, part civil rights history. *Co-authored by Jeanne Ellsworth. Published by Houghton Mifflin Harcourt*

**WATCH: Crip Camp: A Disability Revolution**

*Crip Camp* recalls the story of a radical summer camp and community for people with disabilities described by one reviewer as “a hippie-run utopia.” Archival footage and interviews reveal how the camp, located in upstate New York and in operation between the 1950s through the 1970s, changed the lives of campers by providing newfound acceptance and freedom. It also inspired some campers to become leaders in the disability rights movement, including prolific activist Judith Heumann, and the fight for the passage of the Americans with Disabilities Act. *Available on Netflix*

**LISTEN: America Amplified: Life, Community, and COVID-19**

Public radio stations from across the U.S. highlight how members of diverse communities are affected by and adjusting to life under the coronavirus pandemic. Each episode explores a different topic, such as the effect of school shutdowns on the education gap or the experiences of essential workers, and offers listeners a chance to hear “from people and places that don’t always get a national voice,” according to the show’s creators. Every episode centers on two different cities, providing a juxtaposition of the lives of people in Atlanta and San Francisco, for example, under the pandemic. *New episodes are released every Saturday at 3 PM EST, and all episodes are available to stream for free at npr.org/podcasts.*
MEASURING CAMPUS CLIMATE IS DIFFICULT. UNTIL NOW.

Having the best available information means being able to make data-driven decisions at times of uncertainty. At VCU, that’s exactly what Climatext does. It’s the platform that brings us near real-time student sentiment on any current event we ask them about. And after an in-depth analysis of the responses, our ability to focus on student needs increase.

Learn more at inclusive.vcu.edu/vcu-universe
ILLINOIS
Aondover Tarhule, PhD, has been named provost and vice president of academic affairs at Illinois State University in Normal. Tarhule was previously vice provost and dean of the Graduate School at Binghamton University in New York.

INDIANA
Lori S. White, PhD, was selected as the first woman and person of color to be president of DePauw University in Greencastle. White was the vice chancellor for student affairs at Washington University in St. Louis.

KENTUCKY
Emily Coleman, PhD, has been named provost at University of the Cumberlands in Williamsburg. Coleman was previously vice president for student services at the university.

MARYLAND
Joan Williams was selected as the inaugural associate vice president for diversity and inclusion and chief diversity officer at Salisbury University. Williams was the director of diversity and institutional equity at the University of North Alabama in Florence.

NEW JERSEY
Jonathan Holloway, PhD, is the first African American to be named president of Rutgers University in New Brunswick. Holloway was previously provost at Northwestern University in Evanston, Illinois.

NEW MEXICO
Charles Abasa-Nyarko, PhD, was selected as vice president for academic affairs at Doña Ana Community College in Las Cruces. Abasa-Nyarko was vice president for the National Curriculum Assessment Program in Ghana.

NEW YORK
Rachel Eells, PhD, has been named vice president for academic affairs at Concordia College in Bronxville. Eells was previously dean of the College of Arts and Sciences at Concordia University Chicago.

MISSOURI
Beverly Wendland, PhD, was selected as provost of Washington University in St. Louis. Wendland was the James B. Knapp Dean of the Krieger School of Arts and Sciences at Johns Hopkins University in Baltimore.

PENNSYLVANIA
Erika James, PhD, is the first woman and person of color to be named dean of the Wharton School of Business at the University of Pennsylvania in Philadelphia. James was previously the first African American woman to serve as dean of the Goizueta Business School at Emory University in Atlanta.

TENNESSEE
Reuben E. Brigety, PhD, was selected as vice chancellor and president at The University of the South in Sewanee. Brigety was dean of the Elliott School of International Affairs at The George Washington University in Washington, D.C., and a former U.S. ambassador to the African Union.

VIRGINIA
Carolyn “Lyn” Ringer Lepre, PhD, has been named provost and vice president for academic affairs at Radford University. Lepre was previously dean of the School of Communication and the Arts at Marist College in Poughkeepsie, New York.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
Texas Christian University is proud to be recognized as a HEED Award winner for the second year in a row.

Even with these successes, we know there is more work to do. Together, we’ll continue to champion change and hold ourselves accountable by fostering diversity, equity and inclusion on campus and beyond.

Learn more about TCU’s commitment to building a community for all at Inclusion.TCU.edu.
DEANS OF MEDICAL, PHARMACY, AND VETERINARY SCHOOLS

In each issue, INSIGHT Into Diversity features diverse professionals in higher education. By Ginger O’Donnell

Kevin Sneed, PharmD, is a professor and founding dean of the University of Southern Florida (USF) College of Pharmacy. In addition, he serves as a senior associate vice president for USF Health, an academic medical center that provides patient care while educating and offering research opportunities to future healthcare professionals. Sneed is a national lecturer and researcher on health disparities. Among his accomplishments is serving as director of a community initiative called IN-SHAPE, which assesses and evaluates inequities in cardiovascular health among African American and Latinx populations in Tampa, Florida. He serves on numerous medical boards and was chairperson of the Cultural Health Initiatives Committee for the American Heart Association, Greater Southeast Affiliate.

Ruby L. Perry, DVM, PhD, DACVR, is dean and professor of veterinary radiology at the Tuskegee University (Tuskegee) College of Veterinary Medicine. She was the first African American female to be a board-certified veterinary radiologist in the American College of Veterinary Radiology. Perry previously served in several other positions at Tuskegee, including interim chief of staff, vice provost of undergraduate education, associate dean for academic affairs, and acting chair of the Department of Small Animal Medicine, Surgery, and Radiology. She was also a tenured faculty member at Michigan State University for 20 years, where she was section chief of veterinary radiology. She has served in a variety of leadership positions, including president of the Tuskegee Veterinary Medical Alumni Association and program coordinator for the American College of Veterinary Radiology.

Augustine M.K. Choi, MD, is the Stephen and Suzanne Weiss Dean at Weill Cornell Medicine and provost for medical affairs at Cornell University. He is an internationally renowned scholar in the field of lung disease, having published more than 300 peer-reviewed articles about the topic and having received numerous awards for his efforts, including the 2011 Ho-Am Prize in Medicine, often referred to as the Korean Nobel Prize. He is currently conducting research funded by multiple grants from the National Institutes of Health, investigating whether inhaling carbon monoxide can be an effective therapy for human pulmonary disease. Choi previously served as the Parker B. Francis Professor of Medicine at Harvard Medical School, chief of Pulmonary and Critical Care Medicine at Brigham and Women’s Hospital, and chief of the University of Pittsburgh’s Division of Pulmonary, Allergy, and Critical Care Medicine.

Archana “Archie” Chatterjee, MD, PhD, is the first woman and person of color to be named dean of Chicago Medical School (CMS). She is a nationally recognized specialist in pediatric infectious diseases and has held numerous leadership roles in this field, including serving on the U.S. Food and Drug Administration’s Vaccines and Related Biological Products Advisory Committee as well as on committees for the Infectious Diseases Society of America and the Pediatric Infectious Diseases Society. Prior to joining CMS, she was professor and chair for the Department of Pediatrics at the University of South Dakota Sanford School of Medicine (USD SSOM) and Sanford Children’s Specialty Clinic. At USD SSOM, Chatterjee supervised the development of a pediatric residency program, the implementation of new curriculum, and the founding of a Women in Medicine and Science program.

Carlos Risco, DVM, is a professor and dean at Oklahoma State University (OSU) College of Veterinary Medicine. Prior to joining OSU, Risco was professor and chair of the department of large animal clinical sciences at University of Florida College of Veterinary Medicine. He is a four-time winner of the college’s Teacher of the Year Award in the category of large animal medicine and was winner of the 2005 University of Florida Blue Key Award for distinction in teaching and research. His past research accomplishments include studying veterinary medicine in Argentina as a member of the Fulbright U.S. Scholar Program.
THANK YOU FOR A SPECTACULAR 14TH ANNUAL SUMMIT!
Mark your calendar for next year.
FEBRUARY 26 – MARCH 1, 2021

BBCBSUMMIT.ORG
National Foster Care Month was established in 1988 by President Ronald Reagan and is observed during May. This month offers a time to reflect on the many unique educational, financial, and social challenges foster youth encounter. Higher education leaders who are informed about this population and understand their unique needs can play a crucial role in ensuring their success through customized recruitment and support.

2 IN 10 foster youth who graduate from high school attend college, as compared with 6 in 10 of all high school graduates in the U.S.

LESS THAN 9% of foster youth obtain bachelor’s degrees

UNIQUE CHALLENGES WHEN APPLYING AND ENROLLING
- Lack of information and assistance with college exploration and applications
- Lack of funding and financial support
- Lack of emotional support during the college transition

RACE AND ETHNICITY OF FOSTER CARE YOUTH
- 46 percent White/Non-Hispanic
- 21 percent Black
- 21 percent Hispanic
- 10 percent other races or multiracial
- 1 percent unable to determine

UNIQUE CHALLENGES FOR PERSISTING
- Lack of access to affordable housing, especially during school breaks
- Remedial course requirements due to lower levels of college preparedness
- Student services personnel who are unfamiliar with their needs

Number of children currently in U.S. foster care system: 437,283
Of this number, 23,798 are 17 years old

Within 4 years of aging out, 1 in 2 former foster youth is unemployed. Those who are employed have an average annual income of only $7,500

The Federal Fostering Connections to Success and Increasing Adoptions Act of 2008 allows youth to remain in foster care after age 18 — and usually until age 21 — provided they meet at least one of the following requirements:
- Employed 80 hours per month;
- Completing secondary school or enrolled in postsecondary school;
- Participating in activity that promotes employment;
- Has a documented medical condition that proves they are incapable of those responsibilities.

Sources: American Council on Education (ACE); childwelfare.gov; acf.hhs.gov; nfyl.org; ifoster.org
These days have been full of uncertainty for our university community and for our world. But in the chaos, there are moments of quiet and clarity. And in those moments, time for reflection – reflection about the University of Kentucky’s past and its future.

Over the past few months, and continuing into the fall, we are commemorating the fact that 70 years ago, when our university was racially integrated. Lyman T. Johnson courageously blazed a trail that forever changed UK. Since then, we have forged a path of progress to build a community of belonging. The idea that we must be a place where everyone - regardless of who they are, where they are from, or what they believe - can feel a sense of belonging. Our students, and their ability to succeed and reach their potentials, are our most important priorities.

That’s the special community we are trying to build together. Like anything of importance, like anything that is durable, our progress is continually tested and challenged. But we are committed to the journey.

In each of the last three years, we’ve been named a Diversity Champion by Insight Into Diversity, one of a handful of universities in the country to receive that honor. It reflects our progress. But it also challenges us to reflect on – and recommit to – the work that remains.

The challenges we face as a society are many, but even during our darkest days, there is hope.

The challenges we face as a society are many, but even during our darkest days, there is hope.

There is us.

There is this university – the University of Kentucky.
At the University of Alabama at Birmingham, we affirm our shared values of diversity and inclusiveness, accountability, collaboration, integrity, and respect. We recognize the importance of creating a safe campus environment and strive to foster a community that promotes understanding, acceptance, learning, empowerment, and visibility of people with marginalized genders and sexualities.

The Alliance is an employee-resource group of UAB that exists to provide advocacy, support, and networking for faculty and staff members of UAB’s Lesbian, Gay, Bisexual, Transgender, Queer, and Allies (LGBTQIA+) community.

borderTRANS
borderTRANS is a safe space open to all UAB undergraduate, graduate and professional students who identify as: Trans, Transgender, Genderqueer, Fluid, Non-Binary, FTM, MTF, Two Spirit, Intersex, Gender Questioning and Transexual.

The Alliance
The Alliance is an employee-resource group of UAB that exists to provide advocacy, support, and networking for faculty and staff members of UAB’s Lesbian, Gay, Bisexual, Transgender, Queer, and Allies (LGBTQIA+) community.

MedPride: Gay/Straight Alliance
MedPride, a student group in the UAB School of Medicine, works to create a safe place for LGBTQIA+ persons in medicine, as well as their straight allies, and educate the UAB community about the realities of LGBTQIA+ health needs through campus activities and panel discussions and equip future medical providers with skills to address physical and mental health concerns of LGBTQIA+ individuals.

Gender and Sexuality Union
The Gender and Sexuality Union provides educational opportunities for students, creates safe spaces throughout the UAB community, fosters dialogue about LGBTQIA+ issues and creates agendas, innovations and momentum to engage the UAB community in social change and justice.

Learn more

Learn more

go.uab.edu/lgbtq-resources
This year, the COVID-19 pandemic coincides with Asian Pacific American Heritage Month, a time when one of America’s most diverse identity groups celebrates their distinct cultures as well as shared values. Since the outbreak of the virus in China, the Asian American Pacific Islander (AAPI) community has been the target of increased discrimination. Here, several AAPI scholars discuss what their heritage means to them during this turbulent time.

Gail Amornpongchai, AuD, serves as director of the audiology clinic at the University of the Pacific in California. She grew up in Bangkok before attending a Chicago boarding school at the age of 14.

Amornpongchai says one reason she went into audiology was to improve AAPI representation in the field.

“It’s important for a field like audiology to have culturally and linguistically diverse clinicians,” she explains. “Asian Americans can represent such diversity. We can bring our own unique perspectives, values, and backgrounds to a field that is underrepresented.”

Amornpongchai’s husband is Chinese, and together they have a 9-month old daughter. The child’s grandmother serves as babysitter so that Amornpongchai and her husband can both work. The emphasis on family and respect for elders is one aspect of her heritage she says she especially appreciates.

“We value the importance of family,” Amornpongchai says, adding that it’s common for multiple generations to live together.

“Thai people are grateful to one another,” she says. “Thailand is known as a land of smiles not because we literally like to smile, but because when we smile, we [do so] from our hearts.”

Tanishq Abraham is a 17-year-old Indian American. He earned a bachelor’s degree with honors in biomedical engineering from the University of California, Davis at the age of 15 and is set to complete his PhD there by 2022.

He began taking college classes at the age of seven and graduated high school when he was 10. Within a year, he had earned three associate degrees in general science, math and physical sciences, and foreign languages.

Abraham is keenly aware of stereotypes surrounding Asian Americans and educational attainment:

“A lot of times people think Indian American parents and families are very pushy and have a set idea or mindset for what their children should be doing. For me and my sister, that was definitely not the case,” he says. “If anything, I was the one who was pushing my parents.”

Abraham, who is Christian, also refutes the stereotype that all Indian Americans are either Hindus, Muslims, or Buddhists.

“Christianity in India is as old as the religion itself!” he says. “St. Thomas came to India to spread Christianity in A.D. 52. He landed in Kerala state where my grandparents were born … and my parents grew up in different parts of India and around the world, finally making it to the U.S. some 40 years ago.”

Helen Hsu, PsyD, moved to the U.S. from Taiwan. She is a staff psychologist, Asian American specialist, and lecturer at Stanford University. She is also the immediate past president of the Asian American Psychological Association (AAPA).

Hsu says she appreciates that Asian-derived practices such as meditation have become well-respected in mental healthcare. She also takes pride in the fact that AAPA and other Asian Americans in this field advocate for multiple underrepresented populations. “I really love that it’s a pan-cultural, ethnic, intersectional work that is far beyond just AAPAs,” Hsu says.

She urges higher education leaders to learn about Asian American diversity in order to best support AAPI students.

“We have some of the highest socioeconomic status and some of the very lowest,” she points out. “We have some of the highest educational attainment and some of the highest dropout [rates] in communities that are really struggling.”

Racism against Asian Americans

Since the COVID-19 outbreak hit the U.S., there has been a significant uptick in bias incidents toward Asian Americans and Pacific Islanders (AAPIs). From January through May 2020, the human rights group ADL recorded 90 such incidents, including physical assaults and the use of racial slurs, and Americans telling AAPIs of various backgrounds to “go back to China.” Extremists are also using the pandemic to promote xenophobia and hatred against other underrepresented ethnic and racial groups. ADL’s website offers guidelines on how to combat the promotion of these beliefs at adl.org.
As health and government officials across the world work to manage the COVID-19 crisis, some liken the increased impact of the pandemic on the African American community to that which the LGBTQ community experienced during the HIV/AIDS crisis of the 1980s.

Dr. Anthony Fauci, who has served as director of the National Institute of Allergy and Infectious Diseases since 1984, stated in a press conference on April 7, 2020, that “it was only when the world realized how the gay community responded to [the HIV/AIDS] outbreak with incredible courage and dignity and strength and activism … that really changed some of the stigma against the gay community. Very much so.”

**INSIGHT** honors several LGBTQ individuals and allies who stepped up as public health activists to raise awareness and fight the spread of HIV/AIDS, including some who lost their lives to that disease or to the world’s latest pandemic.

**Colevia Carter** is a Black lesbian and HIV/AIDS activist who galvanized women in the 1980s to help fight the spread of the disease. Carter organized a major conference on the role of women in combatting HIV and AIDS in Washington, D.C., in 1984. She went on to lead a program in the city’s correctional facilities that educated incarcerated people about the illness. After 19 years of this work, Carter was appointed Washington, D.C.’s State Adolescent Health Coordinator, a role in which she directed the Synergy Adolescent Health Project that focuses on HIV/AIDS programs for children, teens, and women.

**Larry Kramer** is a playwright, activist, and co-founder of the Gay Men's Health Crisis (GMHC), a leading organization in the fight against HIV/AIDS. In addition to his work with GMHC, Kramer sought to humanize the effects of that pandemic through theater. His play *The Normal Heart*, which debuted Off-Broadway in 1985 and was revived on Broadway in 2011, depicts the rise of the crisis in New York City in the early 1980s. In 1987, Kramer founded the AIDS Coalition to Unleash Power, a highly influential protest group that continues to push for healthcare reform. The now 84-year-old Kramer lives in New York City.

**Terrence McNally**, a gay man born in 1938, was a prolific playwright who used theater to expose mainstream American audiences to LGBTQ issues, including the threat of HIV/AIDS. His 1991 play *Lips Together, Teeth Apart* explored themes of homophobia and common reactions of straight people to AIDS. His 1994 Tony Award-winning work *Love! Valour! Compassion!* depicted the diversity of gay men, including one dying of AIDS and another who is HIV-positive. McNally died on March 24 as a result of complications from COVID-19.

**Dr. Gita Ramjee**, born in Uganda, was an LGBTQ ally and international leader in combatting the HIV/AIDS epidemic in Eastern and Southern Africa. As director of the HIV prevention unit at the South African Medical Research Council, she focused strongly on mitigating the spread of the virus in women, working to empower them in cultures and communities where men were dominant. Ramjee died of COVID-19 on March 31 at the age of 63.

**Reggie Williams** was an African American gay man who dedicated himself to improving HIV/AIDS prevention efforts for other men of color. Williams served as a role model by openly sharing his HIV-positive status. In the 1970s, he began his career as an X-ray technician at Los Angeles’ Cedars-Sinai Hospital, where he saw a growing number of patients being treated for what was then called Gay-Related Immune Disease. Williams went on to serve as head of the National Task Force on AIDS Prevention from 1988 to 1994, conducting a groundbreaking national survey that revealed the scale of the threat of HIV/AIDS to Black men and women. Williams died of the disease in 1999 at the age of 48.

**Liaam Winslet** is a transgender woman and peer educator for the Transgender Family Program at the Community Healthcare Network in New York City, providing health and social services to low-income residents. Winslet is originally from Ecuador; after surviving physical and verbal abuse for her transgender status, she emigrated to the U.S. in 2012. Prior to her move, she became involved in HIV prevention and education efforts after a friend was kicked out of her home for being HIV-positive. Winslet started working with young transgender sex workers to raise their awareness of the disease and prevention strategies. In 2016, she became a member of the International AIDS Society, the world’s largest association of HIV professionals.
Clemson University has been ranked among the top public universities in the nation for the past 12 years, according to U.S. News & World Report. The University promotes a diverse campus environment and innovative programs to foster inclusive excellence in education, business and employment.

- The **Clemson University Men of Color National Summit** works to close the opportunity gap for African American and Hispanic males. clemson.edu/menofcolor

- **Tiger Alliance** is a program that mentors and prepares high school men of color and other underrepresented young men for college entrance and success. clemson.edu/inclusion/summit/tiger-alliance.html

- The **Call Me MISTER® program** increases the pool of available teachers from broader, more diverse backgrounds. clemson.edu/education/callmemister

- The **Emerging Scholars program** helps establish a college-going culture among students in school districts along the state’s I-95 corridor. clemson.edu/academics/programs/emerging-scholars

- The **Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students’ needs while providing diverse and experiential learning opportunities. clemson.edu/centers-institutes/gantt

- The **Charles H. Houston Center for the Study of the Black Experience in Education** conducts research and assesses programs that impact the educational experiences of African Americans. clemson.edu/houston

- The **Clemson Career Workshop** summer program supports college readiness of high-achieving students from diverse populations. clemson.edu/centers-institutes/houston/clemsoncareerworkshop

- **Creative Inquiry** combines engaged learning and undergraduate research experiences that are unique to Clemson University. clemson.edu/centers-institutes/watt/creative-inquiry

- **PEER (Programs for Educational Enrichment and Retention)** provides collaborative experiences for underrepresented students in science and engineering. clemson.edu/cecas/departments/peer-wise

Creating a framework for excellence that incorporates diversity at its core while linking the quality of the educational experience.

clemson.edu/inclusion
Higher education presents life-changing opportunities for students from underserved backgrounds — opening the door to new experiences, successful careers, and much more. For many of these students, however, the traditional academic model may not be enough to help them succeed.

Financial barriers can make opportunities such as internships and study abroad programs impossible for those from low-income backgrounds. For students with intellectual disabilities, the traditional college environment can be unwelcoming, and courses may be irrelevant to their needs and incompatible with their capabilities.

Yet some higher education institutions have developed programs that take these often ignored populations into consideration. Lehigh University and the University of Louisiana at Lafayette may be two very different institutions, but they have both achieved success in developing innovative strategies that make previously unattainable academic opportunities a reality for these two student populations.

Lehigh University
Lehigh University (LU) is a private research institution in Bethlehem, Pennsylvania, with a total enrollment of nearly 7,000 students. Its High-impact Experience Opportunity Fellowship is a wage replacement program that allows eligible students to receive a paycheck and compensation for room and board and other expenses while participating in “high-impact” learning practices.

High-Impact Educational Practices (HIPs) are learning opportunities outside of the classroom that demand considerable time and effort from faculty and students, according to the National Survey of Student Engagement. They include internships, service learning with community partners, undergraduate research, and more.

Many low-income students cannot afford to participate in HIPs, which is why LU President John Simon, PhD, and Vice President for Equity and Community Donald Outing, PhD, developed the fellowship.

“We conceived the idea of creating a [program] that would provide for the true cost of attending an institution like Lehigh University,” says Outing. “High-impact experiences that students are able to participate in, like study abroad, summer research, internships, etc., can be and are the difference makers in student success.”

HIP participants tend to come from high-income backgrounds and thus rarely have the chance to interact with individuals outside of their socioeconomic circle,
“What I’ve noticed in my 30-plus years in higher education is that the bulk of those participating in these high-impact experiences are not encountering the type of diversity that they should be encountering to broaden their development,” he says. “So we saw this as an opportunity not just to have an impact on those underserved student populations, but on students in general.”

The fellowship officially launched in March 2019 after LU received a $100,000 alumni donation to support the program and the university’s Student Access and Success office. Outing also credits George White, the office’s now-retired managing director, for getting the program off the ground.

The fellowship had 60 applicants within its first year and was able to fund $80,000 in wage replacement and living expenses.

One of the program’s success stories involves a student who was offered a highly selective internship at a district attorney’s office but faced the difficult choice of giving up the opportunity in order to continue her job at a fast food restaurant. The High-Impact Opportunity Fellowship allowed her to accept the internship position while earning “a living wage replacement per week,” Outing explains.

Another student was able to study abroad in Shanghai, China. Outing credits the generous donors who make this and other student success programs possible.

“There’s not really a shortage of philanthropy money,” he says. “What there is, is a shortage of big ideas that tap into the passions of those who are philanthropic with their giving.”

Donors have also supported LU in launching the Passport for Success program. This effort runs out of the school’s Student Scholars Institute and the Office of International Affairs and serves as a yearlong mentorship program that covers the application fee for students who need to get or renew a passport.

Outing says Passport for Success and the High-Impact Experience Opportunity Fellowship are “key components for supporting student learning beyond the classroom by reducing the financial impediments to successful students in need and expanding diversity in our campus community.”

The current COVID-19 crisis is definitely going to have an effect on what the fellowship looks like in both the short- and long-term, according to Outing, but offices across campus are collaborating on how they can continue to provide underserved students with high-impact fellowship experiences despite this crisis.

**University of Louisiana at Lafayette**

In 2014, the University of Louisiana at Lafayette (UL Lafayette) became the first four-year institution in the state to offer a postsecondary program for individuals with intellectual disabilities.

The UL Learning is For Everyone (UL LIFE) Program, which is operated by the College of Education, is a two-year comprehensive transition and postsecondary program (CTP) that focuses on academic growth, career development, and community involvement for young adults with conditions such as Down syndrome that interfere with academic performance.

UL Life consists of an individualized series of courses in topics such as

CTPs are defined as certificate, degree, or non-degree programs approved by the U.S. Department of Education that prepare students with intellectual disabilities for gainful employment through academic opportunities, career preparation, and the development of independent living skills.
financial literacy, communication and self-advocacy skills, and vocational readiness. Each participant also audits at least one regular UL Lafayette course per semester in an area of their interest.

The program's students are diverse in both disability and personality, which “makes for a really unique setting and allows students to work with all different types of people,” the program’s director, Caroline Jurisich, states in a video on the UL Lafayette website.

A major component of the program is building campus connections. “[Participants] get some intensive mentorship and really get integrated within the community of the university,” says Taniecea Mallery, PhD, the university’s executive director of strategic initiatives and chief diversity officer, adding that students learn “some social and leisure skills” in addition to academic and professional instruction.

Traditional students serve as academic mentors, internship mentors, and social mentors for UL Life students. They work closely with their mentees on a wide range of skills, including navigating campus, completing homework, managing internship and job responsibilities, and engaging with campus life.

This participation in campus life has included running for homecoming court, joining the cheerleading team, serving as an assistant coach for the university golf team, and more.

Students who complete the UL Life Program receive a Certificate of Accomplishment, which is presented to them during the College of Education’s formal commencement ceremony.

“After they complete the program, they go into employment in the community,” Mallery says, noting that gainful employment and the ability to live independently are the program’s overarching goals. “They move on with their life armed with these new skills that equip them to really be productive members of society and to have a sense of independence and productivity.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity. Lehigh University is a 2019 Higher Education Excellence in Diversity (HEED) Award recipient. The University of Louisiana at Lafayette is a 2018 and 2019 HEED Award recipient.
Coming from a rural community, Darieon McFadden was amazed by the size of South Carolina and all the different majors it offers. After exploring his options, Darieon charted his path to a career in cardiovascular technology so that he can improve the health of his community back home. Along the way, Darieon is mentoring freshmen through a multicultural organization on campus, helping them discover where their purpose might lead them.

I AM SOUTH CAROLINA.
COV1D-19, Racialized Disease, and the Yellow Peril
By Kevin Kumashiro, PhD

Accused of carrying the coronavirus, a Chinese American high school student in California was beaten so badly by peers that he needed to be hospitalized. This incident occurred in February, in the early weeks of the COVID-19 pandemic, when reports were already surfacing of increased levels of discrimination and harassment against Asians and Asian Americans. President Trump and other leaders as well as media personalities continued to use terms like “Chinese virus” and defended doing so, despite widespread condemnation of such terms as misleading and inflammatory. In mid-March, the Stop AAPI Hate website recorded more than 650 incidents of race-based attacks across the country — verbal and physical, in and outside of schools — in just its first week of operation.

Whether these attacks took the form of teasing, ostracizing, refusing services, or outright violence, they all revolved around an underlying fear that “the Chinese” are more likely to carry and spread COVID-19. Given the fact that some people cannot or choose not to differentiate between Asian ethnic groups, and given the stereotype that all people of Asian descent in the U.S. are immigrants, it is not surprising that many of the targets of attack included Chinese Americans who had never even been to China as well as Asian Americans of other ethnic backgrounds.

Associating disease with a particular country or race has serious consequences. From the early 1800s through the early 1900s, Chinese — and, at times, Japanese — immigrants to the U.S. were accused of bringing and spreading bubonic plague, cholera, smallpox, syphilis, trachoma, and even sexual deviance. The results of such beliefs were school segregation, systematic destruction of homes and property, and immigration restrictions.

Even the 1918-19 influenza pandemic has been blamed by some people on China, despite the lack of consensus among researchers about the disease’s origins. Similar beliefs carried into the 21st century, as is evidenced by the increase in anti-Asian attacks during the SARS pandemic in 2003. Some leaders in the U.S. have even misrepresented history in order to align with this stereotype, as when one Republican senator blamed the Chinese for the swine flu and MERS, despite the fact that neither originated in Asia.

At times, the racialization of disease has derived from perceived cultural deficits such as living in “filthy” homes and eating “unusual” animals. But increasingly throughout the 20th century, the fear of racialized diseases spreading and debilitating the U.S. constituted part of a larger narrative of the so-called “Yellow Peril,” a centuries-old stereotype that Asians pose a threat of invasion and conquest.

In the 1940s, fears of military invasion and conquest during World War II contributed to the incarceration of Japanese Americans. In the 1980s, Japan’s financial success, known as the Japanese “economic miracle,” prompted concern of economic domination that led the U.S. to instigate trade barriers. In recent years, the fear of Asian invasion and conquest has carried into higher education as the number of Asian international and Asian American student enrollment has grown.

Now, fear of the Yellow Peril has taken shape in the form of allegations that China is engaged in germ warfare by intentionally spreading COVID-19 to weaken the economies of other nations, particularly that of the U.S. According to this theory, the Chinese are not merely diseased, but have weaponized disease — for how else could China have contained the spread of the virus so rapidly that it is already lifting aspects of lockdown?

And how else could China’s economy have survived the stock market crash that leveled so many other countries if they had not planned for the crash beforehand?

Attacking China and people of Asian descent by conjuring the long histories of racialized disease serves effectively to detract attention from the failures of the Trump administration in addressing this current pandemic. Americans need to be asking why the U.S. is not nationalizing its healthcare system — as other nations have already done — in order to marshal its vast resources and make care more widely available. Why is the U.S. not using the Defense Production Act to redirect industries to serve this crisis by creating more of the equipment so desperately needed? Why has the richest country in the world, months into this crisis, still not developed the capacity for adequate and widespread testing, contact tracing, isolation, and other public-health interventions? Or, for that matter, why does the federal government continue to respond with unprecedented levels of corporate bailouts and deregulation that exacerbate the conditions of inequity that have made it so difficult for the U.S. to respond to this crisis effectively in the first place?

Inflaming anxieties about a new Yellow Peril detracts from critical analysis of these crucial questions. To solve this crisis, we must overcome America’s long-held biases against Asians, which serve as the foundation of these anxieties. We must not let stereotypes and fear control our responses, as they have throughout history. In essence, we must do better than we have in the past.

Kevin Kumashiro, PhD, is the former dean of the University of San Francisco School of Education and an award-winning author of 10 books on education and racial justice.
A promise worth a smile

The School of Dental Medicine at East Carolina University was founded on a promise: to make oral health care more accessible, especially in underserved communities that need it most.

Nationally recognized for innovation in dental education, the school only accepts students from North Carolina and trains them in rural service-learning centers across the state. Many of the patients we serve have had little or no access to oral health care before.

ECU remains committed to improving lives while addressing firsthand the health care disparities and inaccessibility so many of our citizens face. That’s a promise worth smiling about.

70,000+

dental patients served from all 100 North Carolina counties

76%
of ECU dental students are from underrepresented minority groups, rural areas and disadvantaged backgrounds
Top: Graduates of Shawnee State University in Ohio
Bottom: Ohio University students conduct medical research. (photos courtesy of Ohio Department of Education)
The Average Student Takes Six Years to Earn a Four-Year Degree. Some States, Schools, and Organizations Are Working to Change That.

By Mariah Stewart

As nontraditional student enrollment increases, so do the number of years it takes to graduate. Now, some colleges and universities are changing their ways to help students earn a degree faster.

Traditionally, earning a bachelor's degree within a four-year timeframe was considered the norm. These days, the academic, social, and financial strains of completing college have made that timeline nearly impossible for many students — with the majority of degree seekers reaching graduation after six years, according to the National Center for Education Statistics (NCES).

Additional data from the National Student Clearinghouse Research Center (NSCRC) shows that 60 percent of students who initially enrolled in bachelor's degree programs in 2012 had yet to graduate by 2018. And while the statistics may vary by source and year, a vast body of research finds that most of America's undergraduates can expect to spend a minimum of five academic years in school.

“It’s like we’re tolerating this idea that it should take so long [to graduate], which is a problem because every additional year of schooling costs money, and it’s one more year you’re not in the workforce and not getting a chance to begin to build your career,” says Jim McCorkell, founder and CEO of College Possible, a nonprofit that supports underserved students.

College Possible
College Possible’s latest program, Catalyze, employs a “near-peer” coaching model that involves recent graduates offering mentorship to 3,000 students across nine universities. Multiple studies have shown that those who receive coaching from mentors close to their own age perform better in school, are more aware of and likely to use campus resources, and have higher retention and graduation rates.

“We’re trying to solve the problem that there’s a huge gap in America between who’s earning a college degree and who’s not,” says McCorkell, who is a first-generation college graduate. “It’s especially pronounced by income and race.”

Prolonged graduation is tied to larger systemic issues within higher education, such as the fact that colleges and universities were not designed to serve the needs of low-income students, he says.

At many higher education institutions, completing a degree program within four years requires students take approximately 15 credit hours — typically the equivalent of five courses — per semester, according to the nonprofit Complete College America (CCA). Most schools and states, however, only require a course load of 12 credit hours in order to be considered a full-time student.

For low-income students, who may be less prepared for college-level coursework than their peers and more likely to shoulder additional responsibilities such as working, adding an extra three credit hours per semester to meet the four-year graduation timeline may seem insurmountable. CCA data and other research shows that income (as defined by Pell Grant eligibility), high school GPA, race, and employment status all tend to correlate with enrollment hours and time to graduation.

Approximately 22 percent of undergraduate students were parents during the 2015-2016 school year, according to the National Postsecondary Student Aid Survey. A 2017 study from the Journal of Higher Education found that students who are parents earn higher GPAs on average but are 10 times less likely to complete a bachelor's degree within five years than their peers who don't have children. The research pointed to complex scheduling conflicts that don't allot the time for student parents to complete coursework as the main reason for retention problems.

Changes in Ohio
Some states have begun addressing the systemic roadblocks that prevent students from graduating on time or earning a degree. Ohio has seen significant growth in graduation rates in recent years thanks to a number of

15-TO-FINISH INITIATIVE
Created at the University of Hawaii in 2012 and supported by the nonprofit Complete College America, 15-To-Finish encourages students to enroll in at least 30 credit hours per academic year. NCES data shows that this strategy both shortens the time it takes to earn a degree and increases retention and graduation rates.
The College of Pharmacy at The University of Texas at Austin aims to be an exemplar of intersectionally inclusive excellence through a rigorous approach to our teaching and a humble understanding of intercultural engagement in our ever-expanding global world and knowledge economy.

**ACCOMPLISHMENTS**

New hire of the inaugural Assistant Dean of Diversity & Inclusion Skyller Walkes, Ph.D.

The Project Engage Pharmacy Program (PEPP) camp, a three-day summer program for underrepresented minority and first-generation Pharm.D. student applicants.

Winner of the Lawrence Weaver Community Engagement Award from the American Association of Colleges of Pharmacy (AACP).

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.

**WHAT STARTS HERE CHANGES THE WORLD**

proactive measures taken by its higher education leaders. Students who first enrolled in the state’s two-year and four-year institutions in 2013 had a graduation rate of 62 percent, which is a nearly 10 percent increase from the 53 percent completion rate for students who started in 2009, according to NSCRC and Georgetown University’s Center on Education and the Workforce.

Stephanie Davidson, PhD, vice chancellor of academic affairs for the Ohio Department of Education (ODHE), says one reason the state has been successful in raising graduation rates is the fact that it began limiting the number of credit hours required for degrees. The majority of bachelor’s degree programs in Ohio’s public institutions are limited to 126 hours and associate degrees are capped at 65 hours.

ODHE makes some exceptions to this rule, as in the case of engineering programs, which tend to take somewhat longer, Davidson explains.

The state’s other proactive measures include making sure colleges and universities have the appropriate numbers of advisers, count military experience as course credit, and offer corequisite remediation, she says. This model eliminates the need for remedial students to take time-consuming developmental courses, instead offering them extra support while enrolled in regular classes.

Gov. Mike DeWine also increased support for student counseling services, and the state’s recent budget includes funding to provide vocational rehabilitation counselors for college and university disability services offices.

“It speeds up the ability to graduate, but the other thing it does is prevents drop out,” Davidson says.

**The College of New Jersey**

As of 2018, The College of New Jersey (TCNJ) in Ewing Township had the sixth highest four-year graduation rate among public colleges and universities in the U.S., with 75 percent of students earning a bachelor’s degree on time.

TCNJ President Kathryn A. Foster, PhD, says what makes the university unique is that its advisers pay particular attention to students who have selected complicated degree pathways or switch majors.

“When the pathway to the degree is unclear or particularly complicated, you might go that four-and-a-half years or you might go five because either you didn’t get a required course in the right order or something got in the way that just required that additional semester,” Foster says.

Nationwide, the college adviser-student ratio is 375-to-1, according to the National Academic Advising Association. At TCNJ, the adviser-student ratio is 26-to-1.

Foster believes students play the largest role in ensuring that they graduate on time, but the structures in place are key. She suggests colleges and universities consider three major components for supporting degree seekers: build a culture of expectations around four-year degree completion, invest in advising, and provide students with adequate information. Specific steps can include auditing degree programs or using student focus groups to assess what may be confusing about graduation requirements, she says.

“We know that certain cohorts are vulnerable — what you might call the ‘at-risk population’ — for graduating on time,” Foster says. “And so having programmatic structures in place for students in those areas is essential.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
Creating a Culture of Respect and Inclusion

WHO Should Attend:
- Chief Medical and Nursing Officers
- Undergraduate/Graduate/CE Directors
- Faculty
- Academic Affairs Deans
- Diversity and Inclusion Officers
- Education and Training Leaders

WORKSHOP HIGHLIGHTS:
- Network and partner with other leading institutions in a national collaborative to create an environment of respect and inclusion
- Intensive, interactive workshops using filmed scenarios and role-playing exercises
- Reader’s Theatre-script based readings on actual experiences revolving around disrespect in an academic setting
- Online awareness brief which can be used organization-wide to raise awareness of bias and set expectation to speak up/step in
- Opportunity to review and revise institutional policies to support an environment of respect and inclusion
- Opportunity to discuss strategies to address practical limitations of policies
- Opportunity to analyze relevant reporting and support resources that can support efforts for inclusion
- Opportunity to explore how messaging can foster an environment of respect and inclusion, set expectations for patients, staff, and trainees

For more info and brochure, go to www.cmevillage.com or contact Jann Balmer at jbalmer@virginia.edu
Fifteen years ago, Hurricane Katrina wreaked havoc on college campuses in New Orleans and across the Southeast. School leaders scrambled to respond to the storm’s devastating impact while supporting students whose educations had been so abruptly sidelined.

Michael A. Fitts, JD, president of Tulane University in New Orleans, says his community’s experience with natural disaster renders it more prepared to deal with COVID-19.

“There’s something in the DNA of Tulanians, partly because of a sense of resilience and understanding of the potential for hurricanes, that prepares us for dealing with situations like this,” he says.

The increased capacity of online learning and social media to help students and employees stay connected is a major asset for institutions that Tulane lacked in 2005, Fitts says. However, a special challenge of the COVID-19 pandemic is how it has forced all schools into the same unprecedented situation — unlike during natural disasters when colleges and universities can follow contingency plans and lean on other institutions for support.

Lessons Learned from Katrina
One advantage Tulane had in responding to COVID-19 was the existence of established structures and processes for dealing with a crisis, such as having a designated team of decisionmakers in place to handle an emergency campus closure.

In addition, the university requires all new faculty to be familiar with online teaching.

“We had the ability to go remote very quickly,” Fitts says. Making such a swift move to online learning required already having “a road map of how we support students [from a distance],” he adds.

For example, Tulane offers virtual advising, success coaching, and career counseling services. Its Center on Academic Equity, which Fitts describes as providing first-generation students with “their own helicopter parent,” is supporting underserved students remotely.

Leaders at Tulane also understand the importance of boosting morale during crises. School officials recently created the “Heroes & Helpers” series, which recognizes a university-based person or team engaged in extraordinary efforts in the battle against COVID-19.

The series recently highlighted the work of three doctors from the Tulane University School of Medicine who repurposed a research laboratory for coronavirus testing, allowing COVID-19 tests to be processed on-site within hours rather than days.

Another lesson learned is the importance of meeting the unique needs of low-income and underserved students during an emergency. When the pandemic hit, Tulane let students with unstable housing apply to live on campus for the rest of the semester.

“To my knowledge, we accepted every application to stay,” Fitts says. This includes approximately 225 students.

The university is also working to help students in need through the creation of a COVID-19 fund to assist with additional expenses incurred during the pandemic, such as travel funds and money for internet access.

Fitts recommends that higher education leaders take the pandemic as an opportunity to strengthen their institution’s civic connection with and ability to serve those in need. After Katrina, then-President Scott Cowen deepened Tulane’s involvement with the surrounding community through measures such as making it mandatory for all undergraduates to take a service-learning course focused on community development.

“Now, with better internet and technology, there are even more avenues to get out there,” says Fitts, who releases a video every week providing updates to those affiliated with Tulane. “If you’re a leader of an institution, now is not the time to hunker down. On the contrary, be out there.”

The lesson of Katrina, he says, is that is important to stay “completely, continually connected to your community.”

Mariah Stewart is a senior staff writer at INSIGHT Into Diversity.
DIVERSE IN THOUGHT. TOGETHER IN PURPOSE.

UT Southwestern Medical Center’s core mission components of excellence in education, research, and patient care are highly interdependent — each is integral to and enhances the others. Our commitment to diversity and a culture of inclusion works on that same collective principle, ensuring we benefit from the best minds and talents from all backgrounds. We’re proud to be recognized again this year with a HEED Award, which celebrates that commitment. And prouder still that we work as one when global health challenges make unity more important than ever.

It’s a vital part of what makes UT Southwestern Medical Center the future of medicine, today.

To learn more, visit utsouthwestern.edu/about-us/diversity
IN THE FIGHT AGAINST COVID-19, HE’S ALL IN.

As the first person to identify Gilead Sciences’ experimental drug remdesivir as a potential COVID-19 treatment, Texas A&M chemical biologist Wenshe Ray Liu is helping bring new weapons to the global fight against the coronavirus.

RESEARCH ON EVERY FRONT.
Demonstrated Diversity and Inclusion

Currently, about 10 percent of our students represent racial minority groups. Ten percent are first generation college students. About one-third are lower income (SES), distance-traveled students.

The school’s senior administrative group is 65% female, 35% male with 6% African American and 3% Hispanic/Latino.
Extremist Groups Spread Hate During COVID-19  

**BY GINGER O’DONNELL**

The outbreak of COVID-19 has sparked a spirit of generosity and kindness around the world; at the same time, online and in-person extremism has increased.

Experts attribute the rise of hate to a combination of social isolation, increased activity on social media platforms rife with misinformation, and the exploitative nature of extremist groups who urge individuals to make sense of a confusing situation via hateful narratives. “When society is under stress, extremist groups try to show they are the ones capable of providing security and safety,” Swedish counter-extremism consultant Robert Odell told TIME magazine.

Multiple extremist groups have taken advantage of the situation, from White nationalists to Islamic fundamentalists to anti-Semitic conspiracy theorists. “Zoombombings,” in which someone hacks a group video call with hateful images or words, have targeted users — including college professors — from underrepresented backgrounds with racial slurs, swastikas, sexist language, and more.

Extremists even went so far as to hack a virtual graduation ceremony when, on May 9, Oklahoma City University’s online commencement was interrupted by the appearance of a racial slur and swastika across viewers’ screens.

Another form of harassment directed at faculty are efforts by conservative groups to record online classes and then share them on social media in an effort to prove claims of liberal bias or “radicalism” in American higher education, as described in a tweet by Charlie Kirk, the founder of the conservative group Turning Point USA.

Professors worry about the effect such actions have on the safety of educational spaces. “Faculty and instructors need academic freedom to develop [online] learning spaces that support free and open exchange without a threat of these exchanges harming their employment status,” said Dr. Safiya Noble, associate professor of information and African American studies at the University of California, Los Angeles, in an interview with NBC News.

Extremists have also displayed xenophobic messages during anti-quarantine protests, vandalized property with swastikas and other hate symbols, and more.

Discrimination specifically against Asian Americans has amplified during the pandemic, with human rights groups recording a noticeable uptick in instances of harassment and physical assault against this community.

Political leaders have been accused of encouraging this discrimination, with President Donald Trump referring to COVID-19 as “the Chinese virus” and Hungarian Prime Minister Viktor Orban blaming migrants for the spread of the disease.

In the absence of unifying political leadership, small acts of kindness undertaken by individuals and communities have the power to remind those who feel alienated or afraid that hateful ideologies are not the answer.

As told to TIME by college student and former White supremacist Mak Kapetanovic, such gestures are “what will kill this virus of extremism.”

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.
Higher Education Community Finds Innovative Ways to Support the Fight Against COVID-19

By Mariah Bohanon

When California State University, Fullerton (CSUF) associate professor Shu-Chen Yen’s four-year-old daughter overheard news reports about the COVID-19 pandemic on television, she came to her mother with some difficult questions.

“She was so scared, saying things like ‘Is it going to come to our house?’ and ‘Are we going to die?’” says Yen, who has a PhD in early childhood development and teaches in the CSUF College of Health and Human Development.

An expert in trauma-informed education, Yen writes “social stories” for children in communities affected by natural disasters; the term refers to a story-based learning tool that explains frightening situations to children in a way that mitigates the anxiety and fear that leads to post-traumatic stress disorder. To assuage her daughter’s fears, Yen decided to write Something Strange Happened in My City, a social story explaining the coronavirus in the form of a conversation between mother and child.

“I chose the information and pictures [to include] very carefully because I don’t want to traumatize her, I want to get the message across to help her understand what’s going on and to comfort her. Then I shared it with my students, and eventually it just went viral,” Yen says.

With the help of colleagues, she turned the story into an eBook, audiobook, and animated video complete with an accompanying lesson plan and suggested activities for empowering children, such as writing thank you notes to frontline workers. CSUF publicized the story on its website and faculty members shared it with student parents; before long, people from around the world were contacting Yen for permission to translate and share the piece.

As of May, Something Strange Happened in My City, which is available free online, has been translated into 18 languages.

Yen’s project demonstrates the ingenuity and willingness to help despite hardship that has characterized the higher education community throughout the COVID-19 pandemic.

While Yen, who wrote the story while on medical leave, didn’t have the challenge of converting her courses online mid-semester as did many educators, she undertook her project despite far greater limitations — having just finished chemotherapy for breast cancer in February.

“I feel very fortunate right now,” she says, explaining that she feels lucky to have finished treatments before the pandemic hit the U.S. and to have the support of so many people in trying to mitigate its psychological harm.

“This is how I can help,” Yen says. “This is my contribution.”

Like Yen, students and faculty from across the country have found ways to help those affected by the COVID-19 pandemic in ways both large and small. As colleges and universities grapple with unprecedented challenges in funding, teaching, and every other aspect of campus life, many in the higher education community have nevertheless found ways to support their communities and one another.

CovidSitters

For most of the nation’s nearly 22,000 medical students, all contact with patients has been banned since March. Bobby Gosey and Yasmine Bargotii-Gosey, married fourth-year students at
Ross University School of Medicine (RUSM) in Florida, didn’t let that stop them from joining the fight.

The couple are founding members of the Michigan chapter of CovidSitters, a national organization of students that provides free babysitting for frontline workers.

The pair were inspired to start the chapter after having to discontinue their on-site clinical rotations at St. Joseph Mercy Oakland Hospital, just outside Detroit.

“We were feeling like we had to do something to help, especially because a lot of our residents and other doctors are on the frontline,” Bargoti-Gosey says. “We were trying to figure out something bigger we could do for them [because] many of them are our teachers and have helped us get this far by teaching us a lot of what we know.”

CovidSitters was originally founded by University of Minnesota (UMN) Medical School students shortly after they learned that all clinical rotations would be moving online. At the same time, most K-12 schools and daycare centers were shutting down, leaving overworked healthcare employees with few options for childcare.

Recognizing this need, a small group of UMN medical students shared a social media post on March 13 offering free babysitting services for frontline workers. By mid-May, the group had 386 student volunteers serving nearly 300 families across the Twin Cities and had helped launch 30 sister branches of CovidSitters across 21 states, according to Brianna Engelson, a UMN Medical School student and a board member of MN CovidSitters.

“Physicians and nurses are not the only ones who receive our services,” Engelson says. “We define [healthcare workers] as anyone who helps make the hospital run. This includes janitorial and housekeeping staff, kitchen staff, social workers, etc.”

In addition to childcare, the organization helps with tasks such as dog walking and grocery shopping. Nursing and other healthcare students have signed up and, as local universities began recruiting their pre-med students as volunteers, undergraduates from multiple disciplines also began expressing interest. Nonprofits like the United Way as well as private companies in the healthcare and tech sectors have helped the organization gain traction by advertising their services, developing an app to help volunteers match with families, and more.

Gosey and his wife say the experience is invaluable training for their future careers.

“We’re all going into medicine to help others and being where we are most needed at this time is in line with that end goal,” he says. “It really strengthens the intrinsic value or feeling of being able to help people, even when you don’t have many options for doing so.”

“The other way it relates [to being a physician] is learning to act quickly in an emergency situation and discovering where you can be most useful,” Bargoti-Gosey says. “To be a successful resident or physician, or even future business owner one day if you are to open your own practice, these are critical life skills.”

The couple say they have been discussing with RUSM how their work with CovidSitters might count toward course credit. At UMN, the medical school has already decided that volunteering with MN CovidSitters will be part of a new course this summer.

“The details are still being worked out, but the University of Minnesota has been very supportive of our efforts,” Engelson says. “Many schools across the country are working to create new service-learning curricula [in light of the pandemic].”

Engelson stresses that CovidSitters is far from limited exclusively to medical students and that the organization is always desperately in need of more help, as healthcare workers “are significantly burdened by lack of access to childcare,” she says, noting that 70 percent of these workers are women and nearly half have children.

“You do not have to be a health student to volunteer with the COVID response,” says Engelson. All college and university students have a role to play, whether it be with CovidSitters or helping out at food pantries, homeless shelters, or personal protective equipment drives, she says.

Give Essential
Crystal An, an incoming medical student at Case Western Reserve University, was spending a gap year working with a nonprofit in Asia when the COVID-19 pandemic hit. She saw the escalation of the disease on that continent firsthand before having to return home to New Jersey, where she says she felt powerless to help.

“Now that I was home in the U.S. without school or work, I had this really strong desire to help but didn’t know how to do so without leaving my home,” An says. “I have friends who are fighting on the frontline as nurses and...
medical school friends who are helping with contact tracing and COVID hotlines, but without any medical training yet I felt at a loss for how to make a positive impact.”

An was far from alone in this feeling. Her friend Amy Guan, a senior at Dartmouth College, was working long-distance with her college roommate, Rine Uhm, a sophomore, on ways to contribute to the fight against COVID-19. They decided to develop a platform called Give Essential for people to donate basic supplies to frontline and essential workers in need.

“The idea behind the platform is that we all have extra household items laying around, things like toys and hygiene products that we’re not using — so why not find a way to connect those resources to the essential workers who might need them, these workers who are putting their health at risk to keep the rest of society running yet don’t seem to be getting enough support or protection?” An says.

The women brought Luiza Odhiambo, a junior at Dartmouth, onboard to do outreach. “I have a lot of members of my family who are essential workers and I’ve been hearing lots of stories of the struggles they’ve been having finding the resources they need, so I wanted to find a way to help others in that situation,” she says.

Odhiambo asked her mother, who is an essential worker, to help spread the word about Give Essential when it launched in early April. Within 24 hours of launching, the website had approximately 300 registered users.

By May, approximately 1,600 essential workers and 500 donors had registered with the site, which is a “peer-to-peer matching platform,” An explains. Workers are able to ask for specific supplies in four categories: personal hygiene, feminine hygiene, kids activities, and gift cards. Give Essential volunteers — primarily college students — connect these requests with appropriate donors and facilitate communication, packaging, and other logistics while maintaining worker and donor anonymity.

While hygiene products may sound like a small gesture, these basic necessities can make a big difference for people on the frontline, Odhiambo says.

“One of the stories that touched me was a nurse who ended up packing very last minute to go to New York to help with the outbreak, and she didn’t have time to pack some basics. She reached out to us to ask if there was any way we could connect her with someone offering lotion and soap because wearing an N95 mask all day was very difficult on her skin,” she says. “Here’s this person who is really a hero, who is putting their life on the line every single day, and all they asked for was some lotion.”

In addition to product and monetary donations, people from across the U.S. have offered to help Give Essential in whatever ways they can. Some have volunteered assistance with website development, and teachers have offered to host virtual conferences and activities for essential workers’ children.

“That’s the beauty and the utility of Give Essential,” An says. “It gives regular people like you and me the chance to make a direct impact on an essential worker’s life. In this time of social isolation, to be able to make that connection is a powerful experience.”

The REACH Project

Among the people whose lives have been turned upside down by the pandemic are the essential support staff who keep college campuses running.

At Texas A&M University (TAMU), where many of the contract support staff have been laid off or furloughed since March, student Max Gerall knew that the campus community wanted to support these workers — they just needed a way.

Gerall founded the The REACH Project in 2019 with the goal of creating a “self-sustaining higher education system” that could leverage university and community resources to support employees that Gerall refers to as “Invisible Aggies”— the workers that keep campus running yet are rarely recognized by students.

The project’s work included engaging students to deliver services such as first aid courses, accounting and finance training, and language development and naturalization coaching. Its overarching mission is providing affordable housing, and the organization had been in talks with the chancellor’s office regarding the possibility of developing affordable staff housing on university property.

“We’ve been really gaining momentum and have won a couple of grants through the university for building our research and platform, and then of course the pandemic hit,” Gerall says. “I wasn’t really sure what we were going to do, but we knew that the original mission had to be put on hold and we needed to come up with an
immediate impact solution.”

Gerall consulted with his advisory board, which is made up of TAMU department heads and community leaders, to develop a meal distribution service that could support both campus workers and local restaurants.

He established a GoFundMe for community donations to purchase meals from local restaurants, raising more than $46,000 to cover 10,000 meals over the course of several weeks. Local county health officials helped REACH develop a drive-through system on campus that maintains social distancing. Student and staff volunteers help distribute the family-sized meals twice a week for approximately 180 employees.

TAMU department heads have sent out mass emails announcing the service, and faculty have raised awareness and connected the project with alumni who help with fundraising. A tech company in California recently provided REACH with a free app to help facilitate donations and meal distribution. Students from other universities have reached out to ask how they can develop similar projects at their own schools.

The project’s ability to raise awareness and support for campus workers is one positive outcome of a disastrous situation, Gerall says.

“It’s just been really beautiful how everyone is coming together, people from all across the country, and supporting one another at this time,” he says. “It’s definitely been the silver lining that’s starting to show through all the chaos of the pandemic.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. Texas A&M University is a 2019 Higher Education Excellence in Diversity (HEED) Award recipient and a 2019 Diversity Champion.
When David J. Skorton assumed the role of president of the Association of American Medical Colleges (AAMC) in July 2019, he brought with him a reputation as a staunch advocate for diversity, equity, and inclusion (DEI). Now, as he approaches the anniversary of his first year in office, Skorton faces the challenge of leading the AAMC’s 171 medical schools and 400+ teaching hospitals and systems during one of the worst healthcare crises in U.S. history. Skorton, a cardiologist, served as secretary of the Smithsonian Institution before assuming his role at AAMC. Under his leadership at the Smithsonian, women and people of color accounted for approximately 69 percent of new hires at the director level or above; he also appointed the first woman director of the National Air and Space Museum and the first woman director of the National Museum of American History. Skorton oversaw the opening of the National Museum of African American History and Culture and the implementation of the American Women’s History Initiative, among other DEI accomplishments. His previous roles in academia included president of the University of Iowa and president of Cornell University, where he was known for focusing on student and employee mental health and well-being. Since assuming the presidency of the AAMC, Skorton has maintained a focus on DEI. In his first address in the role in November 2019, Skorton urged the 5,000 attendees at the AAMC’s Annual Meeting to “change how they carry out their missions in order to confront social and economic challenges,” according to a press release, which also quoted Skorton as stating that “the status quo is not working.” Skorton pledged to focus on three challenges: diversity, equity, and inclusion; mental health and substance abuse disorders; and access and affordability of care. He placed emphasis on improving recruitment and support of Black men and other demographics who are underrepresented in medicine.

“‘To bridge the enormous disparities in health within communities, we must first confront the racial gaps in our own community of academic medicine and foster more diverse and inclusive environments in our institutions.’”

David J. Skorton

COVID-19 pandemic, stating in an April interview with NPR that DACA workers and other immigrants are imperative in combatting the crisis, adding that he hopes one lesson the U.S. takes away from the pandemic is the importance of this population to national health and well-being.

In other public statements concerning the coronavirus, Skorton has urged the government to — among other efforts — address healthcare workforce shortages. The federal government must “move quickly” to fix this problem by investing in medical education as well as increasing “long-term federal investment in medical research,” he stated in an April op-ed for USA Today.

When asked by NPR what “big change” might come from the COVID-19 pandemic, Skorton replied that one difference he hopes to see is that “we pay more attention to vulnerable populations, to our neighbors who are homeless, who have other kinds of very, very challenging socioeconomic circumstances.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity.
A degree from Philadelphia College of Osteopathic Medicine (PCOM) means more. We teach our students to look beyond the obvious answer, digging deeper than the diagnosis to see the whole person. Because we don’t just treat our patients’ symptoms; we care for their minds, their livelihoods, and for the world around them.

ONE COLLEGE, THREE LOCATIONS
PHILADELPHIA • GEORGIA • SOUTH GEORGIA

PCOM INSTITUTIONAL DIVERSITY STATEMENT
PCOM recognizes the need for recruiting minority students as we dedicate efforts to close the health disparity gap. The PCOM community cultivates an environment of inquiry, inclusiveness and respect; one that promotes discovery and celebration of our differences, and fosters an appreciation of the rich social fabric that binds us together.
The glaring racial inequities in coronavirus cases and deaths have brought international attention to health disparities for African Americans. Steven Starks, MD, clinical assistant professor in the Department of Clinical Sciences and Behavioral and Social Sciences at the University of Houston (UH) College of Medicine — which opens in July — predicts that the disproportionate harm of the pandemic on this demographic may continue long after the pandemic has passed.

“The loss, the grief, the death and dying and the anxiety itself of everybody staying at home or the anxiety and fear of being infected yourself or transmitting infection to your loved ones … these are traumatic events,” Starks says. “The traumatic response will be next.”

Starks, a representative of the American Psychiatric Association’s Black Caucus, says mental health organizations and professionals are working to figure out how to best manage and deliver the care these communities need now and into the future. They are discussing options such as telehealth and telemedicine services and are going to continue “using data and psychotherapy and other treatments,” hoping that different mental health associations and groups can collectively work to devise solutions, he says.

Adding to these hurdles is the fact that mental health services for African Americans are sorely lacking. Black communities experience “several, multilevel determinants of disparities in mental health that result from reduced access to healthcare services and stigma associated with obtaining counseling and psychological support services,” explains Chanita Hughes-Halbert, PhD, associate dean for Assessment, Evaluation, and Quality Improvement and a professor in psychiatry and behavioral sciences at the Medical University of South Carolina (MUSC) College of Medicine.

These determinants, which include socioeconomic status, make African Americans 10 percent more likely than White Americans to suffer “serious psychological distress,” according to the National Alliance on Mental Illness (NAMI). Factors
such as income level — which has been shown to correlate with psychological distress — make this racial demographic more vulnerable to the negative health effects of poverty, the U.S. Department of Health and Human Services (HHS) states. One in five African Americans lives below the poverty line — second only to Native Americans, who have a 25 percent poverty rate —according to the U.S. Census Bureau. Furthermore, HHS data reveals that Black Americans below the poverty line are twice as likely to experience psychological distress.

Yet Black people in the U.S. rarely receive adequate mental health services. Fewer than one in three African Americans with mental illness receives treatment, according to NAMI, which cites reluctance and inability to access services as well as provider bias among the barriers to quality care for this population.

Medical colleges are attempting to improve this disparity through several strategies, according to Starks. For one, they can prepare primary care providers to help circumvent the stigma of mental healthcare, which numerous researchers have found is particularly pronounced in communities of color. “There’s a lot of stigma that prevents folks from saying ‘I’m seeing a psychiatrist or other mental health professional,’” Starks says. “So oftentimes it’s on the primary care professionals to take care of those mental health needs.”

At UH College of Medicine, which will have a focus on primary care and community health, students will be trained on how to introduce the topic of mental wellness with patients, prescribe appropriate medications, and recommend additional services. Student experiences will include service and interaction with an individual or family in an underserved neighborhood for the duration of their medical education, allowing them to gain better understanding of medical needs as well as “the social factors and struggles that families and individuals face,” Starks says.

Hughes-Halbert also cites “academic-community partnerships” as integral to improving access to mental health services for African Americans as well as improving the medical world’s understanding of mental health among the African American community. At the MUSC College of Medicine, for example, the Mental Health Disparities and Diversity Program, of which Hughes-Halbert is a member, combines research, education, and service to achieve this mission. Other projects at MUSC, such as the Transdisciplinary Collaborative Center in Precision Medicine and Minority Men’s Health, are delving into specialized areas of mental healthcare for people of color. The project examines how the “psychosocial stress” suffered by men of color — which includes excessive force used by police officers and being singled out in social settings — may affect the body’s ability to fight off disease and respond to treatment, according to Hughes-Halbert.

Such work may help rectify the psychiatric community’s lack of research on African American communities, which some experts say is a primary culprit in misassumptions, misdiagnoses, and inadequate treatment. Lehigh University researcher Sirry Alang, for example, determined in a 2016 study that depression among Black Americans tends to be “expressed in ways that are inconsistent with symptoms of depression laid out in the Diagnostic and Statistical Manual of Mental Disorders” due to culturally held beliefs regarding depression and resilience, among other factors. “It is impossible to effectively diagnose and treat depression among African Americans if their perspectives about depression are not taken into account,” Alang states in the study.

Starks also says differences in cultural beliefs and behaviors regarding psychological distress are a major factor in mental health disparities for Black patients. In addition to the stigma of seeking mental health services, distrust of the medical community stemming from a long history of abuse and neglect prevents African Americans from seeking regular outpatient services such as psychotherapy and medication to manage conditions like depression and bipolar disorder. As a consequence, they are more likely to pursue emergency treatment only when symptoms become extreme. This pattern, in addition to physician bias, leads to frequent misdiagnoses, including a trend of bipolar African Americans experiencing manic episodes being misdiagnosed with schizophrenia, according to Starks.

Starks and numerous other experts call for increasing the number of doctors and mental health providers of color as necessary for improving understanding between the medical community and African Americans. Currently, Black Americans are vastly underrepresented in both the physician and psychiatrist workforce — at just 5 percent and 3 percent, respectively.

Starks emphasizes the importance of early pipeline programs for K-12 students and formal mentorships for students and clinicians of color to overcome these workforce disparities. He also stresses that improving access to and quality of mental health services — especially when it comes to arranging systemic responses to crises like the coronavirus pandemic — requires close collaboration with counselors, social workers, psychiatric nurses, and others who serve marginalized patients and communities.

While healthcare inequality for Black communities may be a persistent problem, the widespread effects of the pandemic will require “figuring out how we can best increase our workforce, increasing the number of professionals that come from those backgrounds, and aligning our institutions and associations effectively to ensure we move forward in culturally appropriate care for those communities,” says Starks.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. The Medical University of South Carolina is a 2017, 2018, and 2019 Health Professions Higher Education Excellence in Diversity (HEED) Award recipient and a 2018 and 2019 Diversity Champion.
Veterinary Technicians, Nurses Advocate for Their Profession Amid National Shortage

By Ginger O’Donnell

Veterinary nurse Dru Mellon in front of the Utah State Capitol in February 2020. Mellon successfully campaigned for veterinary technician credentialing to be required by state law.
Credentialed veterinary nurses report high levels of burnout due to a combination of stress, compassion fatigue, low pay, and having to compete for jobs with individuals who have not earned an associate or bachelor’s degree in the field, according to Kenichiro Yagi, who worked as a veterinary nurse for over two decades before becoming a VT educator. He currently serves as the manager of the Veterinary Education Simulation Laboratory at Cornell University and is co-chair of the Veterinary Nurse Initiative (VNI).

The VNI, formed in 2016 and based on research conducted by the National Association of Veterinary Technicians in America (NAVTA), is an effort to improve professional standards, public and professional recognition, and career potential for veterinary nurses. For example, the VNI is advocating for a national standardized education process for all veterinary nurses rather than the current state-by-state approach that requires varied levels of training depending on where a VT lives. When it comes to professional recognition, VNI leaders hope that changing the occupational title from “technician” to “nurse” will better convey the essential role these workers play. Similar to nurses who provide healthcare services to humans, veterinary nurses “do a lot of the client communication,” Yagi says. “We may be the person who first sees the client and patient and takes the [medical] history.”

They are often the ones responsible for explaining medications, procedures, and other aspects of animal care to clients, according to Yagi, who notes that veterinary nurses are typically able to do so in “less jargon-y” terms than a veterinarian. Many of their other responsibilities are comparable to the tasks that nurses in human settings complete, including listening to the heart and lungs, taking temperatures, and attending to patients in surgery.

The ultimate goal of gaining recognition for this work and elevating the professional status of VTs is to reduce turnover and address the shortage in the profession — one that the U.S. Bureau of Labor Statistics projected would grow by 17,900 jobs between 2014 and 2024. The shortage is “a bit of a chicken or the egg problem,” says Yagi. “We’re having a hard time finding [qualified] technicians because they’re leaving the field, not feeling fulfilled, or being under-utilized.”

The shortage is the main reason clinics hire non-credentialed individuals to serve as veterinary nurses, Yagi says. Credentialed VTs earn either an associate or bachelor’s degree in veterinary technology or nursing and have to pass a state exam. Allowing people without these qualifications to carry out the responsibilities of a veterinary nurse creates a consumer protection issue by potentially endangering animals, according to Yagi. Furthermore, having to compete for jobs and salaries with untrained individuals leads to frustration, burnout, and turnover among actual VTs.

Schools of veterinary medicine can help address such problems by teaching a “team structure” whereby veterinarians recognize the qualifications VTs have obtained and trust them to perform their roles effectively, says Yagi.
"If we can create a culture where veterinarians are able to focus on what they went to school for — diagnosis, prognosis, prescribing treatment, and performing surgery — and are utilizing the technicians in a more expansive manner, that is something we should really shift toward," he says.

Another way veterinary nurse advocates are trying to improve workforce recruitment and retention is by raising awareness of state title protection laws, which specify the qualifications needed to hold a specific occupational title.

NAVTA recently issued a survey examining how well VTs across the country understand these laws in their state, how important they view such laws to be, and what they know about enforcing title protection.

“What we hear from members of our profession is that even though many states have title protection laws [for VTs and veterinary nurses], they're just not being followed," Yagi says. “We often hear that people are afraid of retaliation from their work if they report an individual who is non-credentialed.”

Despite these challenges, both individual veterinary nurses and institutions of higher education are engaged in their own efforts to elevate the profession.

Dru Mellon, for example, is a veterinary nurse who serves as secretary of the Utah Society of Veterinary Technicians and Assistants (USVTA). He led efforts between USVTA and the Utah Veterinary Medical Association to change the fact that theirs was the only state that did not require credentialing of any kind for VTs.

On March 25, 2020, Utah passed legislation supporting VT state licensure. “It’s my hope the legislation helps advance the profession. The goal is to help increase the training and education of people working in the field so that people remain longer in the profession," Mellon says.

Meanwhile, Harcum College in Pennsylvania recently became one of only six institutions in the U.S. to change the name of their veterinary technology program to veterinary nursing. The college admitted its first class of veterinary nurses in January 2019, according to program director Kathy Koar.

Veterinary technicians can earn additional certifications in 16 different specialties, including dental medicine, nutrition, dermatology, and more.

Institutions that Have Changed Program Title from ‘Veterinary Technology’ to ‘Veterinary Nursing’

- Purdue University
- Harcum College
- Michigan State University
- Colby Community College
- College of Southern Nevada
- Eastern Florida State College

The vast majority of veterinary nurses are women, at 95 percent, according to a 2016 survey by the National Association of Veterinary Technicians in America. Many of the most pressing issues within the profession — including low pay and a lack of professional prestige — are common in women-dominated occupations. According to the Institute for Women’s Policy Research, these professions offer lower pay and are seen as less valuable compared with male-dominated fields.
Koar views program name changes such as this to be an important step that colleges and universities can take in support of the VNI, which she says has “come along at the right time in the history of our profession.”

“[The initiative] addresses a lot of the problems veterinary nurses struggle with on a day-to-day basis, like lack of public awareness of what we do, low salaries, not being able to advance within our jobs, and for that reason, moving from job to job and not staying in one place,” Koar says.

Yagi, whose career has included multiple certifications, a master’s degree in veterinary science, myriad public speaking opportunities, and now leadership roles within higher education, says he doesn’t want to be the exception when it comes to the career potential of those in veterinary nursing.

“Many veterinary nurses have the opportunity to do some of these things,” he says. “They just don’t realize it because their environment isn’t necessarily encouraging them.”

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.
**University of Houston Opens Medical College**
**Dedicated to Underserved Communities**

**BY MARIAH BOHANON**

In July, the inaugural class of the University of Houston College of Medicine (UHCOM) will begin taking courses in the city’s first new medical school in nearly half a century.

Over the last 50 years, Houston has grown by approximately 4 million residents. With that expansion has come the need for more doctors, but Texas is plagued by a severe shortage of physicians and will need a projected 6,400 new primary care doctors within the next decade.

Currently, the state ranks 47th out of 50 for the number of primary care providers per 100,000 people.

UHCOM’s goal is to help meet this need by producing physicians who will work in underserved areas across Houston and Texas. Its focus is on educating students on the social determinants of health so they can “prevent and improve poor health” rather than only treating illness, the college’s website states.

“What makes us different from other schools is our mission,” explains Marisa Ponti, UHCOM’s marketing director. “We want physicians that will understand the clinical side of medicine but also the social side — the social determinants under which their patients are living.”

The faculty are patient-driven, and students will begin working with patients their very first week of class, Ponti says. Curriculum and research will be centered on understanding social determinants and “a new model of healthcare.”

UHCOM students will be required to spend time each week for the duration of their education in primary care clinical settings with patients from some of the city's most impoverished areas. The college also plans to operate a Household Centered Care program, which will allow faculty and students to join community health workers, social work students, and others on interprofessional teams that will coordinate care and health promotion for families facing significant health disparities.

The college hopes to provide health care coordination to approximately 1,000 households with 240 interprofessional teams over the next five years, according to the UHCOM website.

In addition to reaching high-needs communities in Houston, all students are required to complete a monthlong clinical training in rural Texas. The college has also partnered with HCA Healthcare to create hundreds of resident positions in urban and rural “medical deserts” across the state.

UHCOM’s focus on primary care is based on substantial research showing that access to these types of providers is crucial to fighting health disparities.

Currently housed in the UH Medical District, the college will eventually move to a new $80 million, four-story building that is set to begin construction this summer and open in 2022. Peak enrollment, according to UHCOM’s website, will be 480 students.

For now, each of the 30 students who make up the college’s inaugural class has the good fortune of receiving a four-year, $100,000 scholarship thanks to an anonymous donor who gifted $3 million to UHCOM in 2018.

Though these students face the uncertainty of beginning classes during a time of campus closures and overwhelmed healthcare systems, adapting to school under the coronavirus pandemic isn’t exactly off mission for the college, says Ponti. UHCOM, like many higher education institutions, is “taking it one day at a time” and may choose to move classes online by the time students are set to arrive.

“You can plan, but plans change, and you have to be nimble,” she says. “I think that’s part of the way we want to teach our students — to be nimble and be able to adapt to the needs of this ever-changing healthcare system.”

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. University of Houston is a 2016-2019 Higher Education Excellence in Diversity (HEED) Award recipient and the University of Houston College of Nursing is a 2016-2019 Health Professions HEED Award recipient.

---

**Physician Shortage Facts**

- The U.S. is expected to have a shortage ranging from nearly 47,000 to 122,000 physicians by 2032, according to the Association of American Medical Colleges (AAMC). Approximately 21,000 to 55,000 of those positions will be for primary care doctors.

- Nearly 45 percent of Americans currently live in areas with a primary care shortage; rural residents are almost five times as likely to live in a county with inadequate primary care access than suburban and urban residents, according to the AAMC.
At the University of Cincinnati College of Medicine, a purposeful culture of inclusion is helping underrepresented minority students thrive. By offering resources, support and a welcoming spirit that fosters a sense of belonging, we've admitted our most diverse class ever—reaching 23% diversity in 2019. Our enriched clinical, educational and research environment prepares future physicians to care for a growing diverse patient population, both locally and across the globe. Come join our Medcat family. Learn more at med.uc.edu/diversity. Next lives here.
“Power, Privilege, and Positionality”

How a Health Professions School Made its Commitment Visible to Students

By Peter S. Cahn, PhD, Emile R. “Mike” Boutin Jr., EdD, Paula Milone-Nuzzo, PhD

The MGH Institute of Health Professions was founded in 1977 as the degree-granting arm of Massachusetts General Hospital in Boston, Massachusetts, and offers prelicensure programs in nursing, physical therapy, physician assistant studies, occupational therapy, speech-language pathology, and genetic counseling in addition to PhD programs in rehabilitation sciences and health professions education. Approximately 1,600 students come from all over the world to live in one of the nation’s leading healthcare and research hubs and to learn with faculty who are both clinicians and academicians.
Core to the mission of MGH Institute of Health Professions is “educating graduates to be exemplary leaders in health care for a diverse society.” As a private, nonprofit institution dedicated to postbaccalaureate studies in health professions, the Institute, as it more commonly called, has long made visible its commitment to that guiding principle through a formal Diversity Council, visiting speakers, and monthly recognition celebrations. Yet, in late 2017, students challenged the Institute leadership to address more explicitly the harms of racism that they saw pervading both their classroom and clinical settings.

One precipitating factor for the students’ challenge came in December 2017 when The Boston Globe published a critical examination of health disparities that exist in Boston neighborhoods and hospitals. Several students of color and allies reflected on how they too were experiencing the noxious effects of systemic racism in some of their clinical experiences, classroom interactions, and case study examples. They felt that despite the outward signs of acceptance for diversity, the Institute was not addressing the underlying issues of power and privilege that contributed to disparate health and educational outcomes.

A group of students met with the recently installed president to share their concerns that the Institute was not living up to its mission. The president assured the students that she would engage the Institute’s Diversity Council, which she chaired, to develop a response. As an early sign of affinity with the students’ focus on systemic racism, the Diversity Council voted to change its name to the Diversity, Equity, and Inclusion Council (DEI Council) and recruited student representatives. Next, the DEI Council considered how to infuse the concepts of power and privilege into every academic program.

The DEI Council decided to introduce an orientation activity that would provide common language around the dynamics of racism and its impact on the provision of healthcare. The president tasked a small subcommittee of the council to design an activity for the September 2018 entering cohorts. The subcommittee proposed a half-day event titled “What is the Institute’s Role in Health Care? Exploring the Impact of Power, Privilege, and Positionality.” Through pre-readings, reflection, and panel discussion, students would confront the structural causes of healthcare disparities and begin to examine their own role in combating them (Figure 1).

The first version of what came to be known colloquially as “PPP” took place in September 2018, with 100 Master of Science in Nursing and 60 Master of Science in Speech–Language Pathology students. Feedback from an electronic survey revealed strong satisfaction with the experience. Ninety-five percent of respondents agreed or strongly agreed that the event was an effective part of their orientation. Students’ written comments expressed how much they appreciated engaging with difficult topics on their first day of orientation. At the same time, students suggested ways that the event could be more...

---

**Figure 1**

<table>
<thead>
<tr>
<th>Prereadings</th>
<th>Panel discussion</th>
<th>Social event</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Color Line Persists, in Sickness as in Health” The Boston Globe</td>
<td>Professor of public health</td>
<td>Conversation with panelists</td>
</tr>
<tr>
<td>Excerpt from So You Want to Talk About Race by Ijeoma Oluo</td>
<td>Faculty and staff members</td>
<td>Evaluation</td>
</tr>
<tr>
<td></td>
<td>Alumni</td>
<td>Reception and community building</td>
</tr>
<tr>
<td></td>
<td>Clinicians from partner hospitals</td>
<td></td>
</tr>
</tbody>
</table>
streamlined and cohesive.

The DEI subcommittee continued to analyze feedback and plan for the next offering. Because new cohorts enter the Institute three times a year and the DEI Council agreed on the importance of introducing the “PPP” themes afresh for all entering students, the event has occurred five times since the initial pilot. Each time, the organizers have made improvements in response to feedback and reflection. Changes include the following:

- Limiting the panel to three participants with brief individual interviews, allowing for more interactive time between students and panelists through group question and answer
- Adding an interactive poll using Mentimeter whereby participants use mobile devices to indicate their familiarity with key concepts
- Dividing students into smaller breakout groups to share with interprofessional colleagues how they interpret the themes
- Identifying and training a cadre of faculty and staff facilitators to guide student small group discussions
- Converting the evaluation to a paper format for completion at the end of the event, increasing response rates to nearly 100 percent

Since September 2018, 764 students have discussed power, privilege, and positionality as their introduction to the Institute. Routinely, more than 90 percent of respondents rate the activity as effective in orienting them to their future professions. Interactive polling at the beginning and end of the presentation demonstrates significant increases in familiarity with the terms “power,” “privilege,” and “positionality.” Students’ qualitative comments reveal how the event changed their approach to healthcare:

- “This helped me truly understand how patients perceive me as I walk into a room.” – January 2019
- “I assumed that if I treated everyone the same, then I would be including all types of people, but that is not the case. Taking the time to ask my patient what we can accomplish together, rather [than] asking what I can do for them.” – June 2019
- “I was not familiar with positionality until today. I now understand that it revolves around a person’s identity and how there will be moments where it can be attacked or offended due to assumptions made by today’s norms.” – January 2020

What has the Institute learned about making its mission visible that can inform other institutions of higher education with a similar goal?

- Students come to postbaccalaureate studies already curious about the relationship between their own identities and the professions they prepare to enter. Far from alienating them, explicit discussion about systemic racism at the outset of their studies establishes a common framework for fostering difficult conversations.
- Specific institutional investments are required to convey the authenticity of commitment. A full explanation of the goals of the event to academic program leaders was important to engage them in the event and build excitement for integrating this content in their programs following orientation. In addition, financial support was needed for a printed color program, paid honoraria to panelists, and refreshments. Engagement of multiple departments, including Information Technology, Communications, and Student Services, was essential to create a polished presentation.
- Student feedback stressed the importance of skilled facilitators for enhancing the small group discussions. Faculty and staff volunteers received training in
At Michigan, we’re changing the future of medicine.
Come join us.

THE UNIVERSITY OF MICHIGAN MEDICAL SCHOOL
Our faculty, staff and learners are committed to creating the future of health care through discovery. This includes offering a medical education that sets the standard for discourse, intellectual rigor and creativity. Throughout our 20 clinical and nine basic science departments, we are committed to our mission:

To transform health through bold and innovative education, discovery, and service.

medicine.umich.edu/medschool

THE OFFICE FOR HEALTH EQUITY AND INCLUSION
Supports our mission by ensuring that Michigan Medicine is a place where every person feels valued and can thrive.

ohei.med.umich.edu
debriefing and leading difficult conversations before assuming their roles as facilitators. Recruiting and preparing facilitators has the additional benefit of familiarizing more stakeholders with the concepts of power, privilege, and positionality so they can provide continuity after orientation ends.

The success of PPP has raised expectations for future work. Once students hear about how the Institute’s mission to serve a diverse society informs their education, they begin to look for evidence of the commitment in coursework, clinical experiences, and co-curricular activities. While creating a consistent message among trained volunteers for a four-hour activity is feasible, disseminating the principles across hundreds of faculty, staff, and clinical preceptors requires even more concerted effort. The COVID-19 pandemic has forced the orientation for summer 2020 incoming students to migrate to an online format, and PPP will evolve as well. The planners are preparing facilitators to lead virtual breakout rooms and have updated the pre-readings to include context on how the pandemic has disproportionately affected people of color.

Mission statements tend to live on websites or in strategic plans, far removed from students’ everyday experience. Systemic racism, however, permeates their daily lives, and they naturally look to their institution to assist in responding. Through an orientation activity that names and defines the concepts underlying systemic racism, the MGH Institute of Health Professions has taken a first step in demonstrating how its mission statement can contribute to optimizing the learning environment. Continuing these efforts into the learning and training experiences of students will better prepare them to work towards decreasing healthcare disparities among all groups.

Peter S. Cahn, PhD, is associate provost for academic affairs and director and professor of the Center for Interprofessional Studies and Innovation. Emile R. “Mike” Boutin Jr., EdD, is assistant dean for Faculty and Student Success in the School of Health and Rehabilitation Services. Paula Milone-Nuzzo, PhD, is the president and John Hilton Knowles Professor of MGH Institute of Health Professions. MGH Institute of Health Professions is a 2017, 2018, and 2019 Health Professions Higher Education Excellence in Diversity (HEED) Award recipient.
The Texas A&M College of Veterinary Medicine & Biomedical Sciences' diversity and inclusion programs aim to ensure that the CVM community is representative, follows best practices, and creates a climate of inclusion—not just tolerance.
The profession’s annual growth rate is 2.2%.

1 in 2 applicants is accepted into a CVM.

Sources: American Veterinary Medical Association; Association of American Veterinary Medical Colleges; United States Department of Agriculture

*According to 2018 American Veterinary Medical Association data

**University of California, Davis applied for Hispanic-serving institution status in 2019, making it eligible to be the fourth Hispanic-serving institution with a CVM in the U.S.
REVOLUTIONIZING COMMUNITY HEALTH FOR A DIVERSE SET OF COMMUNITIES IN OUR FIVE-STATE PNW REGION

"Learning about individuals' paths, I have really found profound beauty and empowerment in the diversity within our school."

-Laura Roberson PNWU Class of 2022

pnwu.edu located in Yakima, WA
Veterinary Schools Rethink Standards for Students with Physical Disabilities

By Miun Gleeson

Becoming a veterinarian requires a great deal of physical stamina, with students often having to prove their ability to restrain animals and complete other strenuous tasks in addition to having the manual dexterity to conduct complex medical procedures. For students with physical disabilities, these requirements have traditionally served as a barrier to careers in veterinary medicine. In recent years, however, veterinary schools have begun rethinking conventional modes of instruction and assessment to create more inclusive learning environments.

Lisa Greenhill, EdD, senior director for institutional research and diversity at the Association of American Veterinary Medical Colleges (AAVMC), works closely with member institutions to achieve this goal. “It’s an exciting time in veterinary medicine,” she says. “We are finding that the more we talk about this issue, the hungrier our members are for change.”

Nearly 12 percent of Doctor of Veterinary Medicine (DVM) students self-identify as having some type of disability, according to the AAVMC. Approximately 40 percent of those are physical disabilities, says Greenhill. Supporting these students primarily involves a shift in expectations for technical standards that inherently require a high level of physicality, such as standing for a long period of time to conduct surgery or leading a horse to evaluate its gait. More inclusive DVM programs recognize that clinical teams — which can include veterinary technicians and interns — make it possible for veterinarians with physical disabilities to practice successfully despite being unable to complete these or some other physical tasks.

“What we have seen and encouraged is realizing that maybe the veterinary student doesn’t have to do everything,” Greenhill says. “We have seen a shift in schools that emphasize how to better use the team versus the individual.”

In addition to rethinking competency and technical standards at veterinary schools, there is a push against the perception that accommodating students with disabilities creates unfair advantages. The AAVMC works to educate and develop programming that helps faculty understand that accommodations “are not a leg up, but a leveling of opportunities for all students,” Greenhill says.

The association leads ongoing conversations with veterinary schools on this issue through efforts such as community-wide reading programs on ableism in academia at member institutions. Among its other offerings is the podcast “Diversity and Inclusion on Air,” which features guest experts on topics related to improving accessibility and inclusion for underrepresented populations in veterinary medicine.

Allowing Accommodations

Melinda Frye, DVM, PhD, associate dean of veterinary academic and student affairs at Colorado State University (CSU), advocates for abandoning some of the rigid ideas about what a veterinary student must do to demonstrate competency. Providing accommodations allows students with disabilities to be assessed purely on skills and knowledge, she says.

Accommodations for these students can include providing assistants for certain veterinary tasks, such as leading a horse. “This is not something that a student must do in order to demonstrate competence,” Frye explains. “When [a veterinarian] sees a horse run, they can interpret information and diagnose problems that way.”

Other ways to support students with physical disabilities include ensuring they have the resources necessary to manage stamina through long clinical days, such as a private area to rest when needed. Providing a stool instead of requiring a student to stand for long periods of time or lowering a surgical table for someone in a wheelchair are simple accommodations that can make a significant difference in creating inclusive learning environments, according to Frye.

Furthermore, faculty can play a critical role in fostering inclusive learning when they support a student in figuring out which accommodations meet their unique needs rather than making them feel guilty for having different learning requirements, Frye says.

Prior to assuming her role as associate dean, Frye says she was less understanding of how and why students needed certain accommodations. She recalls when a student who had a disability cut back on classes to attend school part-time, which was unheard of and highly controversial in DVM programs at the time, she says.

“I was in the boat that thought [attending part-time] compromised the integrity of the program,” says Frye. “Individual faculty members who are focused on education are not regularly exposed to the dialogue around these issues.”

Frye quickly changed her
perspective after becoming associate dean and working closely with other deans and campus units that provide support for students with disabilities.

“I was really grateful that they were patient and were willing to partner with me in helping me understand that granting accommodations simply allows students to operate at the same level [as their peers], rather than adding benefits,” Frye says. “Once faculty members become aware of the purpose of accommodations and receive guidance and support in actualizing accommodations where needed, all with whom I have interacted have worked very hard to ensure that individual students receive this assistance and feel valued.”

**A Success Story**

This was the case for Brandy Duhon, DVM, a shelter medicine clinician and surgeon at Louisiana State University School of Veterinary Medicine (LSU) who pursued a career as a veterinarian despite having both arms amputated below the elbow after a childhood case of spinal meningitis.

Duhon recalls the importance of receiving encouragement from her course coordinator while she experimented with different methods that would allow her to complete her degree and clinical rotation requirements, such as working with suture patterns on a suture board while studying surgery.

“Her giving me time to figure it out was huge,” Duhon says. “She trusted me enough to know [how] to do the procedure sterile and correctly.”

Duhon found other ways to manipulate veterinary tools so that they worked with her abilities, especially as she often prefers to not wear her prostheses when working. She wears gloves on her arms that are turned inside out with the fingers tucked in. Her mother shortens the arms on her scrub jackets, which Duhon then wears backwards to ensure they remain sterile while in surgery.

The only physical accommodation she required of LSU while in school was changing a classroom doorknob to a lever so that it was easier for her to open while carrying textbooks.

“LSU was more than willing to try anything, but I didn’t ask for much,” she says.

Now, as a professor, Duhon sees the reciprocal benefits of a team approach to veterinary medicine every day. Rather than just observing her in surgery, she has students assist throughout the procedures.

“They are my hands,” Duhon says of her students. “I love to see the glow on their face because they can help me and experience something they normally wouldn’t get to.”

Miun Gleeson is a contributing writer for *INSIGHT Into Diversity.*
Pharmacy Students Play Crucial Role in Combatting COVID-19

By Ginger O’Donnell

Many experts agree that allowing pharmacists to play a larger role in patient care would improve healthcare access and equity in the U.S. Yet even during a pandemic, pharmacists remain “the most overtrained and underutilized healthcare professionals in America,” according to a recent article by Dr. Steven W. Chen, associate dean for clinical affairs at the University of Southern California School of Pharmacy, in The Conversation.

As the COVID-19 pandemic unfolds, some pharmacy schools are working to change this pattern by empowering students to join in the effort to administer COVID-19 tests.

The U.S. Department of Health and Human Services (HHS) issued new guidance on April 8 authorizing all licensed pharmacists to order and administer any COVID-19 test approved by the U.S. Food and Drug Administration. In response, some pharmacy schools have worked with licensing officials to allow students to graduate early so they can assist with these efforts and relieve those who have fallen ill on the job.

In the hard-hit states of New Jersey and New York, Rutgers University Ernest Mario School of Pharmacy in New Brunswick and D’Youville College School of Pharmacy in Buffalo allowed graduating students to enter the workforce early.

In May, Purdue University College of Pharmacy let 144 students graduate early in order to work as graduate pharmacists throughout the state of Indiana, which is experiencing pharmacy closures due to widespread illness among staff, according to Dr. Eric Barker, the school’s dean, in an interview with Pharmacy Times.

In Rhode Island, more than 100 recent and soon-to-be graduates at the University of Rhode Island College of Pharmacy can receive emergency licenses, which will allow them to work in hospital settings should the state experience a sharp increase in COVID-19 cases.

Other schools are collaborating with local healthcare officials so their students can volunteer much-needed services in their communities. Pharmacy students at Washington State University (WSU) are helping with intakes, screening, and volunteer training at a drive-through coronavirus testing site.

“As a healthcare provider, it’s a sacred duty to help others, whether it’s directing traffic, helping someone fill out an intake form, or even offering kind words of support,” WSU pharmacy student Lee Roy Esposo told the WSU Insider.

The willingness of such students to step up and play a critical role in combatting the coronavirus crisis is much-needed, according to Barker, who told Pharmacy Times that “pharmacy’s role will be even more important as expanded testing, treatments, and vaccines become available for COVID-19.”

Ginger O’Donnell is the assistant editor of INSIGHT Into Diversity.
Healthcare’s Diverse Future Begins Here

VCOM makes minority access a priority in our commitment to health and education.

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

Visit us online to find out how healthcare’s diverse future begins at VCOM.
PEDIATRIC EMERGENCY MEDICINE

Marshall University School of Medicine seeks a Pediatric Emergency Medicine physician in Huntington, WV. Medical degree or foreign equivalent required. Must have completed a three-year residency in Pediatrics and a three-year fellowship in Pediatric Emergency Medicine and be board-eligible/certified. Must have a full and unrestricted West Virginia medical license at time of employment. Clinical responsibilities include providing direct patient care in the Emergency Department at Cabell Huntington Hospital, teaching and supervising residents and medical students as well as didactic teaching, and initiating and/or participating in specific research or other scholarly activities which are consistent with the educational background, training, expertise, and interests of the physician. This position holds the rank of Assistant Professor of Pediatrics. Rank and salary commiserate with qualifications and experience.

Apply at the following link: https://marshall.peopleadmin.com/postings

Affordable, Customizable, and Effective
Campus Climate Surveys
Starting at $4,250

Visit viewfindersurveys.com to learn more

IN OUR JULY/AUGUST 2020 ISSUE:

SCHOOLS OF LAW

THE LGBTQ COMMUNITY IN HIGHER EDUCATION

The July/August issue of INSIGHT Into Diversity will feature a special section with in-depth coverage of diversity, equity, and inclusion in law schools and legal careers.

In addition, we will be announcing the winners of our inaugural Inspiring Affinity Group Award, which recognizes employee resource groups that make a significant impact on recruiting and retaining diverse faculty, staff, and administrators.

Our July/August issue will also feature a special report on LGBTQ inclusion in higher education that will explore programs and institutions that help the LGBTQ community to thrive. This report will include the voices of LGBTQ students regarding their experiences on campus, as well as look at how colleges and universities are addressing sexual harassment and assault against this population.

The deadline for advertising in this issue is June 17. For advertising information, email ads@insightintodiversity.com.
Microbiology major Caren Alexis McCollum is proud to be a member of the Clemson Family, where she helps underrepresented freshmen navigate the high school to college transition as a COSMIC mentor in our College of Science. McCollum plans to ultimately earn a Ph.D. as a laboratory research director in medical microbiology, leading research efforts on virulent microbes that cause illness and disease.

Mentors were key to your success at Clemson.

Now it’s your turn to mentor someone else.

“As I continue to develop academically and professionally, I want to encourage more women of color to pursue a career in science and other STEM fields.”

— Caren Alexis McCollum microbiology major
On December 14, 2019, 15 African American students from the Tulane University School of Medicine visited Whitney Plantation in Edgard, Louisiana, for a unique photo shoot.

The students posed in front of a slave cabin at the plantation, which is now a museum, while donning their symbolic white coats. A tweet of one of the photos, under the caption “We are truly our ancestors’ wildest dreams,” quickly went viral and gained the attention of multiple national news outlets.

Inspired by the powerful response to their photos, the students decided to form The 15 White Coats organization. The nonprofit group has a threefold mission: to reimagine cultural imagery in learning spaces, lessen the financial burden of medical school for applicants of color, and influence cultural literacy in learning spaces. Through donations as well as the sale of photographs and posters, The 15 White Coats is working to distribute their photos to classrooms across the U.S., establish scholarships, and more.
Thanks to you, we are shaping the future of medicine in fresh and innovative ways. Our diversity of insight, based on our diversity of background, makes us infinitely more capable of solving the big problems and creating crucial solutions.
Adversity driving innovation and new partnerships
We’re proud to be part of an innovative collaboration between MUSC emergency management, Clemson University School of Architecture and the American College of Building Arts to create blueprints and detailed instructions to quickly stand up drive-through and walk-up respiratory specimen collection sites. The group is sharing the detailed plans with organizations throughout the country, particularly those rural and under-resourced areas.

Students using high-tech mapping to connect with our state’s most vulnerable
A group of our medical students is leveraging the COVID-19 Community Vulnerability Map which harnesses artificial intelligence to identify geographic populations at risk for severe outcomes. The students then conduct telephone outreach with vulnerable citizens with the goal to educate, improve access to free telehealth, and facilitate patient-physician communication. COVID-19-related information and community resources are also offered.

Students providing much-needed resource to support health care heroes
A group of our medical students is providing childcare for health care workers in the Charleston area by matching MUSC students with frontline workers in need. So far, more than 100 MUSC students have volunteered to provide care for over 50 health care workers.

Inclusion means caring for all
MUSC Health set up a phone hotline for vulnerable citizens who might otherwise be left out of COVID-19 testing. The hotline is staffed by members of the diversity and inclusion team and about 20 medical students. The hotline is designed to serve people without internet, those who don’t speak English and the homeless population. Callers are followed up with by health care providers.