Looking Ahead to 2023
CDOs Remain Steadfast Despite Challenges

ALSO IN THIS ISSUE:
Special Report on Nursing and Pharmacy Schools
Why It’s Imperative to Pronounce Names Correctly
SIU Campus Climate Survey Is Catalyst for Change
The Medical University of South Carolina College of Nursing has a distinguished history of 140 years preparing the finest professional nurses in the nation to care, cure and create new knowledge in improving the health of individuals, families, communities and societies. MUSC students learn in an environment that fosters compassion, respect, belonging, diversity and inclusion, with more than 600 graduates each year across undergraduate and graduate (DNP and PhD) programs.

Our College of Nursing ranks in the top one-third for National Institutes of Health (NIH) funding among U.S. colleges of nursing, and its Accelerated Bachelor of Science and RN-BSN undergraduate programs are ranked 39th and 3rd by U.S. News & World Report, respectively. The college is a leader in palliative care education and was recently designated as one of five Regional Centers for Palliative Nursing in the U.S.

Whether beginning your journey into nursing or growing your career, our skilled, outstanding educators and clinicians provide innovative student-centric environments to support learning, research, and practice opportunities that prepare our graduates to be work ready, to be leaders in the profession, and to be advocates for promoting health and quality of life in all healthcare systems.

Find out why: [https://nursing.musc.edu/](https://nursing.musc.edu/)
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On the cover: Years of academic achievement culminate in a joyous moment for this proud graduate of George Washington University. (Photo courtesy of George Washington University)
Virginia Commonwealth University and VCU Health understand the need to end community health disparities. Unconventional initiatives like VCU’s Health Hub drive our unstoppable collective impact ensuring neighboring urban communities are thriving communities.

Learn more at community.vcu.edu/health-hub
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$2.5 Million Grants Target STEM Inclusivity

Six universities will each receive $2.5 million through the Driving Change initiative, a project that supports building more inclusive learning environments in the subjects of science, technology, engineering, and mathematics (STEM) in higher education.

Howard Hughes Medical Institute (HHMI), a nonprofit research and philanthropic organization with a mission to advance the discovery and sharing of scientific knowledge, awarded the funding.

HHMI’s Driving Change five-year grants will address longstanding barriers of institutional racism and a lack of diversity in STEM and support sustained efforts to make these fields of education more equitable and accessible. Rather than having a “fix the student” mindset, HHMI addresses gaps in the system by working with colleges and universities to develop programs that enhance diversity, equity, and inclusion (DEI) efforts.

Since the launch of Driving Change in 2019, 38 research universities out of 99 applicants have been selected to participate in the program’s Learning Community, made up of 180 school representatives that work as a team to drive institutional culture change. Of these institutions, six qualified for the $2.5 million grants by making the strongest arguments for their campus programs as being the most promising for successful change and community impact.

These institutions include Loyola Marymount University, The Ohio State University, University at Albany (UAlbany), University of Maryland Eastern Shore (UMES), University of Montana (UM), and the University of Virginia.

UM will use the grant funds to become a national model for preparing, supporting, and learning from its Native students, faculty, and staff, by incorporating Indigenous cultural knowledge and historical experiences into their curriculum, teaching, and administration. In addition, the university will cultivate reciprocal collaboration with tribal communities to create pathways for Native students to enroll at UM, excel in their education, and obtain meaningful careers.

UMES, the first historically Black college to receive the HHMI award, will utilize the funds to create a new program called Students Achieving Results in Science (STEM STARS), a supportive living-learning community based in a residence hall. The project will also include internship programs for STEM students.

In addition to these projects, UAlbany signaled its university project will match the HHMI grant and further expand an existing program led by the Center of Achievement, Retention and Student Success (CARSS). CARSS, which provides free structured tutoring and is proven to have a positive impact on students from historically underrepresented groups, will be expanded for STEM students as EXCELlence in STEM. The program involves a summer assessment with online preparatory courses for all incoming STEM majors, microgrants, summer research opportunities, and personalized advising and counseling services. The project will also advance inclusive syllabi and teaching methods at UAlbany.

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2022-2023 HIGHER EDUCATION EXCELLENCE IN DIVERSITY (HEED) AWARD DATA REPORTS

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Offering nationally ranked programs, the University of North Florida is inspiring and preparing students for the future of healthcare.
LISTEN: ‘UnCommon Law’
As the U.S. Supreme Court determines the legality of race-conscious admissions at colleges and universities, Bloomberg Law’s “UnCommon Law” podcast analyzes the legal issues around affirmative action in higher education in a three-episode series. Host Matthew S. Schwartz speaks with experts about major affirmative action cases that have appeared before the Supreme Court and the potential precedents they set for the court’s coming decision. Guests on the series include Ted Shaw, JD, professor at the University of North Carolina and former president of the NAACP’s Legal Defense Fund; Lee Bollinger, president of Columbia University; and Terence Pell, PhD, president of the Center for Individual Rights.
Available on all major podcast apps

WATCH: ‘My So-Called High School Rank’
In 2018, students at a high school in Sacramento, Calif., began writing a Broadway-style musical called “Ranked” that depicts how far students and their parents will go to secure a spot at an elite university. Several months later, the Varsity Blues scandal would make national headlines, and high schools around the country reached out to stage their own productions of “Ranked.” Filmmakers Ricki Stern and Annie Sundberg record the stories of how musical theater students from three racially diverse high schools across the U.S. handle staging a production on the pressures of applying to college — while they themselves navigate the competitive admissions process.
Streaming on HBO Max

READ: ‘Transforming Hispanic-Serving Institutions for Equity and Justice’
Drawing on more than 25 years of research into Hispanic-Serving Institutions (HSIs), the book “Transforming Hispanic-Serving Institutions for Equity and Justice” offers a framework for how HSIs can advance racial equity, social justice, and collective liberation on their campuses. Author Gina Ann Garcia, PhD, argues that diversity alone is not enough to promote an inclusive learning environment. Instead, she encourages HSI administrators to examine how Whiteness operates across their institution to ensure students of all backgrounds are supported. Using a framework she devised, Garcia guides university leaders through multiple levels of campus administration — including curriculum, student services, physical infrastructure, and more — to explain how these areas can be improved to better serve students. Published by Johns Hopkins University Press
JOIN THE EXPERIENCE

NATIONAL FACULTY WOMEN OF COLOR IN THE ACADEMY CONFERENCE


For over a decade, Virginia Tech’s Faculty Women of Color in the Academy has been the leading professional development conference for women of color in higher education. University presidents, deans, professors, and administrators from all across the United States gather for a dynamic three-day experience aimed to engage women of color in conversations, seminars, and lectures that build resiliency and grit as they navigate their pathways to success in academia.

REGISTER NOW AT VT.EDU/FWCA23.
ARKANSAS

Charles Robinson, PhD, is the first African American to be named chancellor of the University of Arkansas, Fayetteville. Robinson previously served as interim chancellor of the university.

CALIFORNIA

Meera Komarraju, PhD, has been appointed provost and vice president for academic affairs at California State University, Northridge. Komarraju was provost and vice chancellor for academic affairs at Southern Illinois University Carbondale.

Cynthia Teniente-Matson, EdD, is the first Latinx woman to be named president of San José State University. Teniente-Matson previously served as president of Texas A&M University-San Antonio.

Wendi Williams, PhD, has been named provost and senior vice president at Fielding Graduate University in Santa Barbara. Williams was dean of the Mills College School of Education at Northeastern University in Oakland.

MARYLAND

Yolanda Wilson, PhD, is the first African American to be appointed president of the College of Southern Maryland in La Plata. Wilson previously served as vice president of instruction at Wilkes Community College in Wilkesboro, N.C.

MASSACHUSETTS

Sally Kornbluth, PhD, is the first woman to be named president of the Massachusetts Institute of Technology in Cambridge. Kornbluth was provost and the Jo Rae Wright University Professor of Biology at Duke University in Durham, N.C.

Sunil Kumar, PhD, has been named president of Tufts University in Medford. Kumar previously served as provost and senior vice president for academic affairs at Johns Hopkins University in Baltimore, Md.

NEw JERSEY

David E. Jones, PhD, has been appointed inaugural chief diversity officer at the New Jersey Institute of Technology in Newark. Jones was chief diversity officer at William Paterson University in Wayne.

Has your campus recently hired a new administrator? INSIGHT Into Diversity wants to publish your news! Send your announcements to editor@insightintodiversity.com

NORTH CAROLINA

Gary G. Bennett, PhD, has been named dean of Trinity College of Arts & Sciences at Duke University in Durham. Bennett was vice provost for undergraduate education and professor of psychology and neuroscience, global health, and medicine at the university.

OHIO

Sarah Sherer, MS, has been appointed senior associate vice president and chief human resources officer at The Ohio State University Wexner Medical Center in Columbus. Sherer previously served as chief human resources officer for the University of Utah Health, Hospitals & Clinics in Salt Lake City.
The Clemson University Men of Color National Summit is dedicated to showing young African American and Hispanic men that graduation from high school and college is closer than they think.

The summit offers these young men a chance to learn — from business owners, community leaders, accomplished athletes and academic mentors — that education is the key to success at every level and that the opportunity gap will shrink as the goals they set grow.

Registration for the Men of Color National Summit is now open. Visit clemson.edu/menofcolor for registration information, hotel accommodations, speaker lineup and more.
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• In-Person  
• Washington, D.C.  
• nahnnet.org/Summit |
| **FEB 18** | **BLACK MEN IN WHITE COATS YOUTH SUMMIT**  | University of North Texas Health Science Center at Fort Worth  
• In-Person  
• Fort Worth, Texas  
• unthsc.edu/bmwc |
| **FEB 22** | **ACAD ANNUAL MEETING**  | American Conference of Academic Deans  
• In-Person  
• Tampa, Fla.  
• acad.org |
| **FEB 28** | **SOCIAL JUSTICE EDUCATION SUMMIT**  | University of Pittsburgh Office of Health Sciences  
• Virtual  
• bit.ly/3WA5YrU |
| **FEB 28** | **VETERAN RECRUITING CONFERENCE**  | The Value of a Veteran  
In-Person  
• San Antonio, Texas  
• veteranrecruitingconference.com |
| **MAR 2** | **3RD ANNUAL NACE’S HBCU SUMMIT**  | National Association of Colleges and Employers  
• Virtual  
• naceweb.org |
| **MAR 8** | **BUSINESS SCHOOL DIVERSITY, EQUITY, INCLUSION COLLABORATIVE CONFERENCE**  | Business School Diversity, Equity, and Inclusion Collaborative  
• In-Person  
• Knoxville, Tenn.  
• busdeic.org/2023-conference |
| **MAR 23** | **EQUITY & DIVERSITY CONFERENCE**  | University of North Texas Denton  
• Hybrid  
• edc.unt.edu |
| **MAR 28** | **CLEMSON UNIVERSITY MEN OF COLOR NATIONAL SUMMIT**  | Clemson University  
• In-Person  
• Greenville, S.C.  
• clemson.edu/inclusion/summit/?r=1 |
| **MAR 30** | **START CONFERENCE**  | Office of Diversity Enhancement Programs, Pennsylvania State University Smeal College of Business  
• Hybrid  
• University Park, Pa.  
• smeal.psu.edu/startconference |
| **MAR 30** | **LGBTQ+ HEALTH EQUITY SUMMIT**  | Medical University of South Carolina  
• Virtual  
• bit.ly/3v9zOlk |

**WE’LL HELP YOU SPREAD THE WORD**

See a full 2023 calendar and submit your diversity event at insightintodiversity.com/calendar
Throughout its history, higher education in the U.S. has served as both an institutional oppressor of Black Americans and as a stronghold for resistance against racism and discrimination in society. In honor of this year’s Black History Month theme, “Black Resistance,” designated by the Association for the Study of African American Life and History (ASALH), INSIGHT examines the role that higher education has played in Black activism and how academia can support anti-racism by empowering students and faculty.

Although Black History Month was federally designated in 1986, similar weekly and monthly celebrations had already existed for more than 50 years. In the 1960s, many higher education institutions, especially historically Black colleges and universities (HBCUs), began recognizing Black History Month with campus observances. These celebrations served as a way for Black educators to lionize people and narratives that advanced ideals of equality and social justice, according to the ASALH.

During the civil rights era, HBCUs served as centers for Black resistance to segregation and disenfranchisement. For example, the famous 1960 Greensboro lunch counter sit-ins were organized by four North Carolina A&T University students. Eight years later, South Carolina State University, an HBCU, served as the site of a racial segregation protest, during which police killed three Black student protestors and injured 28 others. HBCUs have also educated many important pioneers who fought for equal protection under the law and against segregation and disenfranchisement, including W.E.B. Du Bois, Chief Justice Thurgood Marshall, and Congressman John Lewis.

These individuals and their impact, along with many like them, demonstrate the important role that colleges and universities can play in shaping the activists and thought leaders of the future, says Timothy Welbeck, JD, director of the Center for Anti-Racism and assistant professor in the department of Africology and African American Studies at Temple University, and a civil rights attorney. “Institutions of higher learning are supposed to be a beacon of knowledge and insight, so they should be a home for activism, progressive thought, and the equitable treatment of people,” says Welbeck. “They should be more than a place for theoretical intellectual exercise and discourse, but be a space that is working toward the liberation of all people. Throughout history, some activists who were for Black liberation found their homes in the academy.”

To truly empower their students, faculty, and staff, higher education institutions must fully incorporate anti-racist policies, ideals, and objectives into their operations, Welbeck says. “It begins by making anti-racism more than just a branding term and something that is actually an overarching principle of the university,” he says.

To meet the needs of student and faculty activists seeking to promote anti-racist policy, colleges and universities must be willing to create safe spaces for marginalized groups to share their experiences, express their concerns, and advocate for change, says Welbeck. “One thing these institutions should do is begin with understanding what Black liberation is, what that fight looks like today, and make an active effort not to suppress those who are pushing for liberation in a contemporary sense,” he says. “As that relates to programming, there should be an effort to lean into those who are speaking to do the work of liberation, amplify their voices, and connect [them] to the broader historical narrative.”

As part of its “Living While Black on Campus” road map, the American Civil Liberties Union (ACLU) shares six ways for student activists to promote anti-racism policies on their campuses:

- Identify and connect with allies
- Obtain/demand current policies
- Understand and identify advocacy targets
- Work with allies to finalize list of demands
- Present demands to advocacy targets
- Keep the pressure on

Download the ACLU’s full road map here: bit.ly/3Pwg6QI
How the University of Kentucky Is Beating the Odds of the Teacher Shortage

By Julian Vasquez Heilig, PhD

The decline in students graduating from teacher education programs and the nationwide teacher shortage have become more acute in the past five years. Recruiting more students to backfill the teacher pipeline amid a growing shortage in the U.S. is at the top of nearly every education school’s agenda.

At the height of pandemic closures in 2020, I began weekly strategy meetings on Zoom with the small recruitment team at my college. During this critical moment for education, we became laser focused on increasing enrollment in our teacher education programs. As our nation faced the twin pandemics of racism and COVID-19, attracting more students of color to the teaching profession was also at the heart of these efforts.

We anticipated incremental success, and that is what we saw in year one. But as applications started to pour in the following year, we knew we were connecting with significantly more students. At our welcome event for this fall’s freshman class, we ran out of chairs for the first time in recent memory.

Since starting these efforts, preliminary data shows the number of incoming aspiring teachers increased 83 percent at the University of Kentucky, going from 118 incoming education majors in fall 2019 to 216 in fall 2022. And I was amazed when we calculated that our number of freshman students of color has increased 275 percent in our teacher education programs during that same period, rising from 12 to 45.

As someone who has studied the impact that teachers of color make for their students of color, that number gives me hope, even as we know there is much more to do.

The number-one question we are hearing right now is “How did you do it?” First and foremost, we believe it is because this generation is motivated by the desire for a better world, and our efforts have centered on showing how this is a career in which you can make a meaningful difference.

At our scholarship banquet, I met Meghan Harless, who will graduate in May as an early childhood educator. She always knew she wanted to be a teacher, but it almost did not happen. Like many promising students who aspire to teach, mentors encouraged her to explore other career options.

For years, I have been hearing the same story from students at my college. Teaching was in their hearts, but someone convinced them to pursue other paths.

They hear:

“You are so smart, why don’t you go to pharmacy school?”

“Make your family proud and become a doctor or lawyer.”

“If you go for your MBA, you will go far.”

It is difficult for teens to silence these words ringing in their ears when they click the boxes on college applications. As dean of a college of education, one of my deepest concerns is what we can do to support our students and give them and their families a sense of pride when their chosen profession is teaching.

I continuously meet students who changed their major. I call them the lucky few — the ones who end up transferring into my college. Despite what they heard in their hometowns and on TikTok, these are the students who, at some point in their college career, realized they will not be happy if they don’t give teaching a try.

Teachers are facing enormous challenges from many directions — outside and inside the classroom. However, the students making career choices today are from a generation that runs toward challenges. They see a need and want to be part of the solution. They want meaningful careers that contribute to the better world they desire. In this space, teacher education programs have something unique to offer Generation Z.

So how did we do it? We are showing the need and connecting students with the tools to be part of the solution.

So how did we do it? We are showing the need and connecting students with the tools to be part of the solution.
Reaching prospective students where they are is key. In our college, students, faculty, and staff engage with high school students often, in multiple ways, from social media to small-group Zoom chats to in-person visits on campus. Early career teachers come back to talk to students in person, candidly sharing the obstacles they have overcome and their newfound wisdom. Students tell us they want to see real-life accounts from people who followed their passion and heart to be a teacher.

To recruit more teachers of color to the profession, colleges of education must put the work required to recruit a diverse faculty to mentor students and uplift communities of color. At the same time our enrollment began to take off, we launched a groundbreaking collaboration with the NAACP, the nation’s largest and most preeminent civil rights organization. Together, we developed an education and research initiative to address racial inequities plaguing the U.S. education system. Meanwhile, we increased faculty diversity and connected prospective students with faculty who have dedicated their professional lives to issues of equity, especially in the field of education.

As dean of an education school, the pressure to create solutions to a cacophony of issues is mounting. When I talk to my peers, it is clear we are all willing to step up and do the work of bringing more students into the teacher pipeline. Amid the negative discourse, we will keep telling the stories of the things that are working. But what are we doing as a society to keep teachers in their careers?

Often, the person who warned our students against entering the profession most loudly was one of their own teachers. The people they dreamed of growing up to be like told them not to do it. As a society, we need to move quickly to confront the issues that create this sentiment.

Some say meaningful change cannot happen quickly, but I believe our students are showing that it can happen remarkably fast with commitment and innovation. It is imperative we create policies that will enable those in the teacher pipeline to persist and succeed. Our students are eager to enter a fulfilling career. Now is the time to step up as a society to value the teaching profession so educators do not leave it too soon, leaving behind silence where there could have been the long echo of a legacy for generations to come.

On Jan. 4, 2023, Julian Vasquez Heilig, PhD, began a new position as provost and vice president for academic affairs at Western Michigan University. He wrote this piece while serving as dean of the University of Kentucky College of Education.
Despite the long, difficult, and winding path he has taken to this point, Jerome Montgomery Jr. feels a sense of destiny as a student-athlete at the University of Michigan (U-M).

Twenty years ago, Montgomery played varsity basketball in high school. He had drawn the attention of college recruiters and hoped to play at the collegiate level. Those dreams were put on hold, however, when he sustained a gunshot wound that severely injured his spine, leaving him partially paralyzed for 18 months and resulting in long-term mobility challenges.

“The very next morning [after my injury], I was scheduled to practice in front of some college recruiters,” he says. “Instead, I was in the hospital getting a bullet removed from my back.”

Montgomery regained most of his mobility through a physical rehabilitation program. During that time, he was reintroduced to sports in the form of wheelchair basketball. Before joining the U-M team in 2021, he played with the Detroit Wheelchair Pistons for eight years.

“When a person first obtains a disability, it can feel like the end of the world. You can’t do all these things you take for granted on a daily basis — whether that’s walking without assistance or just being able to flex your fingers. It can be very daunting,” Montgomery says. “When you’re in that state of mind, and you’re presented with opportunities to get out and still be active, it almost gives you new life. I’m very thankful for [wheelchair basketball] because it helped pull me out of a dark place.”

Montgomery first joined the university’s wheelchair basketball team as a non-student “community member” in 2021, but was later convinced by the team’s head coach, Jessica Wynne, to enroll at U-M and pursue a degree in social work. In the fall semester, at 38 years old, Montgomery began his first year as a student-athlete.

“Here we are 20 years later, and I’m presented with the same form of an opportunity, playing the sport that I love for one of the top schools in the country,” Montgomery says. “It’s really a dream come true.”

Wheelchair basketball is one of many activities in the category of adaptive sports, or parasports, which offer opportunities to compete and build camaraderie for people with disabilities. Due to their profound impact on athletes like Montgomery, adaptive sports and fitness programs are a vital necessity for any institution that values and promotes diversity, equity, and inclusion, says Chris Kelley, program coordinator for U-M’s Adaptive Sports & Fitness (ASF) program and a former collegiate wheelchair tennis player.

“People with disabilities are really no different than their able-bodied counterparts,” Kelley says. “We have a desire to compete in sports, we want the same opportunities, and we want to be afforded the same resources. It’s crucial for programs like [ASF] to provide those opportunities for students to be able to come here and have that collegiate sports experience.”

Over the past several years, U-M has built a robust, multifaceted ASF program that houses several adaptive sports teams, community outreach programs, and recreational fitness initiatives. Sports supported by ASF include wheelchair tennis and basketball, adaptive track and field, and para-equestrian. Like their traditional counterparts, the adaptive sport teams travel and compete with other schools throughout the year.
Since 1950 the Florida State University College of Nursing has educated more than 7,000 clinicians, leaders, scholars, and advanced practitioners who can enhance the quality of life for people of all cultures, economic levels, and geographic locations.

“Our college’s over 70-year history as a nationally accredited program continues to thrive. With top programs in undergraduate BSN and DNP, we will continue to prepare the next generation of nurse leaders. Healthcare is transforming, and so is the nursing profession. As dean, my vision is for FSU College of Nursing to be the best institution possible for advanced practice nursing that combines practice, education, and research. Our nurses will be prepared to deliver care to individuals, families, and communities in all area health care is delivered, including hospitals, long-term care facilities, ambulatory care settings, homes, schools, workplaces, and telehealth.” – Dean Jing Wang

- The Bachelor of Science Nursing program at FSU’s College of Nursing ranks #4 in the state of Florida.
- FSU College of Nursing Doctor of Nursing Practice ranks 50th in the nation according to U.S. News & World Report’s 2022 Best Colleges Guidebook.
but they are generally much more inclusive. For example, wheelchair basketball is open to all genders and people with and without disabilities.

Along with its competitive teams, the ASF program operates the Adaptive Sports & Inclusive Recreation Initiative (ASIRI) and the Rx to Play project. Through ASIRI, ASF works with public schools in Ann Arbor to embed adaptive sports into sixth grade physical education.

Rx to Play connects ASF staff, such as Kelley, to local medical providers and physical therapists to introduce adaptive sports and fitness to patients with physical disabilities as a means to improve mobility. While competitive sports are the critical component of ASF, the program also serves as a space for individuals with disabilities to achieve their fitness goals with a trainer who can personalize regimens based on their specific abilities.

“There’s an understanding that not everybody with a physical disability necessarily wants to be a competitive athlete and train for the Paralympics,” Kelley says. “Some people just want access to fitness.”

With the growing prominence of the Paralympics, it is important that colleges and universities continue to invest in programs to support individuals with disabilities in sports and fitness to ensure an even distribution of competitive teams throughout higher education, says Kelley. Ultimately, any advocates of parasports, including Kelley and Montgomery, would like to see them become integrated into the NCAA and professional leagues.

“It’s our time. [Adaptive sports are] evolving more and more each day,” Montgomery says. “There are intercollegiate teams, but they’re not as broad as their potential. I definitely see the NCAA catching on and coming up with a program or strategy to be more inclusive for people with disabilities.”
100 COLLEGES AND UNIVERSITIES THAT POST ALL OPEN JOBS ON THE INSIGHT INTO DIVERSITY CAREER CENTER!

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For more information, contact Lenore Pearlstein at lpearlstein@insightintodiversity.com.
Navigating Names

Advocates Push for Accurate Pronunciation

By Nikki Brahm

It took approximately 20 years in the United States for Joana (pronounced Sho-ah-na) Dos Santos to hear their name pronounced correctly. Now, they advance a movement aimed at correctly pronouncing the names of others who are also struggling to embrace their self-identity and feel included.

Dos Santos is a diversity, equity, and inclusion (DEI) coach and the former chief diversity, equity, and inclusion officer at Taubman College of Architecture and Urban Planning at the University of Michigan. Ever since they arrived in the U.S. from Uruguay, Dos Santos had navigated life with an anglicized name—even they anglicized it. Every time Dos Santos made an introduction or others used their name, Dos Santos says it felt like a painful cut, a reminder that they didn't belong.

"Every time I said my name, it was hard because I don't even know how to pronounce it in English," Dos Santos says.

About five years ago, while still at Taubman, Dos Santos attended a DEI workshop where the facilitator asked everyone to pronounce their names in the way they are intended. When Dos Santos said their name, their colleagues realized they had incorrectly pronounced it for a long time. As everyone in the office began to speak the true pronunciation of Dos Santos' name, they felt the wounds from each incorrect pronunciation begin to heal.

"I felt like a whole part of me was seen again," Dos Santos says. "I connected with an old part of my identity that I thought I had lost. I cannot even describe the feeling of somebody pronouncing the name in the way that you want it ... they see you in a whole different light."

Of course, Dos Santos isn't alone in their experience. Many people are called a name other than their own by those who are indifferent or uneducated. Others don't hear their name at all, as people often avoid verbalizing names due to fear of embarrassment from mispronunciation.

The profound shift in Dos Santos’ life came from the launch of Taubman College’s Phonetic Name Initiative. In the first year, nametags were made for every student. The campus community was encouraged to attend a welcome event and write their intended name pronunciation. Such workshops are still held in classrooms, and faculty and students are encouraged to wear phonetic nametags to meetings.

"At the same time we started having conversations about the Phonetic Name Initiative, I was like — ‘Oh my God, everything's coming together!' Not only are my colleagues learning about my name, but there's also this energy at the college to pronounce people's names in the way they were intended," Dos Santos says. "I was the first test case."

The pandemic moved the initiative online. On Zoom, the campus community is encouraged to use the phonetic name pronunciation feature and include their pronouns. NameCoach, a tool that allows people to voice-record their
Founded in 1852, Wartburg College is a selective liberal arts college internationally recognized for its community engagement and academic excellence.

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People should avoid drawing unwanted attention as they seek proper pronunciations because it can make others feel ostracized, Bryan says. Also, there is generally no need for commentary about a name, which includes asking intrusive questions. Making someone feel as if they are different or exotic can be alienating, and asking someone what the meaning behind their name is could be insulting, cautions Dos Santos.

Using a nickname that is easier to remember than the individual’s intended name is hurtful and wrong, Bryan says. It’s also important to avoid deadnaming someone or calling them by a name they do not identify with for various reasons — such as if someone has changed their legal name, Bryan and Dos Santos advise. Memorizing people’s pronouns is also equally important, Dos Santos says.

A common mistake made by people struggling with pronouncing a name is to avoid using it altogether. Often, individuals notice when their name isn’t being used and it impacts their feelings related to visibility and connection, Bryan says.

For those who want to have their own name spoken correctly, Dos Santos says it’s a right, not a dream, to have one’s name pronounced the way it’s intended, and people should not feel compelled to conform, to please, or to make the situation easier for other people.

Dos Santos and other DEI experts are calling for people to commit to learning the pronunciation of others’ names. Saying someone’s name out loud, in the way it is intended, shows respect for their culture, background, and experiences, and it signifies they are worthy of one’s time, Dos Santos says.

Dos Santos wants everyone to feel as complete as they feel now.

5 Steps TO RESPECTING STUDENTS’ NAMES

CARE ABOUT GETTING NAMES RIGHT

If you are in a position of influence, getting the pronunciation of names right is even more important as you will be harder to correct and more likely to be imitated.

PREPARE AHEAD

Where possible, consult class lists and use Google or NameShouts to check how to pronounce names that are unfamiliar (check accuracy with the name-bearer themselves when you meet).

CREATE SPACE FOR STUDENTS TO SAY THEIR OWN NAME

Allow students to introduce themselves and use ice-breaker name games so students hear how to pronounce others’ names correctly. Use name cards with phonetic spelling.

MAKE NAMES MATTER

Model greeting everyone by name, using their name in interactions, and caring about correct pronunciation of names — encouraging everyone to check and correct pronunciation when needed and to use the name they genuinely prefer.

HELP OTHERS GET NAMES RIGHT

Encourage use of audio name badges and pronunciation guides in email signatures and profiles (these can be easily created for free using NameCoach). Use pronunciation guides in materials to help students say terms correctly.

Source: warwick.ac.uk/saymyname
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In spring 2022, Southern Illinois University (SIU) administered a systemwide Viewfinder Campus Climate Survey. The findings, reports, and benchmark data help inform SIU’s anti-racism and anti-oppression initiatives.

SIU System Campus Climate Surveys Yield Greater DEI Transparency and Innovation

By Sheila Caldwell, EdD, and Sookyung Suh, PhD
Chief diversity champions understand one of the most effective strategies a college can implement to attract and retain a diverse faculty and student body is to cultivate an environment in which individuals are committed to creating a culture of welcome and belonging for all.

Improving affinity has never been more important in higher education. Students are less likely to stay engaged with institutions when there is not a strong feeling of belonging or welcome, resulting in decreased retention and revenue. In a time when so many in the public arena are questioning the value of higher education, it is important to engage students who not only understand the benefits of a college degree but who are willing to pay the cost to earn a four-year degree.

Benefits of Campus Climate Surveys
A pressing question all college leaders should respond to is how to create and sustain a campus climate that fosters inclusive excellence for all students. As colleges grapple with polarized views in politics, religion, and racial ideologies, campus climate surveys are necessary to help leaders across higher education take temperature checks and establish benchmarks to improve relationships, advance anti-racism policies and ideologies, and advocate for all stakeholders.

Campus climate survey data should go beyond analysis to understand the unique lived experiences of all constituents, especially those who have experienced exclusion and isolation. The aim is to develop actionable strategies that improve classrooms, communities, and the workplace of students and employees though policies and practices that promote acceptance, respect, equity, and authenticity.

In spring 2022, the Southern Illinois University (SIU) System partnered with INSIGHT Into Diversity to administer Viewfinder Campus Climate Surveys across our system’s campuses. Using Viewfinder enabled us to conduct an anonymous and confidential campus climate survey. The surveys were administered to more than 20,000 students and 7,000 employees, with the aim of assessing perceptions and experiences about feeling welcome, having a sense of belonging, political and religious views, safety, and access to resources in the workplace, classroom, and community.

Survey invitations were sent to faculty, staff, and students at SIU Carbondale, SIU Edwardsville, SIU School of Medicine, SIU School of Law, and across the health professions departments.

The survey findings revealed areas for growth in welcoming and belonging, freedom of expression, and retention for diverse constituents. To strengthen strategies and tactics outlined in the SIU System Strategic Plan, SIU campuses will advance anti-racism and anti-oppression initiatives by creating a greater sense of belonging that will enable all members to thrive.

Communicate the Good, the Bad, and the Ugly
“You are either preaching to the choir or talking to a wall,” is a direct comment from one of the respondents of the SIU System climate survey. To ensure flourishing for all, communication is essential. SIU campus leaders used existing and new structures to engage students, faculty, and staff members. More than 1,000 comments were extensively documented in the report.

It was essential for leaders to examine campus-level data to report patterns and significant quantitative findings. SIU anti-racism, diversity, equity, and inclusion (ADEI) leaders were tasked with examining campus-level findings, filtered reports, and the benchmark report prepared by INSIGHT Into Diversity.

Careful analysis led to the crafting of executive summary reports by ADEI vice chancellors. All reports are posted on SIU webpages for transparency and transformation.

To engage stakeholders across the system and teach about differences, SIU established Conversations of Understanding in 2020 to encourage team members to talk about difficult conversations. This academic year, all six sessions have been dedicated to narrative findings, including addressing perceptions of diversity fatigue, free speech, and the problematic notion that majority members were not well positioned to be hired or earn promotions. Topics such as the Myth of the Most Qualified Applicant, Free Speech, and Diversity of Thought are posted on YouTube.

Campus climate surveys are necessary to help leaders across higher education take temperature checks and establish benchmarks.

Ongoing conversations were hosted on SIU campuses in the form of Findings and Discussion Sessions with SIU chancellors during the fall semester. The multicampus events consisted of presenters, including the provost, faculty council leaders, employee affinity group leaders, public safety officers, and ADEI leaders. Campus leaders answered prepared questions received from internal stakeholders in advance of the meeting. A live discussion forum was held to invite additional inquiries from participants. The sessions have fostered greater innovation, dedication, and problem-solving.

Cultivate Trust and Shared Understanding
Building a shared understanding of the ADEI mission and the survey results was essential for diversity officers to
collaborate, especially across campus. Retreats with ADEI officers from all campuses were implemented to create a sense of community and collectively process the survey results and next steps. The survey results allowed chief diversity officers to better understand commonalities and distinctive gaps.

For example, most LGBTQIA+ student respondents reported feeling welcome on campus but less included in the surrounding communities. Findings also revealed that the gap was more significant on one campus, which helps shift campus priorities and actionable strategies.

Gathering key decision-makers was another success factor, as we encouraged others to engage influencers in transformative conversations. The SIU System president was present for the two-day retreat, along with senior leadership. Their presence signaled their support and the significance of ADEI work. Most importantly, it permitted buy-in and effective decision-making across SIU campuses.

Create and Collaborate
Climate survey executive summary reports were prepared to inform about the current state, share strategies for improvement, and monitor progress. Executive committee meetings, department chair meetings, and other regular meetings were utilized to present highlights and respond to questions and solutions from employees.

Sharing the survey results proved to be a constructive way to empower existing allies and improve data literacy skills. The SIU School of Medicine has several active ADEI committees, an anti-bias curriculum committee, an anti-racism task force, and three subcommittees. In addition, there is a robust network of next-generation ADEI leaders referred to as equity ambassadors.

Sharing the campus climate survey findings with these working groups helped them gain insights and increase their efforts to dismantle racism and oppression. For example, the survey showed increased awareness of ADEI efforts, yet the perception was that there is low accountability for leaders who were responsible for implementing ADEI initiatives. This result enabled the committees to think more strategically to enhance accountability in their areas.

A rich array of comments provided recommendations and ideas for promoting policy development and its awareness, recruitment/retention efforts, continuous improvement, and campus collaboration. Further discussion of the findings affirmed and reevaluated existing initiatives, which provided committee members with a sense of fulfillment.

Advance and Sustain Momentum
Collecting and analyzing the correct data is essential, yet it is insufficient to sustain the momentum. Cross-industry research from the Harvard Business Review shows that intentional strategic planning can result in better, faster progress. Moving forward, the SIU System will emphasize proactive planning and integrate campus climate improvement strategies into our daily work. To hold team members accountable for positive change, the Viewfinder campus climate surveys will be administered every three years for the purposes of utilizing data-driven insights as input to develop effective communications strategies, gaining buy-in from stakeholders across campuses, and integrating proven strategies for continuous improvement.

How you use and debrief the campus climate survey findings with your audience will vary depending on your institution’s size, culture, and level of support from leadership. Although our paths may take a different course, success comes when all stakeholders understand that it is everyone’s business because everyone benefits from an equitable and inclusive campus climate.

Sheila Caldwell, EdD, serves as the SIU System vice president for anti-racism, diversity, equity, and inclusion. Sookyung Suh, PhD, is the director of organizational change management at the SIU School of Medicine.
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DEI Strategies for 2023: Commit, Convene, Communicate

By Janet Edwards and Lisa O’Malley
With major legal decisions like the race-conscious admissions cases currently in front of the U.S. Supreme Court and a politically charged climate rife with increased incidents of bias and hate, 2023 promises considerable challenges for higher education leaders and practitioners working in the diversity, equity, and inclusion (DEI) space. But in a recent *INSIGHT Into Diversity* survey of chief diversity officers (CDOs) regarding their professional New Year’s resolutions, they overwhelmingly vowed to remain committed to their DEI missions, and in fact, many are doubling down on their efforts.

Among other strategies, respondents plan to ensure safe and inclusive campus environments, expand opportunities for dialogue, keep assessment tools at the ready to gauge progress and identify gaps, embed DEI throughout curricula and programs, and build new and stronger coalitions of inclusion advocates.

By thinking ahead, these CDOs are doing precisely the right thing, say experts. Complacency is not an option as we welcome 2023; rather, time is of the essence, and there is a lot of preparatory work to be done.

Experts such as Caroline Laguerre-Brown, JD, vice provost for diversity, equity, and community engagement at George Washington University and a NADOHE board member, share their insights on what chief diversity officers can expect in 2023.
In response to growing apprehension among university leaders about the potential elimination of race-conscious admissions, the National Association of Diversity Officers in Higher Education (NADOHE) hosted several webinars in 2022 to provide actionable guidance on the topic.

“We could see a decision that jeopardizes 50 years of gains regarding access to higher education for historically underrepresented groups,” says Caroline-Laguerre Brown, JD, vice provost for diversity, equity, and community engagement at George Washington University and a NADOHE board member.

It’s impossible to guess how extensively affirmative action decisions will affect campus policies and culture with impacts on student recruitment, financial aid, development, hiring, and other areas in 2023. They may become narrower, such as a refinement of current admissions policies with no further reach.

Either way, one thing is certain, says Shirley Wilcher, JD, executive director of the American Association for Access, Equity and Diversity (AAAED) and a member of the INSIGHT Into Diversity editorial board: “If an institution has a commitment to diversity, whatever those court decisions are should not deter them from finding another way to fulfill that commitment.”

DEI practitioners should make strategic alliances and decisions now, as the Supreme Court’s decisions are widely expected to come down this summer and the court has proven to be unpredictable.

“This is the time to get prepared,” she says. “Convene committees that will have a role in this to look at the issue of admissions as well as financial aid, recruitment policies, and scholarships.”

Laguerre-Brown agrees.

“We are really trying to get people focused on thinking through the time we have in advance of the decision to take stock of inventory,” she says. This involves reviewing all institutional policies and practices that could be impacted, from website content to protocols within DEI offices. CDOs can also be thinking of ways to fill potential diversity gaps through new or expanded recruitment efforts.

“If institutions, especially selective ones, are determined, we will continue to see diversity among the student body,” says Wilcher.

Compliance with the new Title IX rules expected in 2023 may also prove challenging.

If signed into law, the Biden administration’s proposed changes to Title IX would allow colleges and universities more say in forming their own grievance policies and procedures, says Richard Baker, PhD, JD, executive director of institutional equity and equal employment opportunity at Rice University and immediate past president of the AAAED Board of Directors.

“What we anticipate is that institutions will have greater flexibility and an opportunity to shape their policies around their values,” he says. Many schools are likely to return to pre-2020 guidance offered under the Obama administration.

Because the proposed law would no longer require institutions to hold live hearings for Title IX cases, Laguerre-Brown believes more students will feel safer coming forward with formal complaints. Live hearings involving cross-examination had an undeniably chilling effect, she says.

The proposed regulations also call for broader oversight in some areas. For example, institutions would be required to investigate sexual harassment and assault that occurs off campus during a university program or activity, including study abroad. Additionally, Title IX offices would need to ensure their school policies provide appropriate accommodations for pregnant employees — from lactation spaces to adequate family leave policies.

Laguerre-Brown says bringing institutional policies up to date with Title IX law could take as long as six months to a year.

“It’s daunting to think about having both a Supreme Court ruling [on race-conscious admissions] coming in 2023 that could have significant implications and a new set of Title IX rules in the same year,” she says.
Increased Incidents of Hate and Bias

Elissa Buxbaum, director of campus affairs at ADL, a nonprofit organization focused on fighting anti-Semitism and bigotry, develops holistic solutions to bias and hate through educational curriculum and programs. As the number of these incidents continues to rise on college campuses and in surrounding communities, she offers preventative measures and suggests ways campuses can prepare for times of more challenging discourse in 2023.

“We’re going to continue to see students who have a hard time hearing perspectives that are different from theirs politically and in terms of social justice,” she says. “We look at historically marginalized and minoritized groups and the systemic harm that happens, but also in a community where we’re working on identity and inclusion for everyone, there are going to be people who don’t understand and lash out.”

Bringing more people into the discussion is an important step that can be taken immediately, she says. Many schools are doing this work in the form of restorative practices.

“In terms of bias incidents, that’s becoming a more popular way to manage a healthy community,” says Buxbaum. “We’ll be seeing more of that, I’m sure.”

An example of such a practice is to hold monthly restorative circles in campus residence halls — in which each participant has an opportunity to speak and be heard — and then encourage people to practice listening skills every day. The central idea is the word “practice,” she says, because it can serve as a preventative measure against incidents involving bias and hate.

Buxbaum says schools need to communicate regularly about what they’re already doing in terms of caring about identity, inclusion, and everyone’s success in a community, not just when a hate or bias incident happens.

“The more that we build up resilience to hatred in a community through inclusive practices [and] through restorative practice, we’re giving people the tools to stay in a community,” Buxbaum says. “More and more the instinct is to say, ‘I’m safer over here on my own side, and I’m safer if I don’t let someone who I think is on the wrong side of history speak.’ That’s what we see with freedom of speech issues.”

In theory, people believe in the tenets of free speech, she says, but they don’t understand that when ideas and comments are shut down it generally means voices in historically marginalized communities are the ones being silenced.

Buxbaum also recommends that schools invite more stakeholders from across campus departments into the process of preparation if bias incidents happen and help them feel inspired to do DEI work in whatever capacity they can. Otherwise, she says, when incidents happen, the work falls solely on the shoulders of a diversity officer.

CDOs and others working in the DEI space should intentionally look for people who want to be part of the work, invite them to the table, and give them the skills to contribute effectively, Buxbaum says. In turn, more folks across campus will become advocates for the work.

CDOs should prepare for differentiation in how identity groups on campus perceive the work of DEI, cautions Buxbaum.

“One thing that we find in our evaluation … is that White students and students with a lot more normative identities are saying that DEI work is important, but they’re also saying that universities are doing a better job. If we compare that to students in historically marginalized communities, they’re saying it’s not going as well as you think.”
In recent years, Republican leaders have sought legislation limiting discussion of divisive topics such as race, gender, and sexual orientation in classrooms and the workplace — a concerning trend, says Laguerre-Brown.

"It's increasingly hostile terrain for members who live and work in jurisdictions where state and local politicians actively oppose DEI or racial equity work and actually may take steps to make the advancement of that work more difficult," she says. CDOs could experience pushback in the form of funding cuts, parameters on what topics can be discussed in trainings, and discouragement in creating a more inclusive environment for LGBTQ+ communities and other marginalized groups.

A notable example is the Stop Wrongs to Our Kids and Employees — or Stop WOKE — Act introduced by Republican Gov. Ron DeSantis in Florida. The bill would restrict instruction in workplaces and educational institutions, including public colleges and universities. Essentially, there can be no intimation that individuals are inherently sexist, racist, or oppressed or that they bear any responsibility for oppression of other groups in the past. Although a federal judge placed a temporary injunction on sections of the act that apply to higher education, the bill exemplifies the level of resistance many colleges face.

"If [DEI] instruction creates a hostile work environment, then you follow your typical Title VII complaint process," says Baker. "I think that is what has been missing from this discussion, that there's already a way to address behavior that is discriminatory or harassing, and everyone is protected."
It’s a small-town clinic with just a few rooms, named for a physician from an era when house calls were common. What you’ll find inside, though, is remarkably progressive.

The Phyllis D. Corbitt Community Health Center in Wilmore, Kentucky, — completely staffed by faculty of the University of Kentucky College of Nursing – now is a lifeline for those struggling with depression or anxiety, and where LGBTQIA+ patients can find specialized care and an understanding ear.

The primary care center has come a long way from its opening in 2015.

“We started out as a limited-services clinic treating colds and sprains because at the time it was the quickest way we could get up and running,” said Sharon Lock, Ph.D., professor emeritus at the UK College of Nursing and clinic founder. “We had a lot of help from people at UK HealthCare to figure out how to make that all happen. After about two years, it became clear, though, that if we were going to make it, we needed to offer primary care services, as well.”

Today, five faculty members, who are also advanced practice registered nurses (APRN), work in the clinic at least one day a week, and each is typically matched with a nursing student.

Learn more about the Phyllis D. Corbitt Community Health Center at go.uky.edu/PDCCCommunityHealthCenter.
CDOs will continue to contend with abortion access issues in 2023. Following the Supreme Court’s decision in Dobbs v. Jackson Women’s Health Organization last summer, which overturned Roe v. Wade, INSIGHT reached out to experts on the potential consequences for higher education.

“An abortion ban will increase college dropout rates for women, especially women of color. Caring for a child that you haven’t planned for is at odds with attending college, not to mention the fact that you might have health complications that make it impossible to continue in school,” says Asia Eaton, PhD, associate professor of psychology at Florida International University and director of the Power, Women, and Relationships Lab. (see INSIGHT, July 2022 issue).

According to Eaton, 40 percent of those who seek an abortion in this country do so because having a child could derail their education: “Abortion restrictions, even if they are not an outright ban, affect dropout rates and educational attainment, so we’re going to see the education gap and income gap exacerbate.”

In addition, Eaton advised higher education institutions in states with abortion bans to ensure that emergency contraception and other reproductive services are easily accessible at their campus health centers.

The murder of George Floyd in summer 2020 saw intensified interest in DEI initiatives at universities across the nation. For many CDOs, maintaining that intensity after three years will be an important consideration in 2023.

Over the last year or so, more institutions have added diversity officers to their academic departments, and that signifies there is still momentum for DEI to expand within higher education, says Laguerre-Brown.

“I think we’re going to need to continue to support the infrastructure development that happened and to really work in the coming year to make sure we maintain that even in the face of some of these challenges and what could be a period of financial pressure,” she says, referring to the nation’s economic uncertainty.

One way to ensure the DEI commitment remains strong is for CDOs to align their initiatives with the overarching mission of their university, Baker says.

Baker urges CDOs to use the data they collect as an important tool to garner support for DEI causes and show results. “You’re collecting that data to make the business case that this is why we should invest in these areas,” he says.

Frontier Nursing University will be working “to adopt a diversity, equity, and inclusion framework that demonstrates an institutional approach to achieving inclusive excellence.”

Paula Alexander-Delpech, PhD, Chief Diversity and Inclusion Officer

“The challenge remains — how many times do we have to answer questions like, ‘Why are there so few Black medical students/physicians/faculty?’ I’ll tell you — as many times as it takes.”

Linda Grace Solis, PhD, Assistant Professor, University of the Incarnate Word School of Osteopathic Medicine
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Supplier Diversity

Traditionally overlooked as an aspect of DEI, more colleges are likely to become intentional about working with minority-owned businesses when purchasing supplies, products, and services, says Baker.

“Supplier diversity is a huge investment that institutions can make in their communities and with their minority business partners,” he says.

Many state universities have established offices solely dedicated to ensuring their institutions are partnering with women-owned businesses and underrepresented vendors.

Opportunities for Growth

Despite the slew of challenges CDOs face in 2023, thought leaders also see exciting opportunities for growth and remain optimistic.

Laguerre-Brown points to increased advocacy from students as something to celebrate.

“Students are on the forefront of protest and activism to push higher education to be better around issues of diversity, equity, and inclusion,” she says. For example, when an incident of bias and hate occurs on campus, CDOs are now likely to hear from a student who is not directly affected by the incident but who is eager to step up and help protect the rights of their peers from marginalized communities.

Student advocacy efforts also extend to the classroom, where they are demanding more inclusivity, Laguerre-Brown says.

Reinforcing equity and inclusivity in the classroom and across other campus spaces opens up unique opportunities for dialogue with students, says Buxbaum. Presenting climate data to students in groups where they would normally meet, such as residence halls and at student activities groups, can help build understanding, she says.

“CDOs can frame it as a professional development opportunity for students who want to be leaders on campus to go through these trainings, to do more cross-cultural group work,” she says. “The data is one way into that conversation. Some of the resistance comes from when people don’t believe racism, sexism, phobia, and lack of disability access are happening.”

She also suggests introducing DEI conversations on day one for first-year students.

“We will continue to provide a yearly End of Year Report on the progress of the Equity and Inclusion Strategic Plan for the college in order to be transparent and responsible for our work and our progress.”

Beverly Brown, PhD, Director of Equity and Inclusion at Mitchell Community College

Communicating with Stakeholders

CDOs and other practitioners should utilize as many tools as possible to communicate regularly with stakeholders, says Laguerre-Brown, and distill complex information into a format that is easily understandable for all campus community members. And, most importantly, she urges CDOs to provide ample opportunities for constituents to have a voice in changes that affect them.

Baker echoes this sentiment, saying information about legal changes to Title IX and affirmative action should be just as easy for an 18-year-old student to understand as a professor.

“It’s not just the law,” he says.

“We want them to understand how the law is applied.”

“We are reviewing our curriculum for both undergraduate and graduate nursing students and will be weaving inclusion, diversity, and equity content throughout the entire curriculum.”

Barbara Peterson, PhD, Clinical Professor and Director of the Inclusivity, Diversity, and Equity Committee at the University of Minnesota School of Nursing
A New Year’s Resolution for DEI Practitioners

As they move into 2023, it is also important for CDOs and other DEI practitioners to commit to self-care practices, says Laguerre-Brown.

“This work is important and the people that are drawn to it do it because they genuinely care,” she says. “Many of us, our lives were transformed by our experiences in higher education.”

However, the levels of investment and intensity can be unrelenting.

“We really have to do the hard work of protecting ourselves and engaging in self-care,” she says. “There is a need to meditate, grieve, take time off, and provide ourselves with self-care that allows us to recharge our batteries and get back in the work.”
In this special section, INSIGHT explores how nursing and pharmacy schools meet the needs of a workforce climate that demands health care providers who are culturally competent and who are trained to meet the evolving needs of both the nursing profession and the community pharmacy. These institutions have created pathways to careers for underrepresented students and faculty, developed tools that identify and solve disparities in access and care, and committed to the training of policy advocates who will help shape the future of health care in America.

7.4% of the registered nurse workforce is male.
Source: American Association of Colleges of Nursing

19.2% of full-time nursing school faculty are from diverse backgrounds.
Source: American Association of Colleges of Nursing (2021)

Pharmacy Student Diversity
Of the more than 60,500 students enrolled in first professional degree pharmacy programs for fall 2020, 64.6% were women and 18.4% were underrepresented students.
Source: American Association of Colleges of Pharmacy

Diversity = Good Health
A growing body of research links diversity to enhanced health care delivery and financial outcomes. Research shows that a more diverse health care workforce is linked to improved patient care quality and cost savings.

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Grants Awarded to Bolster Pharmacy Workforce Diversity, Improve Health Outcomes

Five pharmacy schools recently received $4.1 million, collectively, to improve diversity in the pharmacy workforce and improve health outcomes for underserved populations. The funding comes from the McKesson Foundation, a corporate foundation dedicated to eliminating barriers to health care in vulnerable communities.

Grantee institutions include the historically Black Hampton University; the University of Michigan (U-M); the University of Minnesota; the University of North Carolina (UNC) at Chapel Hill; and the University of New Mexico, a Hispanic-Serving Institution. Awardee institutions will use the funding, which ranges from approximately $250,000 to more than $1.5 million between the universities, to invest in various pathway programs, curriculum changes, and community outreach initiatives.

The UNC Eshelman School of Pharmacy received two three-year grants totaling more than $1.5 million to fund two new programs. The first — McKesson Leading Excellence, Advancing Diversity (LEAD) — will recruit students from diverse communities by establishing pathway and mentorship programs with historically Black colleges and universities in North Carolina.

“[The LEAD] program will play a vital role in removing barriers, promoting equity, and increasing access to a range of backgrounds, experiences, and perspectives for our learners, and encourage them to think broadly, deeply, and critically to solve real-world problems.” said Carla White, associate dean of organizational diversity and inclusion at the UNC Eshelman School of Pharmacy.

The second project, McKesson Caring for the Underserved: Creating Awareness and Responsiveness through Education, will develop online learning modules to teach pharmacy students and professionals how to identify and address health care disparities in underrepresented communities.

The U-M College of Pharmacy also received about $1.5 million. The funds will be spent over five years to support the Pharmacy Community College Connect (PC3) and McKesson Foundation Health Equity Seminar Series initiatives. The PC3 program is designed to attract students from community and tribal colleges into the profession through a 10-week summer program that includes a stipend, academic advising, course preparation, and exposure to pharmacy careers. The health equity series will invite leaders from Black and Latinx communities in Detroit and health practitioners in rural areas to meet with students and discuss topics centered on disparities in health care, such as food insecurity, racism in health, and access to care.
Educating and building a diverse nursing workforce that represents the tapestry of the persons and communities we care for is crucial. Diversity in terms of race/ethnicity, gender; sexual orientation; religion; physical disability status; immigration status; and socio-economic status plays a key role in representation, acceptance, inclusion, belonging, and equity in workplaces and health care.

Dr. Charlotte Thomas-Hawkins
Associate Dean for Nursing Science; Associate Professor; and Director, Center for Healthcare Quality
California Grant Expands Health Professions Access for Underrepresented Students

By Erik Cliburn

To address the shortage of health care professionals in the state and promote diversity in health education, the California Department of Health Care Access and Information recently invested nearly $41 million across more than 20 higher education institutions and organizations through the Health Professions Pathways Program (HPPP).

The primary goal of HPPP is to encourage and support disadvantaged and underrepresented individuals who plan to pursue health careers, which will also lead to a more culturally competent workforce. Awardee institutions received funding based on their commitment to three components: pathway programs, paid summer internships for undergraduates, and one-year post-undergraduate fellowships.

California State University, Dominguez Hills (CSUDH), a Hispanic-Serving Institution in south Los Angeles County, received $3.3 million. As of 2022, Hispanic and Latinx individuals comprised nearly two-thirds of the student body. CSUDH will utilize the funding to implement several initiatives over five years through its College of Health, Human Services, and Nursing (CHHSN) to support and engage students in various health care fields. The programs meet the university’s larger goal of advancing economic mobility by providing financial support and career opportunities for a largely economically disadvantaged student population, says Mi-Sook Kim, PhD, dean of the college.

Financial support programs are especially critical given the university’s large population of traditional and nontraditional students who often need to work and may take jobs outside their career fields. One such initiative is the summer internship program, open to 20 undergraduate students each year. Participants placed in health-related internships will each receive a $5,000 stipend from CSUDH to help offset the need to work and create more opportunity to explore their chosen career. Along similar lines, CHHSN operates a program that provides up to $25,000 over one year to five recent graduates. The funding allows eligible students to enhance their health care careers by pursuing advanced health-related degrees or through other pathways.

Financial support programs are especially critical given the university’s large population of traditional and nontraditional students who often need to work and may take jobs outside their career fields.
career fields, says Kim. “As soon as they graduate, they jump into a part-time job because they’re desperate, and they need to support their family,” Kim says. “That’s why we’re trying to support these students, so they can explore further and open up other opportunities to advance their education.”

A portion of the HPPP funding will be crucial in providing competitive wages to attract, retain, and support more faculty from diverse backgrounds. Although CHHSN’s faculty diversity is higher than the national average — about 50 percent are from underrepresented groups — it is important to bring in more underrepresented faculty to better reflect the demographics of its student population, says Kim.

In addition, CHHSN is implementing its own pathway program for incoming learners, including first-year and transfer students. They will explore various health careers and how to achieve their goals in the industry. Through the program, the college is also strengthening its relationships with high schools and community colleges in the region to encourage more students of color to pursue health care education. Additionally, students will have access to a peer mentorship and advising program, to ensure they feel connected.

Given the ongoing shortage of health care workers, linked to burnout and COVID-19, HPPP funding comes at an important moment, and it allows schools like CSUDH to help shape a more diverse health workforce for the future, says Enrique Ortega, PhD, associate dean.

“We’re going through an unfortunate period where there’s a dire need for more health care professionals in so many different areas,” he says. “We see this as the perfect time to marry that unfortunate circumstance with what the industry and society have been asking for in terms of having a more diverse workforce.”

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Our commitment to JEDI principles and practice are encapsulated in multiple initiatives within Pitt Pharmacy: These efforts are evidenced within curriculum and pedagogy, as well as recruitment and retention of under-represented and minoritized (URM) students, staff, and faculty.

We participate in the Cooper-Stewart Longitudinal Exchange program – a collaboration between Pitt Pharmacy and a Historically Black College/University (HBCU) - named after two African American pharmacy pioneers. The immersion experience is designed for students in their final year of pharmacy school to complete rotations in another location and challenges students to explore pharmacy practice outside of their home region.
Responding to the critical need for nurses and culturally competent health care, Carroll University’s associate degree in nursing (ADN) program focuses on recruiting diverse and bilingual students to serve Hispanic and Latinx communities in nearby Milwaukee. The program launched in 2021.

“The nursing shortage has been serious for a couple of years, and the pandemic and retirement of many baby boomers have really contributed to that,” says Lori Magestro, DNP, director of the ADN program and clinical assistant professor of nursing at Carroll. “The situation has moved from serious to critical to dire.”

The ADN program was born out of the university’s partnership with the United Community Center (UCC), a local nonprofit organization that provides health, legal, educational, cultural, and community development services to Hispanic and Latinx families and individuals in Milwaukee. Recognizing a need for more culturally competent nurses, UCC worked with Carroll to establish the program utilizing space at its center.

The program admits students from all racial and ethnic backgrounds, but because of the region being served, there is an emphasis on recruiting Hispanic and Latinx students, especially those who are bilingual, Magestro says. Nearly 60 percent of this year’s cohort is from racially underrepresented backgrounds, which is significantly higher than Carroll’s main campus, where only 8 percent of students are non-White.

An increase in nurses who speak both Spanish and English is expected to improve patient health outcomes. The presence of representative nurses increases patients’ trust in their care providers, allows them to better communicate their needs and concerns, and provides a better overall sense of understanding between patients and nurses, says Magestro. Regarding Hispanic and Latinx patients, for example, a nurse from the same background would understand the important role that families play in health decisions for individual members, she says.

“By having diverse and bilingual nurses, it really leads to positive effects on our patients,” Magestro says. “When patients have nurses caring for them who are of their same culture and speak their same language, they have a better understanding of their own health.”

Carroll’s ADN program has a capacity for 24 students annually. This year, 16 have enrolled; the inaugural cohort had 19. The small number...
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“While patients have nurses caring for them who are of their same culture and speak their same language, then they have a better understanding of their own health.”

Lori Magestro

of students ensures that they have a more personal experience with the faculty and their classmates and helps the program to be more flexible for its high percentage of nontraditional students, some of whom are parents.

“We wanted a smaller class size on purpose so that we could provide a personalized educational experience and provide the support that our students need,” says Magestro. “We wanted to be more nimble. I know not only our students’ names, but I know pretty much all of their spouses’, children’s, or parents’ names. It’s fun because you really get to connect with the students.”

Carroll’s ADN program and others like it play an important role in addressing the critical shortage of nurses, but they also offer significant benefits for the participants, Magestro says. Along with close working relationships with faculty members, the program provides a bilingual support, enrollment, and retention specialist who regularly communicates with students and their families for academic, social, and emotional assistance. Additionally, a cohort of individuals from similar or shared backgrounds helps them feel more welcome.

“It makes my heart melt when I see students who had told me they were struggling in a different program thriving in this one,” she says. “Obviously the faculty are here to support students, but what’s happening is students are really supporting and connecting with each other.”

Through the ADN program, Magestro and her colleagues ultimately plan to build a pathway program for students to obtain concurrent associate’s and master’s degrees.

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Study Tracks Diversity Outcomes for Physician Assistant Programs

By Lisa O’Malley

Lack of workforce diversity is an acknowledged problem across nearly all medical disciplines, but a team of researchers recently took a deep dive into physician assistant (PA) training programs. They analyzed individual program outcomes to see which are the most successful in producing diverse graduates and to determine best practices to share across the field.

“Our main goal is to try and create a health care workforce that resembles the growing demographics of the United States,” says Carolyn Bradley-Guidry, DrPH, co-author of the studies, interim associate dean for student affairs and diversity, equity, and inclusion, and associate professor at the University of Texas Southwestern Medical Center School of Health Professions.

The study, titled "An Assessment of Physician Assistant Student Diversity in the United States: A Snapshot for the Healthcare Workforce," involved combing through data from the Integrated Postsecondary Education Data System to examine the number and proportion of diverse graduates from 149 PA programs nationwide.

The data showed that among more than 34,000 PA graduates, 6.4 percent were Hispanic, and less than 4 percent were from an underrepresented racial or ethnic group. Furthermore, just over half of Hispanic and underrepresented graduates came from about 30 percent of the programs classified as top performing.

U.S. Census Divisions
To accurately account for regional demographics, Bradley-Guidry and her team grouped PA programs using the nine different U.S. census divisions. Programs are then able to compare their rankings with other schools in their division, rather than one in an area with more racial diversity.

Some programs intentionally strive to improve diversity, the study shows. However, the results provide empirical evidence that, overall, PA programs have not been able to attain the level of diversity necessary to significantly impact the workforce, says Bradley-Guidry.

Common Patterns of Top Performers
Bradley-Guidry and her team also recently completed a follow-up study featuring qualitative interviews with top-performing programs to identify successful strategies in recruiting, retaining, and graduating diverse students.

Those include ensuring that diversity is part of the school’s overarching mission statement; continuously striving to improve program outcomes; significant efforts to engage in diverse community outreach and pathway programs; dedication to student retention and support; and commitment to incorporating diversity and inclusion topics — such as social determinants of health and health disparities — into the curriculum.

“We want our providers, irrespective of race and ethnicity, to care for all populations and have that empathy, compassion, and understanding so they can communicate across differences to improve health outcomes,” says Bradley-Guidry.

She also recommends that programs actively work to involve faculty, staff, and alumni to support an inclusive culture, establish a holistic admissions process that mitigates bias, and help students find resources such as scholarships for graduate school.

The study is expected to be published this year, and the team hopes other health care fields, such as physical therapy, clinical nutrition, and occupational therapy, will replicate the recommended strategies for building diverse student populations, she says.

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

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It’s an honor to receive the Health Professions HEED Award in recognition of UAMS’ continuing efforts to serve as a national leader in the areas of diversity, equity and inclusion in higher education.
New Mapping Tool Identifies Nation’s Pharmacy Deserts

By Erik Cliburn

The Pharmacy Access Initiative, a new interactive mapping tool designed by researchers at the University of Southern California (USC) and the National Community Pharmacists Association (NCPA), will serve as an important resource for policymakers in identifying and addressing where there is a shortage of pharmacies.

The tool comes at a crucial time when the role of pharmacies in community health continues to grow, especially through immunization services and walk-in clinics. Unfortunately, as the map demonstrates, pharmacy deserts are predominantly located in communities of color and low-income neighborhoods, a significant factor in inequitable health outcomes, says the project’s director, Dima M. Qato, PharmD, PhD, the Hygeia Centennial Chair and associate professor at the USC School of Pharmacy.

“[Pharmacies] don’t just dispense medications,” she says. “Seventy percent of COVID vaccines in the country were provided at a retail community pharmacy. Pharmacies are access points for other types of health services, including immunizations, prescribing contraception, HIV prevention, and [obtaining] buprenorphine and naloxone for opioid use disorder. They are really integral not just for treating conditions but for preventing disease.”

As an example, Qato’s research into pharmacy-related health inequity in underserved Chicago and Los Angeles neighborhoods found that people are much more likely to stop taking critical prescription medication if their local pharmacy closes.

“Predominantly Black and Hispanic neighborhoods have fewer pharmacies, and they are also more likely to experience closures. Closures impact medication adherence,” says Qato. “We found that people who have filled a prescription at a pharmacy that subsequently closed are more likely to discontinue their prescription drugs.”

The ultimate objective of the Pharmacy Access Initiative is to help policymakers and public health officials prioritize funding and resources to protect “critical access pharmacies” and promote the opening of new pharmacies in shortage areas. Additionally, the tool was designed to ensure transparency and accountability among various stakeholder groups, including public health agencies, state pharmacy boards, and pharmacy retailers.

“Reimbursement is the main issue in pharmacy closures that contribute to pharmacy deserts,” says Ronna Hauser, PharmD, NCPA’s senior vice president for policy and pharmacy affairs. “States are making it more obvious that they want to help pharmacies succeed and continue to stay open in these underserved areas.”

One of the critical components of the Pharmacy Access Initiative was the creation of a pharmacy shortage area designation, says Qato. Though federal designations exist...
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for medically underserved areas (MUAs) and health professions shortage areas, no such classification has been designated for pharmacies. Currently, policy related to pharmacy access uses the MUA label, despite not necessarily having a direct correlation. The existing MUA designation has a higher distance threshold than Qato’s standards, which considers income and low vehicle-ownership levels, so pharmacy shortage areas are often overlooked in policy decisions.

“Importantly, many pharmacy shortage areas aren’t areas that are already medically underserved,” she says. “A lot of policy around pharmacy access targets MUAs, because that’s the only designation they have to work with. We know now that many of these MUAs are not pharmacy shortage areas [and vice versa]. So you’re missing the neighborhoods that really need to be targeted in terms of pharmacy access policies, programming, and intervention.”

Using the initiative’s standards, approximately 25 percent of neighborhoods in the United States are pharmacy deserts, many of which are communities of color.

Using the initiative’s standards, approximately 25 percent of neighborhoods in the United States are pharmacy deserts, many of which are communities of color. That percentage increases when considering that Medicaid and Medicare recipients must use certain pharmacies, says Qato.

The tool provides a comprehensive overview of access across the country. The map incorporates relevant pharmacy data from 2018 and 2020 for policymakers at neighborhood, municipal, county, state, and federal levels. Users can toggle numerous layers and options, such as comparing pharmacy openings and closures over the two years, along with the contrast between MUA and pharmacy shortage area designations. The primary goal of the mapping tool is to provide important information, and it was designed to be user friendly and accessible for public health officials and lawmakers throughout the country.

“We wanted it to be quick, simple, and have the key message visually apparent and easy to understand,” says Qato.

The goal for the Pharmacy Access Initiative going forward is to secure more funding, incorporate 2022 data, and eventually open the map to the public, Hauser says. The researchers also aim to add more data sets, including specific services offered and which pharmacies accept Medicare and Medicaid.®
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Nursing Schools Share Success Strategies for Recruiting Male Students

By Lisa O’Malley

Unlike many other professional fields where women are the minority, men have traditionally been underrepresented in nursing, and while they are far from closing the gap, they are increasingly enrolling in nursing programs.

Data from the latest Health Resources and Services Administration's Nursing Workforce Survey shows that in 1977, there were less than 30,000 men in the nursing workforce. By 2018, that number had risen to more than 300,000.

Organizations such as the American Association for Men in Nursing (AAMN) are engaging in outreach efforts and partnering with nursing programs to form local chapters on college campuses.

AAMN also bestows the annual Best Schools for Men in Nursing Award. To be recognized, schools must show intentional effort across a range of criteria, from marketing materials to course content.

In 2022, the University of Wisconsin Oshkosh College of Nursing (UWO Nursing) received the award for the fifth consecutive year. Though smaller than other schools that also appeared on the award list, it is strategic about putting its resources to good use, says Jason Mott, PhD, director of the pre-licensure program and an associate professor. Mott is also the current president of the AAMN Board of Directors.

“Even though we’re a smaller university that doesn’t have a lot of resources, we try to focus the resources we do have on helping diverse minority students,” he says.

The University of Pittsburgh School of Nursing (Pitt Nursing) received the award for the first time last year. The school recognizes that enrolling men is important to ensure the workforce reflects U.S. demographics, so part of their recruitment efforts involve examining existing barriers, says Julius Kitutu, PhD, associate dean for student affairs and alumni relations, chief diversity officer, and associate professor.

One of the biggest challenges is the long-held stereotype that nursing is less masculine than other health careers, says Kitutu. To counter such narratives, groups like the AAMN assert the importance of talking to young men firsthand about the benefits of a nursing career — such as a high salary, stability, and flexible schedules.

Outreach Efforts Help Dispel Misconceptions

In addition to conducting outreach to pre-nursing students on campus and participating in volunteer activities in the community, the AAMN chapter at UWO Nursing also takes part in the association’s national Future RN campaign, which involves visiting middle and high schools in the surrounding area to talk with male students and promote nursing as a career option. Many of the schools have large populations of racially and ethnically underrepresented students, says Mott, which ties into UWO Nursing’s goal to increase diversity across the board.

The efforts to engage men at UWO Nursing have been successful. In past years, the four-year program saw two or three men in a cohort, Mott says, but about 10 to 15 male students have enrolled in recent cohorts.

Male Faculty, Students Serve as Role Models and Recruiters

In addition to recruitment efforts for students, both Pitt Nursing and UWO Nursing focus on hiring male faculty...
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and staff to serve as role models.

While UWO Nursing has a relatively small number of male professors — five out of 70 total — the school continues to make hiring diverse faculty a top priority.

Pitt Nursing currently has 16 men on faculty, comprising 18 percent of the total.

Male faculty are critical to recruiting targeting men, as they can serve as mentors and help with navigating stereotypes and other challenges that come with working in a profession predominantly comprised of women, says Mott.

Pitt Nursing brings currently enrolled male students into recruitment efforts by inviting them to present at conferences and meetings where prospective students participate.

Because of these efforts, the school has seen a jump in its undergraduate enrollment from about 9 percent men in 2000 to 11 percent in 2022. When combining both current undergraduate and graduate cohorts, the number increases to nearly 14 percent.

With schools like UWO Nursing and Pitt Nursing showing these strides, Mott is optimistic that the number of men entering the nursing profession will continue to improve. This is especially true given the COVID-19 pandemic and other economic uncertainties that have forced men to seek new careers in stable, well-paying fields like nursing, he says.

Intentional efforts around recruiting men will help alleviate the national nursing shortage as well as increase diversity in the profession, Mott says.
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NURSING SCHOOLS TEACH ADVOCACY SKILLS TO HELP ADVANCE HEALTH EQUITY

By Nikki Brahm

Students at the University of Maryland, Baltimore School of Nursing participate in a health outreach event on campus.
Nurses work in hospitals, nursing homes, schools, physician offices, residences, and businesses — anywhere health care services are provided. As members of the largest body of the health professions, nurses are a force to be reckoned with when it comes to policymaking and advocacy initiatives, and nursing schools are making sure their students are prepared to engage in those areas.

Nationwide, there are nearly 4.2 million registered nurses (RNs), and 81.4 percent of them are practicing nurses, according to the American Association of Colleges of Nursing (AACN). The field is growing exponentially, with more than 203,000 new nursing positions expected to be added each year through 2031, AACN predicts.

Because they have such intimate knowledge of health in a variety of spaces, industry professionals say nurses are essential in recognizing patient needs and effecting change on issues of local, state, federal, and global importance.

While nurses routinely advocate for their patients, political and legislative advocacy is just as important, according to the American Nurses Association (ANA).

Increasingly, this centers around health equity. The U.S. ranks last in access to care, administrative efficiency, equity, and health care outcomes when compared to the 11 highest-income countries, according to a 2021 report titled “Mirror, Mirror: 2021 Reflecting Poorly,” by Commonwealth Fund, a private organization that supports independent research on health care issues.

Over the years, nurse representation in leadership has progressed, according to the Nurses on Boards Coalition (NOBC), which recently met a goal of placing more than 10,000 nurses on governing boards across the nation. But the NOBC isn’t finished; the organization is now measuring the impact of nurses serving on boards to raise broader awareness and encourage others to enlist the nursing perspective.

To further advance advocacy and equity in health care, Johns Hopkins University (JHU) School of Nursing will launch a new program in 2023 to teach nursing students about policymaking. The University of Maryland School of Nursing (UMSON) is embedding policy discussions and advocacy initiatives throughout its curriculum. Both schools continue to take advantage of their proximity to Capitol Hill through various projects and coursework.

And when it comes to dedicating one’s career to health advocacy, Jasmine Travers, PhD, New York University Rory Meyers College of Nursing professor, speaks widely about health equity for vulnerable adult groups.

Experts from these universities say major national discussions on health care must include nurses. To ensure their success and help them find their voices, more and more nursing students are learning advocacy skills so they can engage in policy change in meaningful ways.
Johns Hopkins University School of Nursing

To expand on student advocacy education, which is already layered into the curriculum, this spring JHUSON will launch the Policy Honors Program. Students will practice writing and presentation skills to help communicate their policy proposals. The first cohort of 10 students will work with a faculty mentor to influence issues in which they have an interest.

Program mentors have varied experience with health policy advocacy. One such mentor is Jason Farley, PhD, professor and director of JHU’s Center for Infectious Disease and Nursing Innovation. As an infectious disease nurse epidemiologist and nurse practitioner, his clinical practice includes HIV prevention, treatment, and associated co-infections.

Through leadership positions in research trials, Farley seeks to optimize a patient’s diagnostic experience and linkage to ongoing care for various infectious diseases. Locally, Farley’s team also received grant funding for research and response to the COVID-19 pandemic. In 2020, six JHU experts, including Farley, presented on Capitol Hill to an audience of congressional staffers and the media regarding the COVID-19 virus and how to help prevent its spread. Farley will work with the policy program students to select topics and guide the project process.

“The students are helping faculty and the faculty are helping students, which is kind of the sweet spot of academia,” says Sarah Szanton, PhD, JHUSON dean.

Prior to her work at JHU, Szanton was a director of government relations for a national reproductive health rights group, where her job involved taking nurses around Capitol Hill to visit with representatives. Szanton came to the nursing school to further her policy impact. Part of her research focuses on assisting homebound, low-income, elderly patients. She has developed a program named CAPABLE (Community Aging in Place — Advancing Better Living for Elders), which combines handyman services, nursing care, and occupational therapy to improve mobility, reduce disability, and decrease health care costs for older adults hoping to avoid nursing home care.

The proximity of the Policy Honors Program to Washington, D.C., will benefit students in advocacy work at the federal level, says Szanton. The program will teach them about the process of policy making and using networking skills to gain access to congressional members. Ultimately, the program aims to demystify the health policy process and help students become confident communicators, says Szanton.

Szanton and Sophie Kasimow, JD, senior health policy advisor at JHU, say it’s important for nurses to be a part of the coalition of voices making a difference on health industry topics.

“There are profound inequalities in society today and nurses have tremendous moral authority,” says Kasimow. “They’re the most trusted profession, and I think they can use that moral authority to advocate for policy change.”

University of Maryland School of Nursing

Like JHU, UMSON is in the Washington, D.C., metro area and has a curriculum focused on teaching how to influence national health policy.

Students are required to take an introductory course on public health nursing, where they sometimes meet with legislators and learn to write advocacy letters.

They can also take a course on social justice and the social determinants of health, which includes an advocacy analysis to address a health issue of a specific population.

Students are encouraged to get involved with the Maryland Action Coalition Summit, one of the driving forces of nursing advocacy in the state. They’re also invited to listen to and participate in the President’s Panel on Politics and Policy Speaker Series, which focuses on policies created by the presidential administration and Congress. In addition, students can become involved in advocacy work by joining Students United for Policy, Education, and Research, a campus-based student volunteer organization.

Many people don’t realize that the roles of a nurse go beyond hospital-based bedside care, says Lori Edwards, DrPH, associate professor and interim associate dean for the master of science education, which is already layered into the curriculum, this spring JHUSON will launch the Policy Honors Program. Students will practice writing and presentation skills to help communicate their policy proposals. The first cohort of 10 students will work with a faculty mentor to influence issues in which they have an interest.

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in nursing program. Edwards’ own advocacy centers around the nursing profession itself, including campaigning for nurses to have a voice in various roles. She sits on the Nursing Community Coalition (NCC), which works to improve care for patients, families, and communities and promotes awareness of relevant health policy.

Through organizations such as the NCC, Edwards says, nurses can better recognize ways to become involved in current health policies, such as the Black Maternal Health Momnibus Act, which aims to improve maternal health, particularly for underserved and underrepresented racial or ethnic groups, or the Midwives for MOMS Act, which addresses the maternity care provider shortage.

In 2023, advocacy will continue to look a lot like activism centered around strategic and innovative work, she says, and more than ever, nurses need to be supported in those efforts.

New York University
Rory Meyers College of Nursing

Travers has dedicated her career to researching and advocating for improved health outcomes in vulnerable adult groups, with a focus on mitigating disparities in access to in-home and facility-based long-term care. The issue hit close to home when Travers searched for care for her own mother. She also campaigns to improve wages and benefits for nursing assistants.

She believes it is essential to have diverse voices advocating in diverse spaces and to ensure that nurses hold positions with the authority to orchestrate change. This involves assessing what perspectives are needed and advocating for their voices to be included. To do this, nurses and their leadership must acknowledge existing gaps, she says.

While advocacy skills should be developed, Travers says it’s important that students not wait to complete formal training before making their voices heard. This could mean joining committees, accepting leadership roles, or working with advocacy organizations.

She supports advocacy by conducting regional and national health services research, and through speaking at gerontological, nursing, and public health conferences. More recently, she became a member of the Moving Forward Nursing Home Quality Coalition, which works to advance recommendations of the National Academies of Science, Engineering, and Medicine. The coalition strives to improve the quality of nursing homes based on research and recommendations Travers helped develop.

The more she advocates, the more the public becomes aware of health inequities, she says, and that creates greater opportunity for necessary change to happen.

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At Indiana University, diversity is woven into all aspects of the IU culture. Campus leaders firmly believe that a true higher education community should represent all types of individuals from all walks of life. At IU, this belief can be seen in a cross-section of programming and efforts by administrators, faculty, staff, and others to build equitable, diverse, and inclusive campuses for all.

IU’s diversity work has again been recognized by INSIGHT Into Diversity magazine, with IU Bloomington receiving the 2022 Higher Education Excellence in Diversity (HEED) Award and the Diversity Champion Award.

“We are extremely proud of this honor. It is a testament to our diversity work and to the many people responsible for bringing that work to life,” says James Wimbush, vice president for diversity, equity, and multicultural affairs and Johnson Chair for Diversity and Leadership.

“Creating a diverse and inclusive campus community is the foundation of everything we value at IU,” Wimbush notes. “At the same time, we recognize that building and maintaining this kind of community is not a static milestone; it is a goal we must continually revisit and improve.”

An Opportunity to Thrive

Several programs are responsible for helping Indiana University Bloomington achieve the HEED and Diversity Champion recognition, including:

- Opening the new Jewish Culture Center. Working in partnership with the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, the new Jewish Culture Center offers events, activities, and cultural and social programming opportunities to Jewish students, faculty, and staff. It is also open to those wanting to learn more about Jewish culture, heritage, and traditions.
- Creating the Presidential Diversity Hiring Initiative. The first-of-its-kind $30 million seven-year program was developed for the sole purpose of helping IU diversify its faculty and launched in the fall of 2021.
- Adding a new position to foster diversity among faculty. As part of the Presidential Hiring Initiative, IU Bloomington Provost Professor Pamela Braboy Jackson was appointed the first associate vice president for faculty and belonging. Her role entails explicitly working on efforts to diversify faculty new hires.
- Establishing The Jane Jorgensen Diversity, Equity, and Inclusion Internship. This effort is designed to help develop the leadership skills of students.
- Serving as host for the first national HIV conference at a major university.

“The and other efforts reinforce IU’s deep commitment to furthering diversity and inclusion. But we are far from done. We must constantly re-examine how we live up to the principles of diversity, equity, and inclusion so that students reap the benefits for generations to come,” Wimbush adds.
Howard University Launches Center for Journalism & Democracy

“Using the traditions and perspectives of the Black press, we will train journalists at Howard [University] and across the diaspora of [historically Black colleges and universities] to engage in historically informed investigative reporting for the common good — reporting that is explicitly pro-equality and explicitly pro-democracy. … We are launching the [Center for Journalism & Democracy] today with our inaugural Democracy Summit because this is an urgent moment in our country. The summit is a reflection of the work that the center is designed to do. To be a convener, thought partner, and incubator for practicing journalists; to insist upon the rigor, skepticism, and the historical dexterity that must underpin reporting on a democracy that has often failed to tell the truth about itself; and to [bring] in budding journalists who reflect the beautiful diversity of America into the profession.”

Nikole Hannah-Jones, the Knight Chair in Race and Journalism and founder of the Center for Journalism & Democracy at Howard University, at the inaugural Democracy Summit on November 15, 2022. The summit marked the opening of the center and brought together journalists from across the country to discuss issues surrounding racial justice and the preservation of democracy.
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Daniel K. Podolsky, M.D.
President
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“The success of our missions for research, patient care, and educating the physicians, scientists, and health care professionals of tomorrow is ultimately fueled by expanding and appreciating diversity, equity, and inclusion.”

Shawna Nesbitt, M.D.
Vice President and Chief Diversity, Equity, and Inclusion Officer
UT Southwestern Medical Center