<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter From The Associate Vice President for Health Affairs/Diversity Initiatives</td>
</tr>
<tr>
<td>HSC ODI Vision and Mission</td>
</tr>
<tr>
<td>Cardinal Principles</td>
</tr>
<tr>
<td>A Great Place to Learn</td>
</tr>
<tr>
<td>A Great Place to Work</td>
</tr>
<tr>
<td>A Great Place to Invest</td>
</tr>
<tr>
<td>Appendix</td>
</tr>
</tbody>
</table>

---

**TABLE OF CONTENTS**
To our HSC community,

In the past year, we have seen many changes that have taken place on our HSC campus and beyond, such as the development of the University's strategic plan, re-envisioning UL Health, and the enhanced partnership between the Department of Pediatrics and Norton Healthcare. Core to all of these changes is the consistent message of diversity, inclusion, equity, and engagement. We recognize these components as key to our vision and mission of valuing an environment where our constituents can bring their authentic self to the workplace and expect to reach their full potential. As President Bendapudi continually states, “UofL is a great place to learn, work and in which to invest because we will celebrate diversity, foster equity, and strive for inclusion.”

We continue to reflect on our Cardinal Principles, including the importance of Respect, and the value of Diversity and Inclusion. Respecting each other, no matter their position in the organization, and embracing the many differences in perspectives, thoughts, experiences, belief systems and cultures of our students, faculty, staff, and administrators empower each of us to share ideas and strategies, with the ultimate goal of advancing our comprehensive strategic plan.

In an environment of incivility in our nation, we cannot confuse our commitment to freedom of expression to include hateful and harmful acts toward others. We need to be diligent in our efforts and responses to ensure our campus is a place where everyone feels a sense of belonging; where everyone has equitable opportunity; where everyone not only survives, but also thrives. Over the past year, the HSC ODI restructured our mission and vision statements to align with the University's leadership and the University's Strategic Imperatives focused on inclusive learning, and equitable workforce environments, and a commitment to invest. These statements more accurately reflect our present path as we focus on our future. Working across our campus, our University at large, and community partners in collaboration with our educators, researchers, and health care practitioners, we can make a difference in our quest to achieve health equity in and outside our community.

Consistent with our vision statement of striving to be “a national model for innovation for inclusive teaching-learning-working environments and for leadership in strategies that facilitate health equity,” we report on our progress for this year. The following narratives describe a campus full of aspirations, but still reflect a continuum of progress that does not have an end-point. It is a reflection of our desire to accomplish more, do be more, to dream more. As in the past, we ask for everyone’s involvement on this journey toward innovation and excellence.

Best Regards,

V. Faye Jones, MD, PhD, MSPH
Vision

Our vision is to be a national model for innovation for inclusive teaching-learning-working environments and for leadership in strategies that facilitate health equity.

Mission

Our mission is to provide evidence based resources, advocacy and support for faculty, staff, students, and administrators to enhance diversity and an inclusive environment in which to learn, work, and invest. In addition, the HSCODI presents opportunities and strategies for enhancement of cultural competence among the UL HSC community through programming, interprofessional and community partnerships to achieve health equity by re-envisioning educational frameworks, developing fuller research agendas, enriching clinical experiences and deepening community involvement.
Community of Care
- Care for self, care for one another as the Cardinal Family and care for the community beyond. We are a community—not just a collection of individuals. We are a community—not just buildings connected by an HVAC system.

Accountability
- We keep our promises. We own mistakes. We are accountable to the team.

Respect, irrespective of position
- We respect each other’s humanity and dignity, no matter what our positions in the organization are. We also respect our right to differing and conflicting positions on issues. We will be a place that prepares students for ideas, not protects students from ideas.

Diversity and Inclusion
- We celebrate diversity of thought, perspectives and life experiences. As our state motto declares: United We Stand, Divided We Fall. We want everyone, in the richness of all of their many unique and intersecting identities to feel included in the Cardinal fold.

Integrity and Transparency
- We will be true to our mission of an urban research university to create, disseminate and apply knowledge. Integrity is our collective commitment to make decisions with the best interests of our university in mind and to share the decision making rationale and the outcomes.

Noble Purpose
- Each of us will identify for ourselves the way in which we make a difference. We know we must solve the problems of access and affordability to give everyone the opportunity to find and pursue their own noble purpose.

Agility
- We will recognize that things change and when they do, we must change things. We know that when adaptation in an organization does not keep pace with adaptation in the environment, the organization will not survive.

Leadership
- We recognize that management is a position but leadership is an activity. We will all behave as owners of the University of Louisville because we are. “We are UofL” is not just a hashtag or a slogan. It is our declaration of leadership and ownership.
A Great Place to Learn

The University of Louisville is a great place to LEARN because it prepares students for success now, next and beyond. We accomplish this by supporting the whole student through transformative, purpose-driven and engaged learning.
**Student Diversity**

**Degrees Earned by Race & Ethnicity**

**2018-2019**

**Hispanic/Latinx**

- Baccalaureate
- Masters
- PhD Research
- Dr. Professional Practice

**2 or More Races**

- Baccalaureate
- Masters
- PhD Research
- Dr. Professional Practice

**Black**

- Baccalaureate
- Masters
- PhD Research
- Dr. Professional Practice

**White**

- Baccalaureate
- Masters
- PhD Research
- Dr. Professional Practice

**Asian**

- Baccalaureate
- Masters
- PhD Research
- Dr. Professional Practice

**Non-Resident Alien**

- Baccalaureate
- Masters
- PhD Research
- Dr. Professional Practice

**Race Unknown**

- Baccalaureate
- Dr. Professional Practice

**Degrees Earned by**

- Doctorate Professional Practice
- Doctorate Research
- Masters
- Baccalaureate

- Female
- Male
The HSC Office of Diversity and Inclusion continued its partnership with the College of Arts and Sciences to offer a special section of the GEN 101 course, Diversity in the Health Professions. The target audience for this course is students interested in prehealth, identify as underrepresented in the health professions, socioeconomically disadvantaged, and/or from a rural area were encouraged to participate. In general, the GEN 101 course helps students develop essential academic, personal, and professional skills to assist them in their success as a college student and beyond.

More specifically, the Diversity in the Health Professions course helps students to:

- Identify and explore personal beliefs and values, and the impact those items have on fostering positive relationships as a person and future provider;
- Build cultural competency through workshops and in/outside classroom activities; and
- Gain a better understanding of the importance of diversity in healthcare, especially as the demographics of society changes.

"Love what you do and be happy."
GEN 101 Student during in-class exercise.
MAPS has supported, encouraged, and prepared pre-health (more specifically, pre medical) students since 1999. The ultimate goal of MAPS is to produce more competitive health profession applicants, diversify health professional school enrollment, and the health professions workforce. This will be accomplished by better preparing pre-health students who may be from underrepresented groups, medically underserved areas, and/or from a disadvantaged background.

To meet the goals of the organization, MAPS membership provides students with additional academic support, contacts for shadowing opportunities, a strong alumni base, community service involvement, pre-health resources, health career information, and advising/application support.
MAPS 2018-2019 ACADEMIC YEAR HIGHLIGHTS

- 12 MAPS general meetings (which included presentations from current healthcare providers including 2 MAPS alumni, professional school exam prep, case studies, application prep)
- 12 Community Service activities with various organizations (Supplies Over Seas, Uspiritus, American Heart Association, and the Hildegard House)
- 3 Major Collaboration events (Hildegard House Holiday Party, Minority Pre-Health Symposium, Post Bacc/MAPS UofL medical school visit and tour)

From inception, 75 students have matriculated to health professional schools:
- 56 to medical school (31 to the University of Louisville School of Medicine),
- 9 to dental school (all to the University of Louisville School of Dentistry),
- 4 to graduate programs in public health (three to the University of Louisville School of Public Health and Information Sciences);
- 1 to graduate program in Physiology (University of Louisville School of Medicine), 1 to a doctoral program in physical therapy;
- 1 to optometry school; and
- 3 to pharmacy school.
SHPEP, formerly known as SMDEP, is a 6-week academic enrichment program sponsored by the Robert Wood Johnson Foundation for 1st and 2nd year college students interested in medicine, dentistry, nursing or pharmacy, and who are from underrepresented minority/ethnic groups or rural and underserved areas of the country. Housing, meals, and stipends are provided at no cost to students.

The upper-level science material includes Organic Chemistry, Medical Biochemistry, and Human Physiology allowing scholars to master a new way of integrating and applying the basic sciences, utilizing team-based applications. The scholars are given many opportunities to interact with current medical, dental, nursing and pharmacy students as well as the faculty and staff of the UL Schools of Medicine and Dentistry, as well as Sullivan University School of Pharmacy, all with an underpinning of public health concepts.
SHPEP HIGHLIGHTS

“Being a student at SHPEP gave me reassurance about what I actually wanted to do and that I actually want to adopt into the health profession.”

SHPEP STUDENT

The HSC Office of Diversity and Inclusion maintains a database of self reported SHPEP participant outcomes. The SHPEP (formally SMDEP) Program started on the University of Louisville’s campus in 2006.

To date:
- 1090 scholars have gone through the program, including 785 pre-medical, 305 pre-dental, 20 pre-pharmacy, and 15 nursing students.
- Over the last 13 years of the program, 456 former scholars have reported matriculating into a health professional school.
- Out of the 456 scholars, 113 scholars matriculated and graduated from the University of Louisville School of Medicine or School of Dentistry between 2012-2019.
78/80 Scholars completed the full six week program

**FIELDS OF INTEREST:**

2018 CLASS
- 42 pre medical
- 22 pre dental
- 8 pre pharmacy
- 8 nursing

**CLASSIFICATION:**
- 34 first year students
- 46 second year students

Gender: 21 male, 59 female

**REGIONAL BREAKDOWN:**
- 39% KENTUCKY
- 28% REGIONAL
- 33% NATIONAL

**RACIAL BREAKDOWN**
- Black/AA- 39
- White- 17
- Asian- 11
- Multiracial- 9
- Hispanic/Latinx- 10
- Other- 4

Average GPA= 3.63

SHPEP Coordinator, Kiana Fields & 2018-2019 SHPEP students
A Great Place to Learn

Attract and graduate the most talented, diverse student body through meaningful and structured commitment to student success to raise the university's national prominence.
The Kentucky-West Virginia Louis Stokes Alliance for Minority Participation (KY-WV LSAMP) consortium continues its efforts in increasing the number of underrepresented students completing degrees in the fields of science, technology, engineering, and mathematics (STEM). Over the last 13 years, the program has achieved and surpassed its goals of enrolling and graduating more underrepresented students in STEM. More specifically, during the 2018-2019 academic year, the alliance (includes 10 institutions) supported 281 scholars.

out of those scholars, 17% conducted research during the academic year, 25% participated in a full summer internship, and 57% of graduating seniors entered into graduate and/or professional degrees.

The UofL LSAMP program is administered through a collaboration between the Cultural Center and the HSC Office of Diversity and Inclusion.

"Our program strives to provide programming that supports achievement toward increasing the number of underrepresented students who earn baccalaureate degrees in STEM fields, which could lead to matriculation into a STEM graduate program."

2018 Research Symposium
LSAMP HIGHLIGHTS

Program activities and resources focus on outreach, academic support, research, research presentations and conference attendance, mentorship, and peer connections.

DURING THE 2018-2019 ACADEMIC YEAR

52 Scholars Supported

- Hosted 30+ workshops and programs

11% of Scholars conducted research

- Two Scholars conducted international research
- One Scholar received a Fulbright Scholarship

16% OF SCHOLARS PARTICIPATED IN A SUMMER INTERNSHIP
The Post-Baccalaureate Pre-Med Program is designed for career changers. Students have earned a Bachelors’ degree and have a desire to pursue medical school, but lack the pre-med requirements and preparation for medical school admission. Our program is a link with the University of Louisville School of Medicine granting assured admission for our students who are qualified. The program produces competitive applicants for medical school consideration in Kentucky, throughout the United States and abroad. This two-year structured program provides academic enrichment and professional development components.

Academic enrichment allows our students to take the necessary pre-med requirements and optional upper level science courses for medical school and MCAT preparation. Professional development consists of extracurricular activities; shadowing physicians, volunteering, peer mentoring and medical student mentors, team building, cultural awareness presentations and enrichment sessions with guest physician speakers. Our ultimate goal is for our students to successfully matriculate to medical school and become the physician they always wanted to be.

Amorkor Sogbodjor, M.D., Class of 2019
University of Louisville School of Medicine
POST-BACCALAUREATE PRE-MED PROGRAM HIGHLIGHTS

OUTCOMES FOR 2018-2019 PROGRAM GRADUATES

Five students graduated from the program
- Four accepted to UL SOM
- One accepted to UK SOM

2018 Medical School Graduates n=10

University of Louisville n=8
University of Texas Southwestern n=1
University of Missouri n=1

Nine matched for 2018 residency appointments.
One delayed their match for 2019

Residency Specialties

- Anesthesiology
- Emergency Medicine
- Family Medicine
- Med-Peds
- Neurological Surgery
- Physical Med & Rehab
- Psychiatry
COMMUNITY SERVICE & OUTREACH

- **American Heart Association Heart Walk and Fundraiser** - September 2018
- **Making Strides Against Breast Cancer Annual Bake Sale Fundraiser** - October 2018
- **American Cancer Society Making Strides Against Breast Cancer Walk** - October 2018
- **U of L Trew Friends Gift of Life Challenge Event** - November 2018
- **Supplies Overseas** - January 2019 & March 2019
- **Ronald McDonald House – Adopt A Meal** - November 2018
  *One dinner crew and one breakfast crew* - February 2019
- **Trew Friends U of L Chapter Triple Threat Event** - April 2019

**EMILY COMBS**  
2016 Cohort  
2022 ULSOM Class

After graduating with my B.A. in Psychology from the University of Kentucky, I found myself unsure of what to do next. I had always imagined going to graduate school and pursue counseling and research. However, shortly before graduation, I decided – for reasons that still remain a mystery to me – that I no longer wanted to follow this career path. Thus, I graduated without a plan or a job. Fortunately, the employment that I eventually found helped me realize that I had a passion for people and healing. Participating in the UofL Post-Bac Pre-Med Program has truly been one of the best decisions I've ever made. Not only did I have unparalleled support from faculty and advisors that helped me be successful in class, but I gained amazing friendships that have continued into medical school. Gaining acceptance into medical school is as incredible a commitment as medical school itself. I encourage anyone who has a passion to pursue medicine and is looking for support during the career transition to consider the UofL Post-Bac Pre-Med Program.
A Great Place to Learn

Engage students in increasing research that will bolster our prominence among Carnegie classified Research 1 universities.
The HSC Office of Diversity & Inclusion Health & Social Justice Scholars Program is an innovative, flagship program.

The three-year renewable social justice-based interprofessional research scholarship and curriculum is for HSC graduate and professional school students; AuD, DMD, DNP, MD, PhD, beginning their second year.

This program is unique in that it covers concepts and frameworks that are often not included in traditional health sciences professional programs; class oppression, intersectional praxis, racism & anti-racism, and community application and engagement.

The program has successfully matriculated three of the four students in the seminal cohort, with the fourth student slated to graduate in 2020.
Scholar Community Service Project
On April 6, 2019, Scholars served as Youth Ambassadors at the 2nd annual Youth Violence Prevention Symposium, coordinated by Dr. Karen Krigger, held at the Louisville Central Community Center in West Louisville. Scholars participated in and provided moderation for a session on consent for young Black boys.

Incoming Scholars
The Health & Social Justice Scholars Program welcomes seven incoming scholars that make up Cohort Four.

1. Britney Connel, BSN
2. School of Nursing
3. Jason Deakins, School of Public Health & Information Sciences
4. Alice Stry, School of Public Health & Information Sciences
5. Maya McFrael, School of Dentistry
6. Lydia Span & Andrelah De La Ho, School of Medicine
7. Destiney Marquez, School of Dentistry
Scholar Accomplishments

Posters (International conference)

Smith, M., Strategies to decrease nurses’ stress in a federal medical station (FMS) medical needs shelter in the U.S. after a hurricane disaster. World Association for Disaster and Emergency Medicine, Brisbane, Australia. May 2019.

Posters (National conference)


Posters (Regional conference)


Beering, A., Language discordance in undergraduate medical education: A review of the literature. 2019 AAMC Central and Southern GSA/OSR Joint Regional Spring Meeting, Louisville, KY. April 2019
**Posters (Regional conference)**

**Smith, M.,** Nursing students working with the American Red Cross: A win-win for everyone. University of Louisville Celebration Teaching and Learning. University of Louisville, Shelby Campus, Louisville, KY. February 2019.

**Smith, M.,** Personal family disaster plan with a child with special healthcare needs. Graduate Student Regional Research Conference, University of Louisville. February 2019.

**Smith, M.,** Beach., M., Polivka, B., Personal family disaster plan with a child with special healthcare needs. Graduate Student Regional Research Conference at the University of Louisville, Louisville, KY. February 2019.


**Honors & Awards**

**Chatman, J.,** Student Spotlight School of Interdisciplinary Graduate Studies. March 2019.

**Smith, M.,** Distinguished Faculty Award in Service. May 2019.


**Professional & Leadership Activities**

A Great Place to Work

The University of Louisville is a great place to WORK because it is a workplace dedicated to personal growth and professional development. We accomplish this by fostering a culture where faculty, staff and administration live our institutional values.
FACULTY DIVERSITY

Trends in Workforce

5-Year Faculty Trends

A priority for our schools is expanding the diversity of the workforce. Diversity in its' broadest sense expands our talent pool. More importantly, diverse workforces are more effective and creativity. A review of the data reveals little change over the years in this area. As a campus, we have stressed the urgency of aligning our diversity practices with the university’s goal.

Women in Academia

Women continue to be disproportionately under-represented in academia. Representation has been stagnant over the last five years. Strategies are emerging from each of the schools to address this disparity. One such intervention is the application to the National science Foundation for an Advance grant to support women in the Science, Technology, Engineering, and Mathematics (STEM) fields.
A rise in the proportion of males in the workforce is more evident in non-exempt staff over the 5-year trend.

Data is from UofL's Office of Institutional Research and Planning
DIVERSITY IN LEADERSHIP

Diversification of HSC leadership is fundamental to a diverse workforce.

Although there are critical positions over the 5-year period occupied by diverse individuals, overall little progress has been achieved in diversifying the leadership.

FULL-TIME ADMINISTRATORS BY RACE/ETHNICITY

Over the 5-year time span, women are holding more leadership positions.
Cultural Humility is a concept that is more focused on the self, individuals and institutions, than learning about aspects of various cultures as many cultural competency based approaches typically have done.

The Academy is built around exploring and learning skills about critical self-critique/reflection and lifelong commitment to doing so, addressing power differentials in all situations, and holding institutions accountable for the impacts of their policies, structures and practices.

To aid in the interaction of participants and bolster rich discussions, the Academy was a small cohort based to allow participates to build trust and commitment with each other and to explore sometimes difficult topics.

Together participants explored topics in twelve in person sessions, each with their unique, yet interconnected topics.

Participants were required to do pre-work to prepare for sessions, and to reflect on the topics and activities brought up during their sessions. Facilitators of the Academy came from a variety of backgrounds, skill sets and perspectives and were actively involved in sessions. By the end of the Academy each participant gained valuable self-critique skills, and had a plan to implement their new knowledge and skills both personally and back in their departments. The cohort is expected to hold each other accountable and support each other in carrying out their action plans at both the personal and departmental levels.

Session topics included:
- Mapping your journey
- Unconscious bias
- Microaggressions and the cycle of socialization
- Oppression and internalized oppression
- Types of conflict and power dynamics
- Active listening
- Examining power and systemic inequities
- Community based participatory research
- Patients as teachers and experts and cultural humility in classrooms

The pilot cohort of the Cultural Humility Academy was launched in September 2018 with twelve participants from various HSC, Belknap, and community roles.
Unconscious or implicit bias refers to a positive or negative mental attitude or stereotype toward a person or group an individual holds at an unconscious level. Evidence indicates that implicit attitudes among health care professionals can result in unequal treatment in disparate populations. Fortunately, these bias are malleable.

In this workshop participants:

- Explore the science and research of unconscious bias
- Identify how bias and the processes of the unconscious mind can impact critical healthcare decisions and results
- Become aware of your own background, and its impact on your perceptions so you are better able to advocate for inclusion within your organization
- Apply new strategies for practicing more conscious awareness individually and organizationally

SESSIONS OFFERED
The following groups participated in unconscious bias training:
- Post-baccalaureate Premedical Program
- Pediatric Residents
- Pre-dental Students
- Internal Medicine Residents
- First Year Dental Students
- OBGYN Department Faculty
- Gen. 101 Courses
- Public Health Faculty
- Leadership Louisville
- Summer Health Professions Education Program
The term microagression, was initially coined by psychiatrist and Harvard University professor Chester M. Pierce in 1970 to describe insults and dismissals directed toward African American populations. The definition has been expanded by Derald Sue, PhD to describe "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group, particularly culturally marginalized groups."

HSC ODI Spring 2019 roll out of "Becoming an Upstander"

WHAT IS AN UPSTANDER?

Upstander is a person who witnesses a negative situation which requires positive action and responds by taking action to address the situation.
The Reading of Kanafani in Kentucky (3/20/2019) was a collaboration with the Department of Philosophy, Theatre Arts, Urban & Public Affairs, and financial support from the Cooperative Consortium for Transdisciplinary Social Justice Research.
A Great Place to Work

Inspire a culture of care, trust, accountability, equity and transparency by embedding the Cardinal Principles in the fabric of the university.
Diversity and inclusion accountability requires the commitment and engagement of each of us at all levels. It is more than just the numbers and involves a variety of assessments to move us forward. As Edward E. Hubbard, author and diversity return-on-investment measurement expert states, “one of the ‘critical misses’ occurs when organizations fail to assess the entire culture system and infrastructure and processes surrounding the diversity and inclusion change process.” With that “truth” in mind, we continue to focus on the institutional and social context, structures and policies, and human capital to measure our progress.

Disaggregated data of the campus climate survey provided by Dr. Craig Ziegler

It is our goal to create an environment of inclusivity and active engagement of the campus community. An inclusive campus can be accomplished by cultivating a supportive and equitable environment for our workforce by ensuring constituent engagement.
A closer look at HSC constituents overall were compared to white males. The following findings were noted:

- LGBTQ+ community felt senior leadership was “in touch” with campus the community, was fair and supportive. They felt supported by colleagues, and desired to be included in professional development opportunities.

- White women felt recognition through awards was important for job satisfaction. They also felt they received less and inconsistent information, were less informed about relevant policies, and received less informal recognition from their chairs.

- Black men, Black women, and White women felt there were less opportunity for advancement.

Compared to other HSC schools the constituents of the:

- SOD and SON were more positive concerning their schools’ strategic vision and innovation capabilities;
- SOD was more “in touch” with the community.

- SOM provided opportunities for attendance at conferences for professional development.
- SPHIS leadership were good communicators, responsive, and took responsibility.
A Great Place to Invest

Increase productivity and innovation in research, scholarship, and creative activities addressing the Grand Challenges to bolster our prominence among Carnegie-classified Research 1 universities
SCHOLARLY ACTIVITIES

Publications (Peer-Reviewed)


SCHOLARLY ACTIVITIES

Publications (Non-Peer Reviewed)


**SCHOLARLY ACTIVITIES**

Presentations – Grand Rounds/Visiting Professor/Invited Lectureship


5. **Krigger K.** "Current HIV prevention strategies." Department of Obstetrics and Gynecology Grand Rounds. UL School of Medicine, Louisville, Kentucky, November 30, 2018.


8. **Brooks, XR.** "Who are you: Pitching yourself during the admissions process." Minority Pre-Health Symposium. Louisville, KY. February 9, 2019.
SCHOLARLY ACTIVITIES

Poster Presentations


SCHOLARLY ACTIVITIES

Funding Opportunities

Community Grants

1. **Krigger K.** Collaborative Activity with Louisville Free Public Library for Black History Film Series. In-kind Public Relations Costs in local events magazine - $500.00.

2. **Krigger K.** Colon Cancer Prevention Project with (KPC) Kentucky Cancer Project/ (KAAAC) Kentucky African Americans Against Cancer for implementation at Redeemer Lutheran Church 3640 River Park Drive Louisville Kentucky. $1,000.

3. **Krigger K.** Thrivent Action Card for Art and Dance Therapy Session at Youth Violence Prevention Symposium “Uprooting Violence In Our Community “ Louisville Central Community Center 1300 West Muhammed Ali Blvd. $250.00.

4. **Jones VF.** Cultural Competency Workshop. Passport Health Plan. $20,000; 2018.


6. **Jones VF.** The Literacy Project. University of Louisville IT Department. In-Kind Donation books valued at $1,000; 2018.

Jennifer Porter, MD
**SCHOLARLY ACTIVITIES**

**Funding Opportunities**

**Research Grants**


4. **Jones VF.** (PI), Falcone J. (Co-PI), **Babbage S.** (Co-PI), English D (Co-PI), **Hines-Martin** (Co-I), et al. Summer Health Professional Education Program. Robert Wood Johnson Foundation, $330,000; Project Date: November 1, 2018 – October 31, 2019.

SCHOLARLY ACTIVITIES

Awards

1. **Krigger K.** Health Minister of the Year 2019 Norton’s Faith and Ministry
2. **Hines-Martin V.** 2019 Pioneer in Health Equity Award

Other Activities

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOURNAL REVIEWER</td>
<td>2</td>
</tr>
<tr>
<td>ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>BOARD MEMBER</td>
<td>4</td>
</tr>
<tr>
<td>NATIONAL LEADERSHIP POSITIONS</td>
<td>3</td>
</tr>
</tbody>
</table>
A Great Place to Invest

Improve the ease and impact of partnering with the university by building and stewarding mutually beneficial relationships that support student success, faculty productivity, and staff development.

Smoketown residents, Medical Mistrust study partners
Each year, students from 10 health sciences degree programs participate in a 1-day educational symposium focused on interprofessional education as a driver for health equity, held at the Kentucky Center for African American Heritage. The symposium includes over 600 student learners from the University of Louisville Schools of Dentistry, Medicine, Nursing, Public Health and Information Sciences and Social Work, and Sullivan University College of Pharmacy (see table).

The goal of the Culturally Effective Care Symposium is to provide instruction and interprofessional foundational experiences in culturally effective care to equip future health professionals in achieving optimal patient care.
MINORITY PRE-HEALTH SYMPOSIUM

High school and undergraduate learn about career and educational opportunities, tour the Schools of Dentistry, Medicine, Nursing and Public Health & Information Sciences, and meet with advisers and potential mentors. Representatives from the four HSC schools were on hand to discuss with students the skills needed to navigate the road to higher education in the health sciences. The event allowed students to connect with advisers and faculty members who could help them along in the process.

David Kabithe (pictured above), MD was the keynote speaker for the 2019 Minority Pre-Health Symposium. He is a general surgery specialist in Hopkinsville, KY and has been practicing for 17 years. He graduated from University Of Louisville-School Of Medicine in 1997 and specializes in general surgery and vascular surgery.
The Central High School Initiative is a collaboration between the HSC schools and JCPS to explore and learn about health professions. During the spring, CHS students visited the HSC campus. Over 300 students were able to gain insights about each profession. In addition, students participated in hands-on experiences. Long-term engagement continues.
RESEARCH! LOUISVILLE (R!L)

Research!Louisville (R!L), is an annual celebration of health-related research. Its goals are: Generate additional funding for health sciences research; Promote excellence in health sciences research; Promote public awareness of health sciences research; and Promote the Louisville Medical Center.

The goal of the health disparities section of R!L is to highlight the amazing health disparities work of researchers within the university and its’ community partners. Each year, a national speaker in the field is brought in to share their research and engage in conversation with the participants.

The 2018 speaker was Darin A. Latimore, M.D.. Dr. Latimore has been Deputy Dean for Diversity and Inclusion at the Yale School of Medicine (YSM) since January 2017, and is the School of Medicine's inaugural Chief Diversity Officer.

Alongside YSM senior leadership, Dr. Latimore is responsible for developing a comprehensive plan for furthering diversity, equity, and inclusion at the school, including a robust recruitment and retention program for faculty, and students from historically underrepresented medical communities. He coordinates with such groups as the Diversity, Inclusion, Community Engagement & Equity (DICE), the Minority Organization for Retention and Expansion (MORE), the Committee on the Status of Women in Medicine (SWIM), the Committee on Diversity, Inclusion, and Social Justice (CDISJ), and the Dean's Advisory Council on LGBTQ Affairs.
Thirty-six posters were submitted for judging representing a multitude of areas. Although there were many thought provoking topics, the winners of the contest were:

1st place - Mehran Yusuf and associates
“Survival Impact of Prolonged Postoperative Radiation Therapy for Patients with Glioblastoma treated with Combined-Modality Therapy”

2nd place - Mohsen Mohammadi and associates

3rd place - Jade Montanez Chatman and associates
“The Perceptions of Pre-Nursing High School Students about Success in Nursing Education”

The Perceptions of Pre-Nursing High School Students about Success in Nursing Education

Jade Montanez Chatman, Health & Social Justice Scholar, Cohort 1
A Great Place to Invest

Create social, cultural, and learning opportunities that bring people to campus or bring the campus to people through virtual and external partnerships that improve quality of life by leveraging faculty, staff, and student expertise and talent.
The Youth Violence Prevention Symposium was designed to help children and their families recognize the effects of violence and provide parental education about responsibility and effective parenting skills. A planning group of 13 community churches and organizations was coordinated by Dr. Karen Krigger. Over 150 participants attended the free day long symposium for community adults and youth at the Louisville Central Community Center, including multiple media contacts. Large and small group sessions were held. Speakers included persons from:

- UL SPHIS
- Mayor’s Office of Safe and Health Neighborhoods
- UL Hospital Trauma Institute
- JCPS
- Path (People Against Trafficking Humans)
- SPAVA (Society for the Prevention of Aggressiveness and Violence among Adolescents)
- Louisville Metro Dept. of Health and Wellness
- Phoenix Rising Wellness
- Little Hands and Little Feet
- Metro Parks
- Youth Build
- Kentuckiana Works Re-image
- Kentucky Youth Career Center
- NAMI (National Alliance on Mental Illness)
- Centerstone
- Peace ED/ Pivot 2 Peace
- Family Health Center Portland

and many other private community health providers.

“Do all you can to get at risk youth exposed to inspirational mentors.” - Participant survey comment
FREE PUBLIC LIBRARY: BLACK HISTORY FILM SERIES

Selected films were followed by panel discussions composed of UL faculty and community leaders. The goal of the series was to engage community conversation in current issues affecting black culture, politics, and outcomes. From administered surveys, attendees were from all races, genders, sexuality, and zip codes. Dr. Karen Krigger MD, Office of Diversity and Inclusion organized the film series and served as panel moderator for all films:

- The Immortal Life of Henrietta Lacks
- Moonlight
- Black Panther
- Thirteenth

“Better than expected, especially with the panel afterward.”

FILM SERIES ATTENDANT
REDEEMER LUTHERAN CHURCH PARTNERSHIP

Activities occurring at the site consisted of:

- Colon Cancer Intuitive with the Kentucky Cancer Project (KPC) / Kentucky African Americans Against Cancer (KAAAC).
- 26th Annual Community Block Party and Health Fair providing basic health screenings which is provided by HSC students (schools of dentistry, audiology, medical, and nursing) with the James Graham Brown Mobile Mammography Unit. Over 300 people in attendance + local TV coverage.
- **Emmaus** Ministries Heart To Hand Dinners providing a free dinner to HIV positive patients, their friends, and family.
- Camp Heart to Heart - 20 year organization providing a camp for children in HIV affected families via Lions Camp Crescendo Lebanon Junction, Ky. July 8- July 12. Coordinated drop off and pick up for children.

Activities Include

- Emmaus Ministries Play Deception – Petitioned the Church Council and coordinated the distribution of $500.00 worth of tickets to this HIV prevention play for dispersal to the community.
- Needle Exchange Van via VOA (Volunteers of America) and the Louisville Metro Department of Health and Wellness.
HELP (Health Equity Learning Initiative) once a month during the Dare to Care Food Pantry – ODI HSC provided $250.00 in securing funding for glucose checks, asthma assessments, blood pressure checks, weight assessment. Additional funding was received for the $20.00 Kroger gift card drawing each month for screening participants. Fund raising assistance to the church’s HIV Initiative Project Compassion provided $5.00 Kroger gift cards for each HIV rapid test.

**Activities**

- Fall and Spring Semesters 10 community nursing students with nursing school faculty Beverly Williams-Coleman provided basic health screenings with Redeemer Church supplies and $20.00 drawing for Kroger gift card at the end of each session
- Medical students and dental students provided services in service learning formats
- Influenza Vaccines were obtained from Middletown Christian Church for administration.
- Louisville Metro Department of Health and Wellness provided free rapid HIV testing each month with $5.00 gift cards secured through funding
- UL grant initiatives announced in UL Today were shared with food pantry participants
- Recruitment for Patient Simulation – info given to food pantry participants
The HSC Poverty Simulation is a unique tool that helps people begin to understand what life is like with a shortage of money and an abundance of stress. During a simulation, participants role-play the lives of low-income families, including single parents, people with disabilities, and senior citizens on Social Security. The task of each family is to provide for food, shelter and other basic necessities during four 15-minute "weeks." Families interact with community resources to navigate each week. The volunteers who serve in the community resource roles, are actual community members who have intimate experience and/or knowledge of poverty.

Participants will gain increased awareness of the financial barriers to patient compliance in low income populations; better understanding of the challenges faced by those living in poverty; and identify opportunities for increased connections with other health professionals and community agencies to lessen obstacles for patients.

**Dates of Poverty Simulation:**
- July 6, 2018
- September 5, 2018
- February 6, 2019
ANNUAL FINANCIAL REPORT

Prepared by Steven Osborne
<table>
<thead>
<tr>
<th>Program</th>
<th>P0166 HSC Office of Diversity &amp; Inclusion</th>
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## Culturally Effective Care Symposium

### Financial Summary

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# POST-BACCALAUREATE PRE-MED PROGRAM FINANCIAL SUMMARY

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### SUMMER HEALTH PROFESSIONS EDUCATION PROGRAM (SHPEP) FINANCIAL SUMMARY

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*Some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.*
## LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP) FINANCIAL SUMMARY

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<th>Program Description</th>
<th>GB140739 LSAMP: KY-WV Mid-Level Alliance Grant 09/15/2013-12/31/2018</th>
<th>GB140739A LSAMP: KY-WV Mid-Level Alliance Grant 09/01/2017-12/31/2018</th>
<th>GB180623 LSAMP: KY-WV Mid-Level Alliance Grant 09/01/2018-8/31/2020</th>
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*Some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.*
### CULTURAL RESPONSIVE CHILD LITERACY PROGRAM FINANCIAL SUMMARY

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*Some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.*