

UNIVERSITY OF LOUISVILLE HEALTH SCIENCES CENTER OFFICE OF DIVERSITY & INCLUSION



ANNUAL REPORT



2018-2019

Letter From The Associate Vice President for Health Affairs/Diversity Initiatives	Pg. 3
HSC ODI Vision and Mission	Pg. 4
Cardinal Principles	Pg. 5
A Great Place to Learn	Pg. 6
A Great Place to Work	Pg. 25
A Great Place to Invest	Pg. 36
Appendix	

TABLE OF CONTENTS

Message from the Associate Vice President for Health Affairs/Diversity Initiatives

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

HSC OFFICE OF DIVERSITY & INCUSION

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

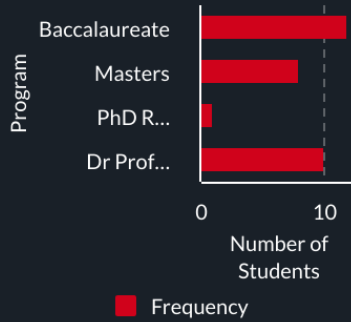
because it prepares students
for success now, next and
beyond. We accomplish
this by supporting the
whole student through
transformative, purpose-
driven and engaged
learning.

Student Diversity

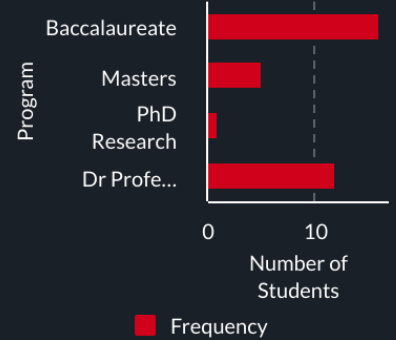
Degrees Earned by Race & Ethnicity

2018-2019

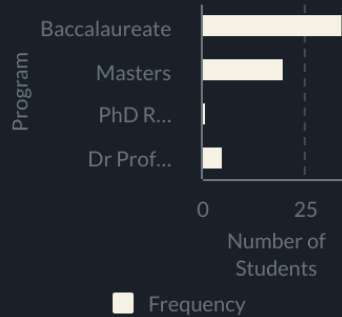
Hispanic/Latinx



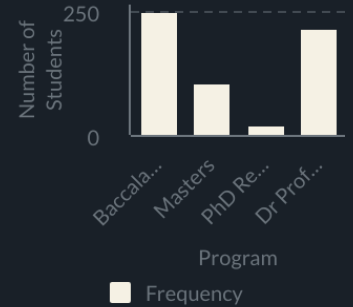
2 or More Races



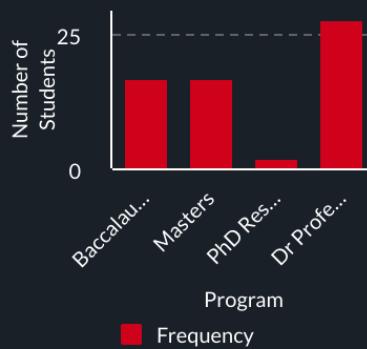
Black



White



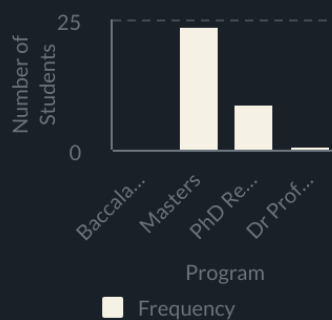
Asian



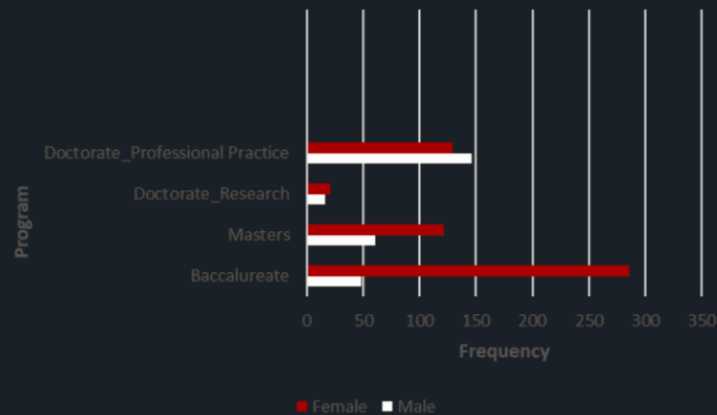
Race Unknown

Baccalaureate- 1
Dr. Professional Practice- 2

Non-Resident Alien



Degrees Earned by



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 pre health, 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.**

GEN 101: DIVERSITY IN HEALTH PROFESSIONS



MULTICULTURAL ASSOCIATION OF PRE-HEALTH STUDENTS (MAPS)

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 Cohort



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.

MAPS 2018-2019 Cohort



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.

Some SHPEP Alumni and Current UofL Dental Students



**SUMMER HEALTH
PROFESSIONS
EDUCATION
PROGRAM (SHPEP)**

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.

2018-2019 SHPEP Cohort



SHPEP HIGHLIGHTS (CONT.)

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

REGIONAL BREAKDOWN:

- 39% KENTUCKY
- 28% REGIONAL
- 33% NATIONAL

CLASSIFICATION:

- 34 first year students
- 46 second year students

Gender: 21 male, 59 female

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





Graduate School GSRRC
Conference

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.

LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP)

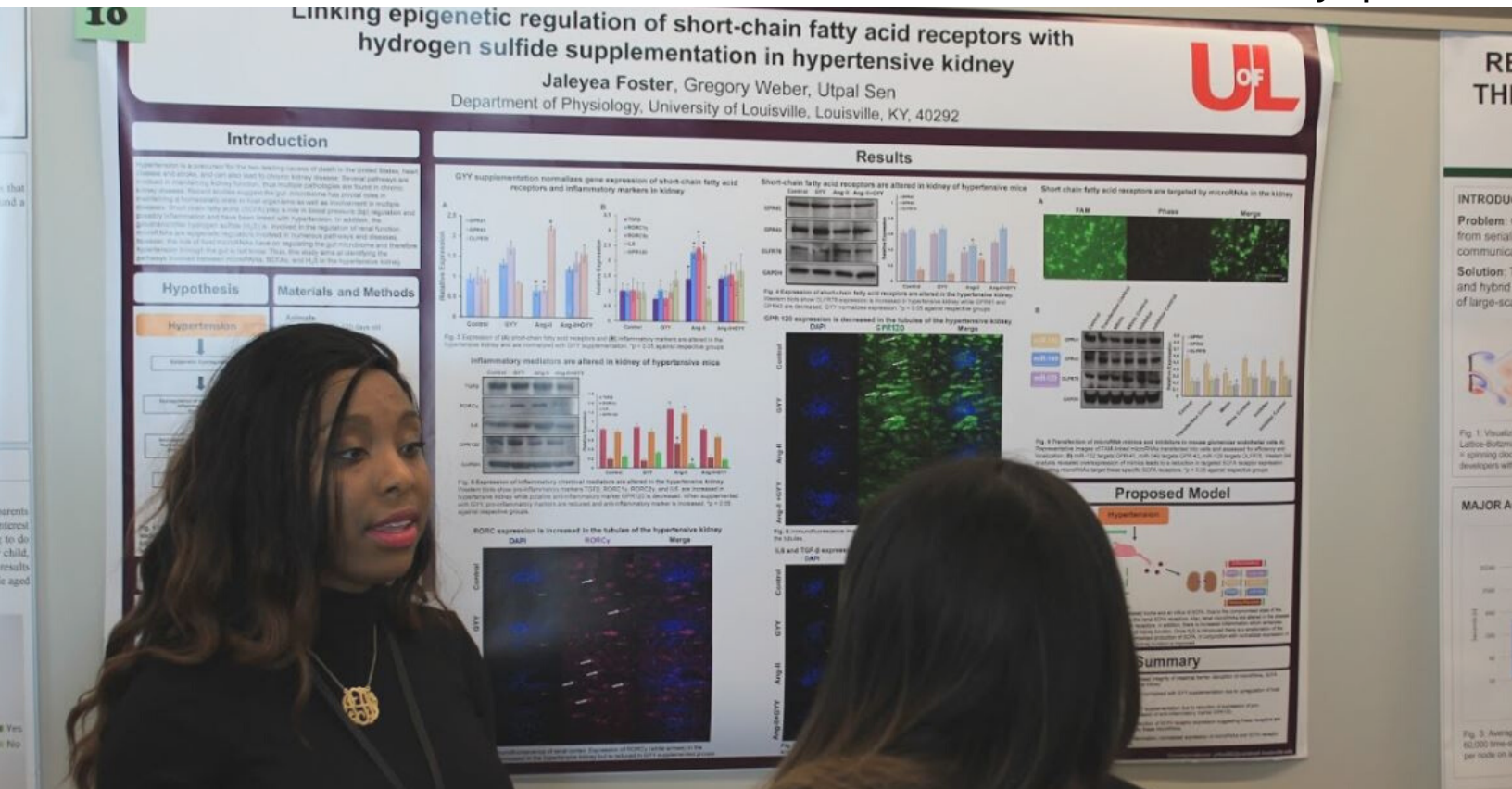
The Kentucky-West Virginia Louis Stokes Alliance for Minority Participation (KY-WV LSAMP) consortium continues its efforts in increasing the number of underrepresented students completing degrees in the fields of science, technology, engineering, and mathematics (STEM). Over the last 13 years, the program 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



LSAMP 2018-2019 cohort

16% OF SCHOLARS PARTICIPATED IN A SUMMER INTERNSHIP

POST-BACCALAUREATE PRE-MED PROGRAM

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

2019

**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

Anesthesiology

Emergency Medicine

Family Medicine

Med-Peds

Neurological Surgery

Physical Med & Rehab

Physical Med & Rehab

Psychiatry

POST-BACCALAUREATE PRE-MED PROGRAM HIGHLIGHTS (CONT.)

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.



HSJS Coordinator Xian Brooks, MPH & First Cohort graduate Mallika Sabharwal, MD

HEALTH & SOCIAL JUSTICE SCHOLARS (HSJS)

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.



Dean of UofL SHPIS & First HSJS Cohort graduate, Tasha L. Gplden, PhD

HSJS PROGRAM HIGHLIGHTS



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.



2019-2022 HSJS Cohort 4



HSJS mixed cohort, community service day

Top: Scholars Jade Chatman (Nursing) & Makkila Sabharwal (Medicine)

HSJS PROGRAM HIGHLIGHTS (CONT.)



Cohort 4, Tom Owen, Ky Alliance members,
at Carl & Anne Braden Memorial Center

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)

McBride, D., An exploration of healthcare needs, stigmas and disparities faced by LGBTQ populations in the treatment of chronic neurological disease in Louisville, KY. LGBT Health Workforce Conference, New York. May 2019.

Posters (Regional conference)

Smith, M. & Christian, B., Concept analysis: Parental stress associated with children with special healthcare needs and disaster preparedness. Midwest Nursing Research Society (MNRS), Kansas City, Missouri. March 2019.

Beerling, 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

HSJS PROGRAM HIGHLIGHTS (CONT.)



Posters (Regional conference)

Tasha L. Golden, PhD, HSJS Cohort 2

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.

McBride, D., An exploration of healthcare needs, stigmas and disparities faced by LGBTQ populations in the treatment of chronic neurological disease in Louisville, KY. LGBT Health Workforce Conference, New York. May 2019.

Honors & Awards

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

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

Chatman, J., National Black Nurses Association, National Diversity Committee. May 2019.

Professional & Leadership Activities

Smith, M., Hines-Martin, V. University of Cincinnati Leadership Education in Neurodevelopmental and related Disabilities (LEND) Training Program-Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio: 2019-2020. Health Resources & Service Administration (HRSA)- August 2019 to April 2020.



HSC Lab Safety Fair

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.

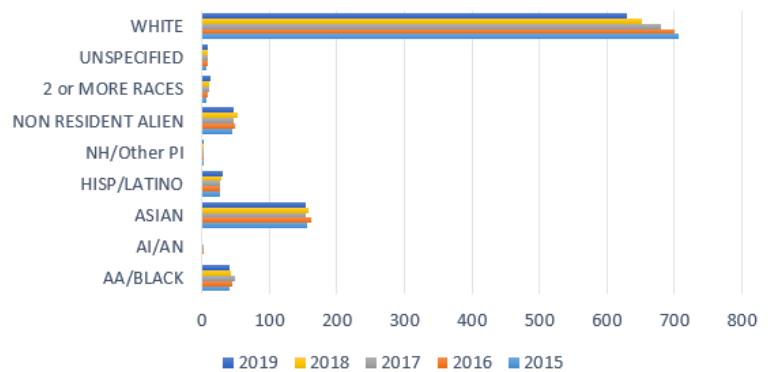
FACULTY DIVERSITY

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.

Full Time Faculty By Race/Ethnicity

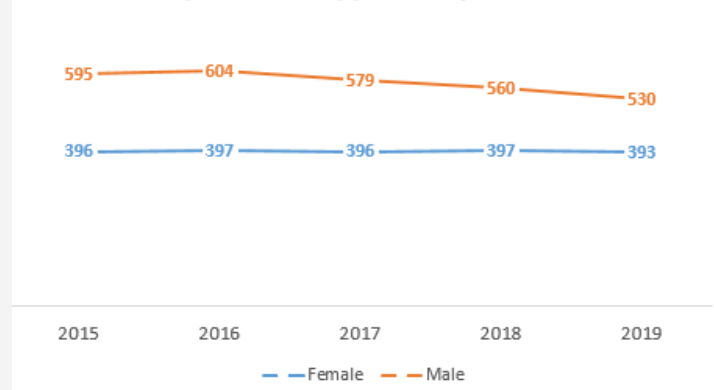


Data is from UofL's Office of Institutional Research and Planning

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.

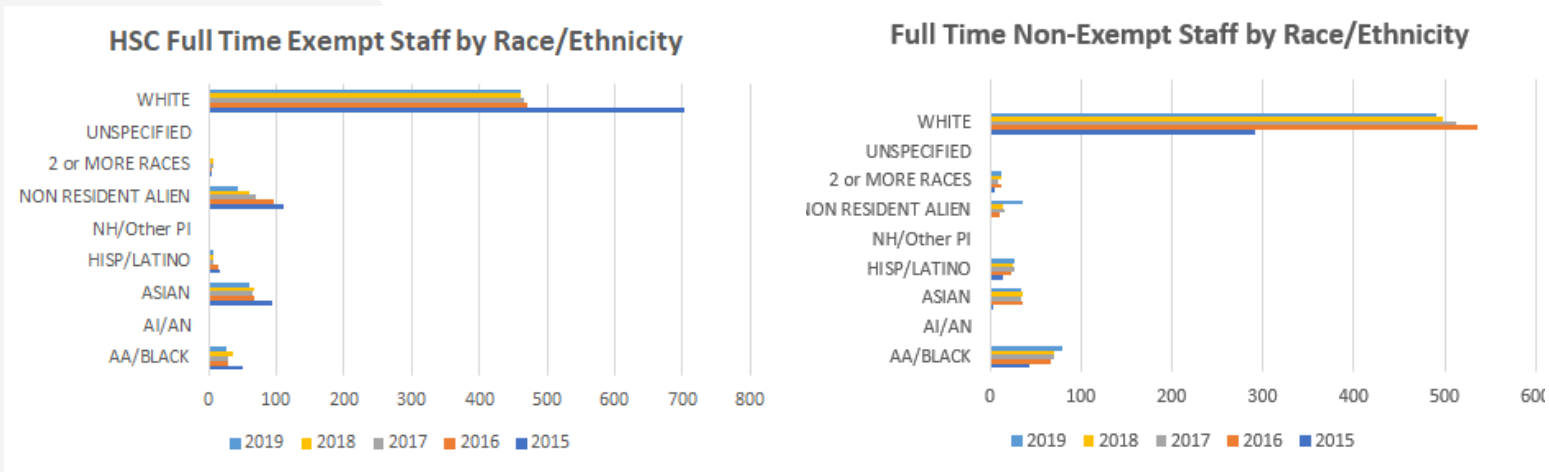
FULL TIME FACULTY BY GENDER



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

EXEMPT & NON-EXEMPT STAFF BY RACE/ETHNICITY

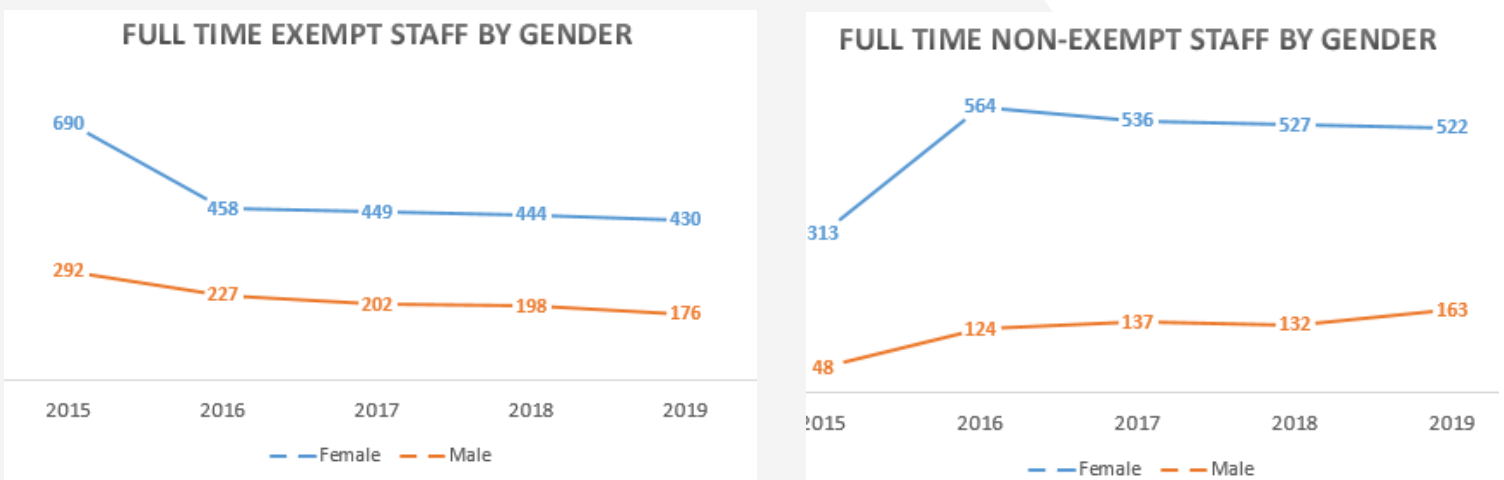
Between 2015 and 2016, many staff were reclassified from exempt to non-exempt position. For years 2016 to 2019, there is has been little change in racial categories.



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

EXEMPT & NON-EXEMPT STAFF BY GENDER

A rise in the proportion of males in the workforce is more evident in non-exempt staff over the 5-year trend.



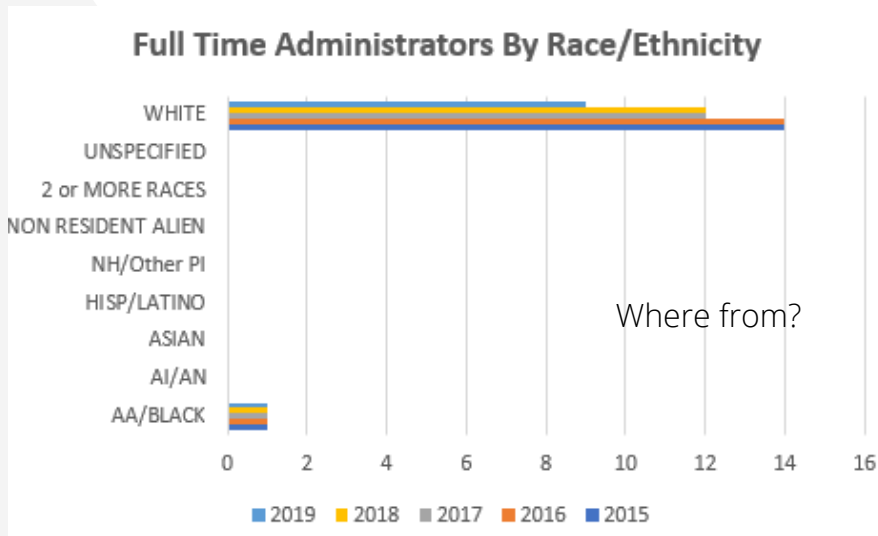
Data is from UofL's Office of Institutional Research and Planning

DIVERSITY IN LEADERSHIP

Diversification of HSC leadership is fundamental to a diverse workforce.

FULL-TIME ADMINISTRATORS BY RACE/ETHNICITY

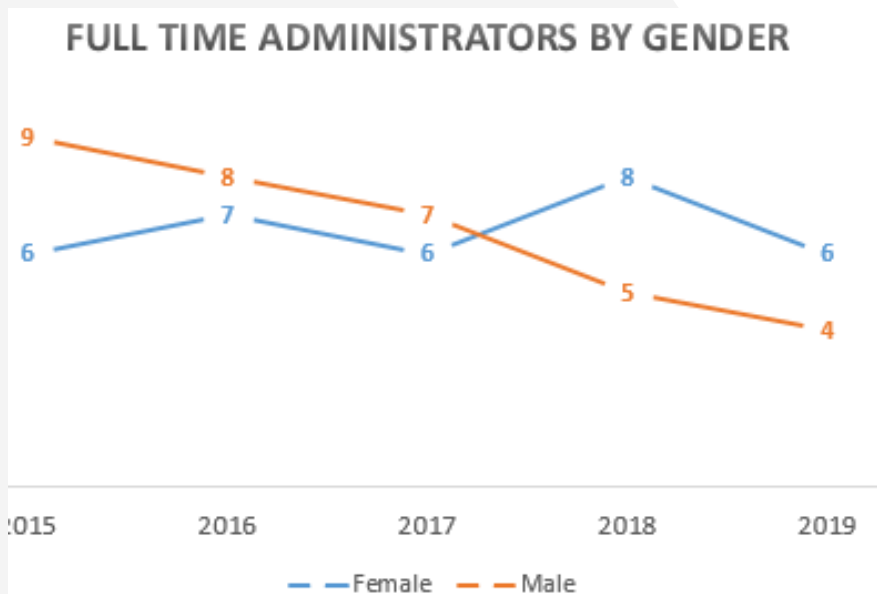
Although there are critical positions over the 5-year period occupied by diverse individuals, overall little progress has been achieved in diversifying the leadership.



Where from?

FULL-TIME ADMINISTRATORS BY GENDER

Over the 5-year time span, women are holding more leadership positions.



Where from?



CULTURAL HUMILITY ACADEMY

Led by: Ryan Simpson and Co

Facilitated by: Marian Vasser, Trinidad Jackson, Ramzi Sabree and David Owen

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 participants to build trust and commitment with each other and to explore sometimes difficult topics.

The pilot cohort of the Cultural Humility Academy was launched in September 2018 with twelve participants from various HSC, Belknap, and community roles.

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*

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.

UNCONSCIOUS BIAS



UNCONSCIOUS BIAS WORKSHOPS

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

MICROAGGRESSIONS WORKSHOPS

The term, microaggression, 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"



Become An Upstander

What are micro-aggressions?

Everyday verbal, non-verbal and environmental slights, snubs or insults (intentional or not) that communicate derogatory, hostile, or negative messages to a target group based on marginalized membership.**

Examples:

"What are you?" | "Those people are..."
Calling something you find strange "gay"
"Where are you really from?"

Strategies:

- Assume good intent & explain impact.
-
- Ask questions to start a discussion.
-
- Use direct communication.
-
- State that you are uncomfortable.
-
- Offer support to those directly affected.
-
- Be a consistent champion of change.

UNIVERSITY OF LOUISVILLE | NORTON Children's Hospital
Health Science Center, University of Louisville, Louisville, KY 40202


** Sue et al 2007

The Department of Pediatrics

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.

Reading Kanafani in Kentucky





Reading Kanafani in Kentucky invites Louisvillians to participate in a public conversation about the loss of home, involuntary relocation, belonging, and the struggle to return or replace what was lost. Please join us for a reading of a powerful new adaptation of Ghassan Kanafani's *Returning to Haifa* by playwrights Ismail Khalidi and Naomi Wallace, followed by a facilitated audience conversation about personal experiences with the themes of the play.

All readings are free and open to the public!

Feb 27, 5:30 p.m./Western Library, 10th & Chestnut	Mar 6, 6:30 p.m./South Central Library, near Jeff. Mall
Feb 28, 6:30 p.m./Iroquois Library, 6th & Woodlawn	Mar 20, 12:00/UofL Kornhauser Aud, Preston & All
Mar 1, 7:30 p.m./Ramsi's Cafe, Bardstown & Longest	Mar 21 & 22, 7:30/UofL Thrust Theatre, Floyd St.

Research supported by the University of Louisville's Cooperative Consortium for Transdisciplinary Social Justice Research louisville.edu/socialjustice, in partnership with the Fellowship of Reconciliation, Kentucky Refugee Ministries, and LFPL. Also thanks to UofL Departments of Philosophy, Theatre Arts, and Urban & Public Affairs, and the Peace, Justice, & Conflict Transformation Program.

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



BROWN BAG LEARNING OPPORTUNITIES



Pres. Neeli Reception at HSC

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.

Fall 2018 Campus Climate and Diversity Survey: HSC Campus Demographic Comparisons

Demographic Predictor Variables		N	To what extent do you agree with the following statements about the current senior leadership at UofL: Higher scores reflect better outcomes: 1=Strongly disagree 2=Disagree 3=Neither disagree nor agree 4=Agree 5=Strongly agree.					
			In touch with the campus community	Fair	Supportive	Innovative	Take responsibility	Responsive
Race and Gender	White male (Referent)	128	3.32	3.52	3.41	3.21	3.35	3.34
	White female	338	3.44	3.52	3.48	3.49	3.61	3.52
	White other	2	5.00	5.00	5.00	4.50	4.00	4.50
	Black male	4	3.50	3.00	3.25	3.25	2.50	3.75
	Black female	42	3.30	3.28	3.40	3.40	3.28	3.38
	Other male	25	3.60	3.52	3.48	3.48	3.68	3.60
	Other female	32	3.84	3.75	3.78	3.69	3.72	3.81
	- Race: White Gender: No response	1	4.00	3.00	3.00	3.00	4.00	3.00
	- Race: Black Gender: No response	1	4.00	5.00	5.00	3.00	4.00	4.00
	- Race: Other Gender: No response	1	1.00	2.00	1.00	2.00	2.00	-
	- Race: No response Gender: male	11	3.36	3.27	3.27	3.00	3.00	3.09
	- Race: No response Gender: female	26	3.28	3.24	3.29	3.32	3.25	3.21
	- Race: No response Gender: No response	42	2.60	2.90	3.00	2.81	2.81	2.83
Sexual Orientation	Straight/Heterosexual (Referent)	521	3.41	3.49	3.45	3.38	3.49	3.45
	* LBG	42	3.76	3.86	3.97	3.85	3.85	3.80
	* Other: Queer, Pansexual, Demisexual, Asexual	4	4.25	4.25	4.25	4.00	3.75	4.25
	Prefer not to answer/No response	86	2.93	3.04	3.08	3.10	3.10	3.12
Disability Status	No disability (Referent)	610	3.38	3.48	3.44	3.39	3.48	3.44
	Disability	35	3.53	3.36	3.48	3.30	3.45	3.45
	Prefer not to answer/No response	8	2.38	2.63	2.63	2.63	2.63	2.75
Role	Administrators (Referent)	4	4.25	4.50	4.50	4.25	4.50	4.50
	Faculty	183	3.35	3.54	3.35	3.19	3.41	3.33
	Staff	466	3.38	3.42	3.46	3.44	3.48	3.48

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.

2018 CLIMATE SURVEY

SURVEY HIGHLIGHTS

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.

HSC LGBT Director Bláz Bush, & Dominique Jackson



- 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)

1. Flores G, Mendoza F, DeBaun M, Fuentes-Afflick E, **Jones VF**, Mendoza JA, Raphael JL, Wang CJ. Keys to academic success for under-represented minority young investigators: recommendations from the Research in Academic Pediatrics Initiative on Diversity (RAPID) National Advisory Committee. *International Journal for Equity in Health*. 2019; 18(1):93. doi: 10.1186/s12939-019-0995-1.

2. Davis DW, Williams PG, **Jones VF**, et al. Longitudinal Trends in the Diagnosis of ADHD and Stimulant Use in Preschool Children on Medicaid. *Journal of Pediatrics*. 2019;;207:185-191.e1. doi: 10.1016/j.jpeds.2018.10.062

3. **Jones VF** and the Committee of Early Childhood, Adoption and Dependent Care. Comprehensive Health Evaluation of the Newly Adopted Child-Revised. Clinical Report. *Pediatrics*. 2019;143(5); DOI: <https://doi.org/10.1542/peds.2019-0657>

4. W. David Lohr, Deborah Winders Davis, Carla A. Rich, Lesa Ryan, **V. Faye Jones**, P. Gail Williams, Gilbert C. Lui, Charles R. Woods, Nicole Sonderman, Natalie Pasquenza & Kyle B. Brothers. Addressing the mental healthcare needs of foster children: perspectives of stakeholders from the child welfare system, *Journal of Public Child Welfare*. 2018; DOI: 10.1080/15548732.2018.1477651



Deborah Winders Davis, PhD

SCHOLARLY ACTIVITIES

Publications (Non-Peer Reviewed)

1. **Hines-Martin, V.** & Prymachuk, S. Reflections from the outgoing and incoming presidents. Archives of Psychiatric Nursing. 2019; 33(3): A5.
2. **Hines-Martin, V.** Microaggressions and invisibility. University of Louisville Health Sciences Celebrating Diversity Newsletter (Special Edition). 2019; Summer:7.
3. **Krigger K.** Are You A Perpetrator of Microaggressions? How do you know if you are? UL Celebrating Diversity Newsletter. HSC Office of Diversity and Inclusion, Diversity Committees, & Commission on Diversity and Racial Equality. 2019; April 2019.
4. **Jones VF.** Did that really happen? HSC Celebrating Diversity Newsletter. Summer ed. 2019; 1-2.
5. Schulte EE, **Jones VF.** Report updates initial health evaluation needed for newly adopted children. AAP News. April, 2019.
6. **Jones VF.** Changing the faces of STEM. HSC Celebrating Diversity Newsletter. Fall ed. 2018; 1-2.
7. **Jones VF.,** Morris M. Child hunger: A hidden epidemic. Louisville Magazine. 2018;66(6):15-17.



Vicki Hines-Martin, PhD, PMHCNS, RN, FAAN

SCHOLARLY ACTIVITIES

Oral Presentations (Oral)

1. Wilson S, Latimore D, **Jones VF.**, Seidenstein J. "Responding to Racism in Health Care Professions." 32nd Annual National Conference on Race & Ethnicity in American Higher Education. Portland Oregon. May 28th- June 1, 2019.

2. Davis D, **Jones VF.**, et al. "Use of Stimulants and Alpha-2 Agonists for Treating ADHD in Preschool-age Children receiving Medicaid from 2012-2017", 2019 Pediatric Academic Societies (PAS) Annual Meeting, Baltimore, Maryland, April 27-30, 2019.

3. Latimore D, **Jones VF.**, Wilson S, Seidenstein J. "Developing and Implementing Effective Strategic Diversity Plans." AAMC GBA/GDI/GIP 2019 Spring Meeting. Chicago, IL. April 11, 2019.

4. Latimore D, **Jones VF.**, Wilson S, Seidenstein J. "Chief Diversity Officers Using a Multi-prong Approach to Ensure the Success of URM Health Professional Students" . 2019 Annual NADOHE Conference. Philadelphia, PA. March 6-9, 2019

5. **Jones VF.** Invited RIME Discussant: "Addressing Implicit Bias." 2018 AAMC Learn, Serve, Lead National Conference. Austin, Texas. November 2-6, 2018.

6. **Jones VF.** "Wishing for Wakanda: The Path to Adolescent Wellbeing." Make It Matter! Make It Happen! Make a Healthy Lifestyle. 3rd Annual Conference. Chattanooga, TN. September 8, 2018.

Wishing for Wakanda: The Path to Adolescent Wellbeing



V. Faye Jones, MD, PhD, MSPH
Associate Vice President for Health Affairs/
Diversity Initiatives
Vice Chair for Inclusive Excellence and Professor
of Pediatrics
University of Louisville

**Presentation at the The National Coalition of
100 Black Women**

SCHOLARLY ACTIVITIES

Presentations – Grand Rounds/Visiting Professor/Invited Lectureship

1. **Krigger K.** "Disbanding the Stigma of HIV: What is the "non-transmissible" HIV status?" UL Family and Geriatric Medicine Grand Rounds, Louisville, KY, July, 2018.
2. **Jones VF.** 2018 Leadership Panel: Blooms Conference. Northeast Christian Church, Louisville, KY. September, 2018.
3. **Jones VF.** Women leading West Louisville, Panel Discussion. Sponsored by Greater, Louisville, Inc. Louisville, KY. October 11, 2018.
4. **Jones VF.** "Wishing for Wakanda: The path to adolescent wellbeing." Make It Matter! Make It Happen! Make It A Healthy Lifestyle! The National Coalition of 100 Black Women, Chattanooga Chapter, Inc. (NCBW). Chattanooga, TN, September, 2018.
5. **Krigger K.** "Current HIV prevention strategies." Department of Obstetrics and Gynecology Grand Rounds. UL School of Medicine, Louisville, Kentucky, November 30, 2018.
6. **Krigger K.** "Health equity patient panel." UL School of Dentistry, Louisville, Kentucky. February 8, 2019.
7. **Jones VF.** "Women in Medicine." Minority Pre-Health Symposium. Louisville, KY. February 9, 2019.
8. **Brooks, XR.** "Who are you: Pitching yourself during the admissions process." Minority Pre-Health Symposium. Louisville, KY. February 9, 2019.



Xian R. Brooks, MPH. Program Coordinator

SCHOLARLY ACTIVITIES

Poster Presentations

1. Davis D., **Jones VF.**, et al. "Disparities in Rates of ADHD Diagnosis and Treatment by Race/Ethnicity in Youth receiving Kentucky Medicaid in 2017." 2019 Pediatric Academic Societies (PAS) Annual Meeting. Baltimore, Maryland, April 27-30, 2019.
2. **Jones VF.**, Adams K. "Healthy Me! A university-community collaborative." 2018 AAP Community Pediatrics Awards and Poster Display. 2018 AAP National Conference and Exhibition Annual Meeting. Orlando, FL. November 2-6, 2018.
3. Porter J., **Jones VF.**, Simpson R, Washington A, Whitmore K, Pasquenza N. Ziegler C, et al. "Black men as agents of change in children's literacy success: A study of the effect of volunteer readers and early literacy behaviors in a pediatric clinic waiting room." Research!Louisville 2018. University of Louisville, Louisville, KY. October 9-12, 2018.
4. Kuo D, Harris M, **Jones VF.**, et al. "Healthy food options contributed by international food markets in Jefferson County, Kentucky." Research!Louisville 2018. University of Louisville, Louisville, KY. October 9-12, 2018.
5. Sabharwal M., Edmonds T., Miller J., **Jones VF.**, et al. "Building trust with our Smoketown neighbors: Understanding individual and systemic barriers." Research!Louisville 2018. University of Louisville, Louisville, KY. October 9-12, 2018.



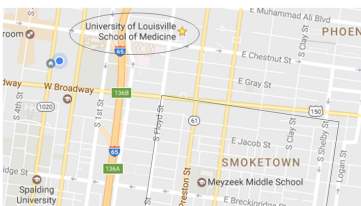
Understanding Medical Mistrust in a Community of Color Adjacent to an Academic Medical Center



Mallika Sabharwal, BS¹, Theo Edmonds JD, MHA, MFA², Katie F. Leslie, PhD³, Craig Ziegler, PhD^{1,3}, V. Faye Jones, MD, PhD, MSPH^{1,3}
University of Louisville School of Medicine¹, IDEAS xLab², University of Louisville Health Sciences Center Office of Diversity and Inclusion³

Background

- Medical mistrust stems from historic events and institutional racism that perpetuate discrimination in society, causing the disbelief of individuals in a homogeneous healthcare system and its providers.
- Medical mistrust has been linked to underutilization of healthcare and disparate health outcomes.
- Residents of Smoketown, a low-income, predominantly African American neighborhood adjacent to an academic medical center, experience the highest rates of diabetes, heart disease, stroke, and cancer with an average life expectancy of just 69.4 years.¹



Methods

QUANTITATIVE

- In order to examine perceptions of medical mistrust, the Medical Mistrust Index (MMI)² will be administered to a sample of Smoketown residents and providers (physicians, nurses, and dentists) within an academic medical center.
 - measure the level of medical mistrust in a cohort of Smoketown community members
 - measure the level of medical mistrust in a cohort of healthcare providers affiliated with the University of Louisville
 - analyze and compare the results between Smoketown citizens and people within the local healthcare system
- Independent sample t-tests will be conducted to examine differences between community members and providers.

QUALITATIVE

- Focus group participants will be recruited via a convenience sample of survey participants who elect to be contacted for follow up
- Focus group guide will be developed following analysis of MMI survey data
- Creative expression focus group discussions will be conducted to validate survey analysis and further explore areas of difference.
 - Focus group guide will be developed based on analysis of MMI data
 - At the conclusion of each focus group, participants will create six-word memoirs exemplifying their experiences.
- Focus group transcripts and six-word memoirs will be analyzed using a grounded theoretical approach.

Timeline



Conclusions

- Results will be shared with and confirmed by Smoketown residents in a public forum and used to develop an initiative to foster greater dialogue and trust between a low-income community of color and a neighboring academic medical center.
- This could lead to:
 - a) Additional research/initiatives on how to foster trust between healthcare systems and communities
 - b) Program or policy development that encourages healthcare providers and students in training to do more work in the community
 - c) New approaches in building trust with the community they serve
- The long-term goal is to develop future programs and policies that foster trust, enhanced patient-provider interactions, and improved health outcomes for community members.

References

1. Louisville Metro Department of Public Health and Wellness. Louisville Metro Health Equity Report. 2014. Retrieved February 24, 2018 from https://louisvilleky.gov/sites/default/files/health_and_wellness/chealth_equity_report/her2014_7_31_14.pdf

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.
5. **Jones VF., Simpson R., Porter J.** The Literacy Project. Louisville Metro Government. \$5,000: 2019.
6. **Jones VF.** The Literacy Project. University of Louisville IT Department. In-Kind Donation books valued at \$1,000; 2018.



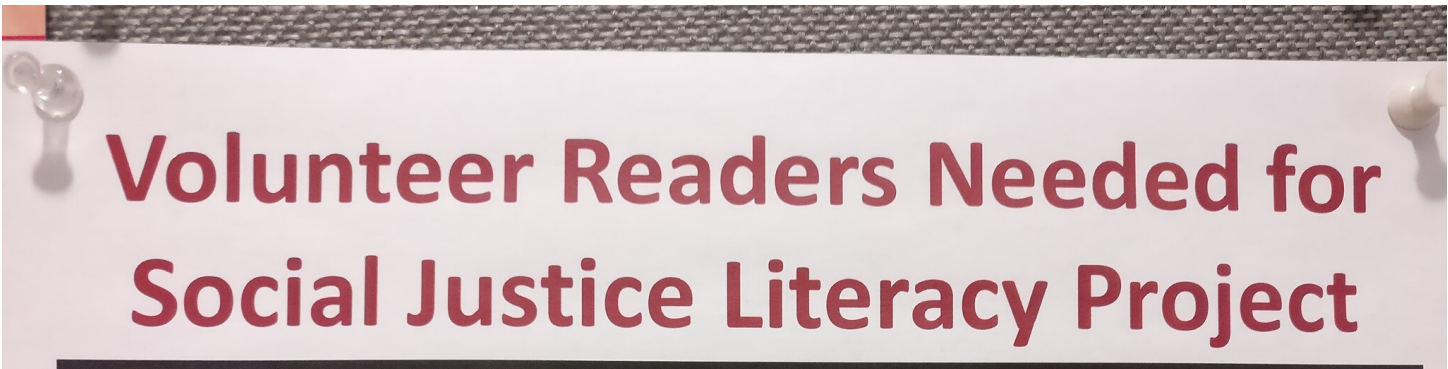
Jennifer Porter, MD

SCHOLARLY ACTIVITIES

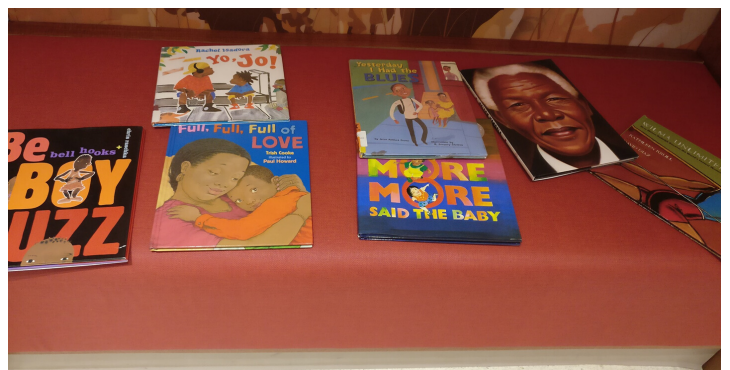
Funding Opportunities

Research Grants

1. Kerr J. (PI), **Krigger K. (Co-PI)**. Increasing Pre-Exposure Prophylaxis among High-risk African Americans in Louisville, KY. Jewish Heritage Fund for Excellence. Project Dates: 1/2018-12/2020.
2. Truncois-Haynes E., Fosl C., (Lead Work Group: **Jones VF.**, Powell C, Wendell M). Cooperative Consortium for Transdisciplinary Social Justice Research. University of Louisville, \$250,000, Project Dates: 1/1/18/2018-12/31/2018.
3. Whitmore K, **Jones VF.**, **Simpson R.**, **Ziegler C.**, Leslie K, et al. Black Men as Agents of Change in Children's Literacy Success: A Study of the Effects of Volunteer Readers and Early Literacy Behaviors in a Pediatric Clinic Waiting Room. Cooperative Consortium for Transdisciplinary Social Justice Research. University of Louisville, \$7,500; Project Dates: 1/1/18/2018-12/31/2018.
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.
5. **Jones VF.**, **Fields K.**, Gully L. Louis Stokes Alliance for Minority Participation. National Science Foundation, \$59,426; Project Date: 2018-2019.



Volunteer Readers Needed for
Social Justice Literacy Project



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
3. **Hines-Martin V.** KYANNA Black Nurses Association of Louisville KY 2018 Global Alliance for Behavioral Health and Social Justice Recognition Award (<https://www.bhjustice.org/>) Crozet, VA
4. **Jones VF.** 2019 Best Docs in Louisville. Louisville Magazine.

Other Activities

TYPE	NUMBER
JOURNAL REVIEWER	2
ORGANIZATIONS	5
BOARD MEMBER	4
NATIONAL LEADERSHIP POSITIONS	3





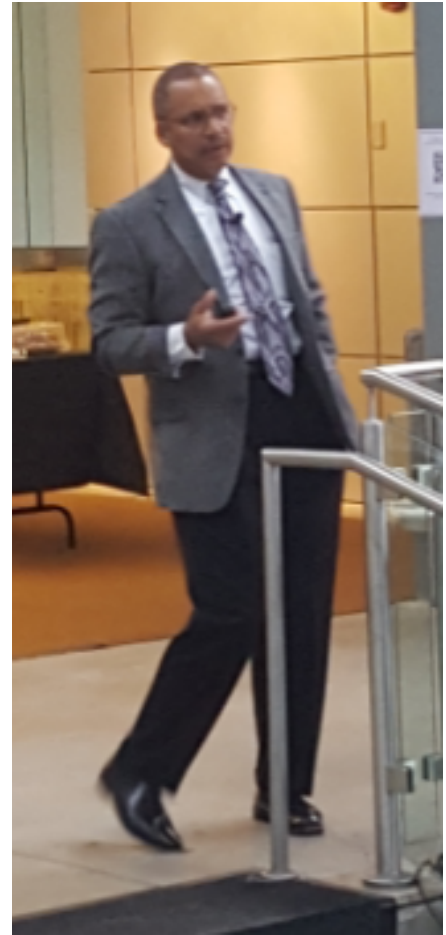
Smoketown residents, Medical Mistrust study partners

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.

PATTI ALLEN CULTURALLY EFFECTIVE CARE SYMPOSIUM

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.

Symposium break out session



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.



CENTRAL HIGH SCHOOL INITIATIVE

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.



Central students learning through simulation labs



One of the four Central High School groups who visited the HSC



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.



2018 speaker
Darin Latimore, MD
Deputy Dean
Diversity and Inclusion
Yale School of Medicine

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.

Title: Microaggressions: How do they impact the academic environment for health professional students and researchers of color?

R!L POSTER COMPETITION

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

“A Novel Approach for Quantifying Spatial Access and Evaluating Disparities in Healthcare Access Measurement under Uncertainty”

3rd place - Jade Montanez Chatman and associates

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

Jade Chatman, Health & Social Justice Scholar, Cohort 1



UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING

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

Jade Montanez Chatman, BSN, RN¹, Vicki Hines-Martin, PhD, PMHCNS, RN, FAAN¹, Katie Leslie, PhD², Ashley O'Neil, MPH³, Nursing¹, Office of Diversity and Inclusion⁴

Jade Chatman, Health & Social Justice Scholar, Cohort 1

Introduction	Results	Conclusions
<ul style="list-style-type: none"> Minority and low-income populations are disproportionately affected by disparities in health care and health outcomes¹. By 2043 minorities will outnumber non-Hispanic whites, as our population is becoming increasingly diverse, it is important that health care workers reflect this diversity². Registered nurses account for the largest body of health care workers, yet only 19% of registered nurses are from minority backgrounds³. Experts have identified several strategies to increase diversity in the nursing workforce, but there continue to be hindrances⁴. Exploring the perceptions of minority pre-nursing high school students can lay the foundation for a targeted, culturally/socially relevant intervention. 	<p style="text-align: center;">Student Perceptions of Factors that Impact Success:</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>Motivation</p> <p>I chose Central to be in the pre-nursing program because my whole life, my mother and my grandmother were both in nursing school and never finished. I wanted to be in nursing school and finish.</p> </div> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>First of all when I was a kid, I was always in and out of the hospital. I was always just around the environment, whether it be me or somebody in my family. Since a kid, I just thought that I wanted to be, I don't know, a nurse or something in the medical program.</p> </div> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>I wanted to be a doctor at first, but then I realized that's a lot of time in school and I don't want to do that much more time in school, so a nurse is what's the best option for now.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>Family</p> <p>My momma's the most important person I got. It just makes me mad when I'm at school and I can't be at the hospital with her... it's just like nobody's there with her. Just think trying to finish a test or having all that on your head. You're not going to do well at all. Then teachers don't understand.</p> </div> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>My mom, she doesn't speak English. She tries everything to help. She also helps me study, because when I read the book, I translate it for her, so I learn it in both languages, so I take advantage of that and try to learn as much as I can.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>School</p> <p>I was from a different part of Kentucky and there weren't many black people. So I look up to. There's a teacher who's opened up a store. I never knew a black person who opened up their own restaurant, so it's good to see role models and people like you being successful.</p> </div> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>I feel like it'd be really beneficial for us to have two counselors so we can get the one on one time that we feel that we need... Sometimes people are hard to find. They always have meetings. I feel like it'd be best if they had at least two counselors for seniors, especially going off to college.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>Community</p> <p>(YMCA program) Basically they just have other people that were once in our shoes come and talk to us and tell us that... They know how it is down here. They don't want us to go on the wrong path. They talk to us about all the good that comes out of going down the right path.</p> </div> <div style="width: 30%; border: 1px solid #003366; padding: 5px; background-color: #e0f0ff;"> <p>Growing up in the West End showed me the drug scene issues and all the pregnancy. It showed that I don't want to be like that. I want to be successful, so that really impacted me a lot.</p> </div> </div>	<ul style="list-style-type: none"> The students identified the motivation for being a part of the nursing magnet program; family, school and community environments, and preparations for the CNA exam to be a facilitator and/or barrier to their academic success. Participants identified each of these key areas as either a facilitator or barrier based on life circumstances. Findings from this study in conjunction with extant literature will provide additional support for the development of an intervention to bolster student success that addresses the social and cultural context identified by students in this setting.
Objective	Acknowledgements	References
<p>To describe the perceptions of pre-nursing program high school students about nursing and academic and non-academic success factors.</p>	<p>Research supported by the HSC Office of Diversity and Inclusion, the Health and Social Justice Scholars Program, and the University of Louisville School of Nursing Research Office.</p>	<ol style="list-style-type: none"> American Association of Colleges of Nursing (2013). <i>Enhancing diversity in the workforce: Fact sheet</i>. Retrieved from http://www.aacn.edu/advocacy/relationships/diversity/fact-sheet Centers for Disease Control and Prevention. (2013). <i>CDC health disparities and inequalities report: United States, 2013</i>. <i>Morbidity and Mortality Weekly Report</i>, 62(3). Leslie, C., Newman, G., Glenn, D., Bond, M.L., & Dumas, S.P. (2013). Moving toward greater diversity: A review of interventions to increase diversity in nursing education. <i>Journal of Transcultural Nursing: Official Journal of The Transcultural Nursing Society</i>, 24(4), 387-396. doi:10.1177/1043986213501977 National Advisory Council on Nurse Education and Practice (2013). <i>Advancing health equity through nursing workforce diversity: Research report to the Secretary of the Department of Health and Human Services and the Congress</i>. U.S. Department of Health and Human Services, Health Resources and Services Administration. Washington, DC. Retrieved from https://www.hrsa.gov/advisorycommittees/diversity/advocacy/Reports/ResearchReport.pdf U.S. Census Bureau. (2012). <i>U.S. Census Bureau projections show a slower growing, older, more diverse nation a half century from now</i>. Retrieved from https://www.census.gov/hhes/newsroom/releases/article/20120801012-243.html
Methods	CNA Preparedness	
<ul style="list-style-type: none"> Design: Qualitative using an ecological framework Sample: Convenience sample (n = 26) <ul style="list-style-type: none"> High school students in a pre-nursing program Procedures: <ul style="list-style-type: none"> Focus groups using semi-structured interviews developed for the study and demographic survey Thick description and member checks to ensure rigor Transcripts were content analyzed using the approach of Charmaz (2006). 	<p>(CNA) Skills. It was out of self-teaching. Sometimes I was looking at the paper like, "I don't understand what I should do." The range of motion of the shoulder, I didn't know if it was that way, that way, this way, I didn't know, I need someone to show me how to do it.</p> <p>The CNA has given us a step foot into the nursing world... CNA is my first step, then maybe an LPN, is my second step. Being in the nursing program and having your CNA is beneficial to us because a lot of people graduate from school and don't have anything.</p>	





Signature Partner 5th Anniversary Event

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.

YOUTH VIOLENCE PREVENTION SYMPOSIUM "UPROOTING VIOLENCE IN OUR COMMUNITY"

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



Symposium attendants at community partner table

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:

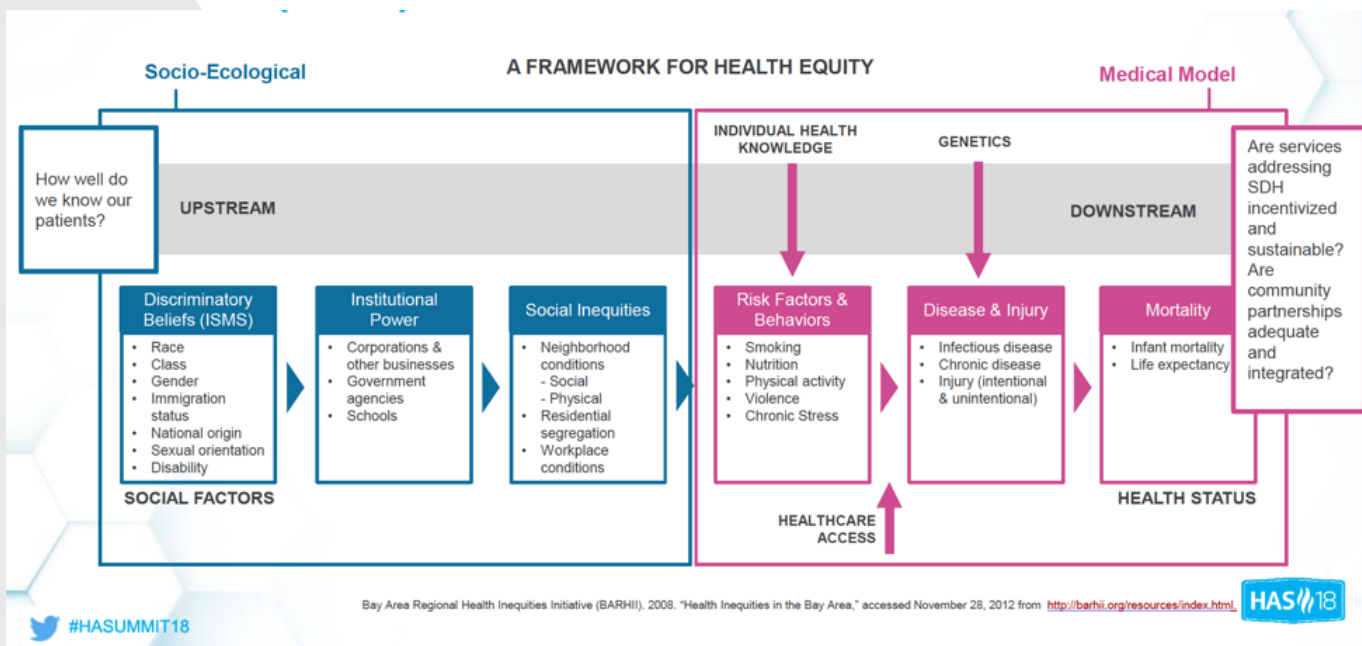
- Colon Cancer Intuitive with the Kentucky Cancer Project (KPC) / Kentucky African Americans Against Cancer (KAAAC).
- 26th Annual Community Block Party and Health Fair providing basic health screenings which is provided by HSC students (schools of dentistry, audiology, medical, and nursing) with the 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.

HEALTH EQUITY LEARNING INITIATIVE (HELP)



From the Bay Area Regional Health Inequities Initiative:

Activities

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.

- 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

Pov Sim 3

**POVERTY
SIMULATION**

and HEAD START

CHILD CARE CENTER

HOP

ANNUAL FINANCIAL REPORT

Prepared by Steven Osborne



Appendix

Health Sciences Center Office of Diversity and Inclusion Financial Summary

Program	P0166
Program Description	HSC Office of Diversity & Inclusion
Funding	\$ 642,989.00
Funding Source	Executive Vice President for Health Affairs
Total Program Expenses	\$ 559,177.19
Personnel Expenses	
Salaries	\$ 299,064.16
Employee Benefits & Taxes	\$ 93,125.63
Programmatic Expenses	
Program funding/Initiatives	\$ 10,576.01
Culturally Effective Care Symposium	\$ 860.90
Health & Social Justice Scholars (Scholarships/Travel)	\$ 105,804.30
Poverty Simulation	\$ 3,685.72
Sponsorships	\$ 9,096.23
Travel Expenses	
Travel	\$ 13,769.20
Office Expenses	
Departmental Expenses	
Business Meals, Computer(s), Furniture, IT Charges, Office Supplies, Professional Development, Registrations	\$ 20,399.51
Research Louisville	\$ 1,000.00
Promotional Items - Recruiting	\$ 1,495.53
Research Resources	\$ 300.00

HEALTH SCIENCES CENTER OFFICE OF DIVERSITY AND INCLUSION FINANCIAL SUMMARY

Program	30524
Program Description	Post Baccalaureate Pre-Med Program
Funding	\$ 168,905.02
Funding Source	Tuition Revenue
Total Program Expenses	\$ 153,958.84
Personnel Expenses	
Salaries	\$ 101,224.80
Employee Benefits & Taxes	\$ 38,580.02
Programmatic Expenses	
Catering	
Enrichment Sessions	
Lunch & Learns	
Office Snacks for Students	\$ 1,217.88
Program Activities	\$ 925.25
Student Book Awards	\$ 1,345.95
Office Expenses	
Office Supplies	\$ 8,222.29
Postal Service	\$ 48.50
Physical Plant Services	\$ 325.03
Promotional Items - Recruiting	\$ 2,069.12

CULTURALLY EFFECTIVE CARE SYMPOSIUM FINANCIAL SUMMARY

Program	Z1520	
Description	Culturally Effective Care Symposium	
Funding	\$	21,963.32
Funding Source	Outside Sponsors	
Funding		
Funding Source	Passport Health	
Total Program Expenses	\$	18,514.12
Programmatic Expenses		
Catering	\$	9,754.08
IT A/V Expenses	\$	550.00
Miscellaneous Expenses	\$	560.29
Building Rental	\$	5,560.00
Printing	\$	379.75
Transportation	\$	1,710.00

POST-BACCALAUREATE PRE-MED PROGRAM FINANCIAL SUMMARY

Program	Z1520	
Description	Culturally Effective Care Symposium	
Funding	\$	21,963.32
Funding Source	Outside Sponsors	
Funding		
Funding Source	Passport Health	
Total Program Expenses	\$	18,514.12
Programmatic Expenses		
Catering	\$	9,754.08
IT A/V Expenses	\$	550.00
Miscellaneous Expenses	\$	560.29
Building Rental	\$	5,560.00
Printing	\$	379.75
Transportation	\$	1,710.00

SUMMER HEALTH PROFESSIONS EDUCATION PROGRAM (SHPEP) FINANCIAL SUMMARY

Program	GB190211	G1611
Description	Summer Health Professions Education Program Grant	Dental / Medical Gift Fund
Funding	\$ 330,000.00	\$ 4,950.00
Funding Source	RWJ Foundation (12/1/2018 - 11/30/2019)	Outside Donors
Funding		
Funding Source		
Total Program Expenses	\$ 180,535.41	\$ 309.95
Personnel Expenses		
Personnel Salaries	\$ 38,777.36	
Employee Benefits & Taxes	\$ 5,845.78	
Programmatic Expenses		
Catering	\$ 12,981.15	
Housing - SHPEP	\$ 72,000.00	
Indirect Costs	\$ 6,943.61	
Mailings	\$ 112.70	
Program Activities	\$ 3,213.00	
Program Supplies	\$ 1,040.81	\$ 309.95
Student Stipends	\$ 38,901.00	
Transportation / Travel	\$ 45.00	
Underinsured Students	\$ 675.00	

**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

Program	GB140739		GB140739A		GB180623	
Program Description	LSAMP: KY-WV Mid-Level Alliance Grant 09/15/2013-12/31/2018		LSAMP: KY-WV Mid-Level Alliance Grant 09/01/2017-12/31/2018		LSAMP: KY-WV Mid-Level Alliance Grant 09/01/2018-8/31/2020	
Funding	\$	115,692.00	\$	80,812.00	\$	59,426.00
Funding Source	National Science Foundation		National Science Foundation		National Science Foundation	
Funding						
Funding Source						
Total Program Expenses	\$	111,912.51	\$	80,812.00	\$	35,637.62
Personnel Expenses						
Personnel Salaries	\$	20,660.97	\$	15,857.58	\$	7,031.23
Employee Benefits & Taxes	\$	738.25	\$	2,866.93	\$	1,469.76
Travel						
Student Travel	\$	2,469.79	\$	95.53	\$	272.60
Programmatic Expenses						
Catering	\$	2,431.65				
Indirect Costs	\$	9,486.34	\$	8,646.24	\$	4,598.50
Grant Meetings	\$	943.47				
Promotion	\$	1,230.72				
Participant Support Supplies	\$	2,466.32	\$	124.80		
Instruction and Training	\$	1,560.00				
Scholarships	\$	69,925.00	\$	53,220.92	\$	22,265.53

*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

Program	GB190166 Cultural Responsive Child Literacy Program	
Program Description		
Funding	\$	5,000.00
Funding Source	Louisville Metro Government	
Funding		
Funding Source		
Total Program Expenses	\$	4,102.84
Personnel Expenses		
Personnel Salaries	\$	-
Employee Benefits & Taxes	\$	-
Programmatic Expenses		
Books for Pediatric Clinic	\$	3,502.84
Contractual Educational Services	\$	600.00

**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.*