



# Celebrating Diversity

*Acceptance, Respect, Understanding, Inclusion*

*HSC Office of Diversity and Inclusion, in collaboration with the Belknap Office of Diversity and Equity*

## Declaration of Racism as a Public Health Emergency

*by: Monica Wendel, DrPH, MA, Associate Dean for Public Health Practice, Professor and Chair of the Department of Health Promotion and Behavioral Sciences, Co-Director, Commonwealth Institute of Kentucky*



The disproportionate impact of COVID-19, along with widespread protests for racial justice, is forcing a long overdue reckoning with the history of our country in general and Louisville specifically, and how that history has shaped the systems, policies, practices, collective narratives, and behaviors we exist with today. Many individuals and organizations have made statements to clarify their position regarding white supremacy, systemic racism, racial injustice, and police brutality. Although the words of solidarity are encouraging, the reality is that they must be followed with actions and change or they are just words... which our community has used to placate Black and Indigenous people of color (BIPOC) throughout history.

Now must be different. The criminalization of Blackness and state sanctioned violence against Black people must be dismantled. The words without actions play is not fooling anybody. In Louisville, this is evidenced in the ongoing protests for #JusticeForBreonna and the full-throated public indictment of Mayor Greg Fischer and Louisville Metro

for their slow, tone-deaf, and inadequate responses, despite the efforts of some local leaders. The mayor's words and lack of action continue to result in further death, trauma, and destruction of community. Failure to act on the side of justice has cost the lives of David McAtee and Tyler Gerth and further alienation and traumatization of the Black Louisville community. These wounds fester. If we want healing, we have to choose it and do the work.

First, we must learn the reality of history. Race is an invented construct. There is no scientific basis for race – it was created specifically for the purpose of oppression and justifying slavery and white supremacy. This country was born of and is steeped in racial violence. From genocide to colonization to slavery to indentured servitude to sharecropping to Jim Crow to redlining to insidious laws and systems to mass incarceration. And to consider these issues is both inherently political and inherently apolitical. These issues are so often framed as political issues (right vs. left; conservative vs. progressive) to shift the focus and avoid having to actually address the issues themselves. However, these are fundamentally moral issues, driven by what we believe about the value and inviolable rights of human beings, as well as who qualifies as human and thus deserving of those rights.

Racism is a public health emergency. The field of public health touts its foundations and grounding in social justice, but we are not innocent. Racism is a pandemic that has been driving inequitable morbidity and mortality for centuries, and public health has done little to “remove the handle from the pump.” As the field's understanding of social ecology, structural and social determinants, and root causes deepens, we must sharpen the focus of our actions to address them.

**Justice is a prerequisite for health equity.**



This requires action at all levels. What do we do as individuals? What do we do as social groups? What do we do as organizations? What do we do as communities? What do we do as societies? As suggested by Dr. Ibram X. Kendi, we are either racist or anti-racist; there is no middle ground. Silence is choosing a side. Complacency is choosing a side. Ignoring the issue is choosing a side. Deflecting attention from the issue is choosing a side. As stated by Paulo Freire, “Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.” In line with Freirean philosophy, whether we recognize it or not, systemic injustices dehumanize us all. He argues that every single person seeks fulfillment that is achieved by becoming more fully human. My participation in the dehumanization of others—whether directly or by my silence—inhibits my progress toward becoming more fully human. If I allow my good fortune to blind me to the suffering of others, we are both dehumanized. If I allow my privileged position to callous my soul against systemic injustice, I am dehumanized. And the dehumanization of any of us in a community robs us all of the tremendous potential that exists when the humanity of every individual is honored and liberation is achieved. As stated by American poet Emma Lazarus in 1883 and later echoed by Dr. Martin Luther King, Jr., Fannie Lou Hamer, and Maya Angelou, “Until we are all free, we are none of us free.” All means all. Let us not mistake our privilege for freedom. Let us not mistake our comfort for freedom. Let us not mistake our wealth for freedom. Let us not mistake our patriotism for freedom.

My humanity is bound to yours, my liberation to yours, whoever you may be. Because of that, I commit to actively seeing, acknowledging, and elevating your humanity in any way that I can, however uncomfortable or risky that may be. I commit to listening, especially when it’s hard. I commit to not looking away. I commit to being open to critical feedback in my pursuit of becoming more fully human. I personally commit —as a faculty member, a mentor, a research leader, a department chair, an associate dean, an institute director—to embedding justice and equity into the processes and structures and content of whatever I influence with my position and power.

Specifically as public health professionals, we must engage in praxis. We must listen to the voices of our fellow humans in pain. Their pain isn’t new. They have been telling us the need to fix all of this for years—we just haven’t *listened*. We must critically reflect on our own thoughts and actions, and based on what we find, think and act in ways that promote justice and healing.

For those of us who benefit from whiteness, we must consciously de-center our own experiences—in humility, realizing that our experiences should have never been considered the norm or the standard. We must bear witness to the realities of others’ lives. De-centering myself means recognizing that my experience is one of many that make up the whole of humanity, not the one by which others’ experiences should be assessed as weird or abnormal or uncivilized. We must acknowledge and re-create our systems of power that advantage some and exploit others. We must relinquish our proclivity to white saviorism and paternalism toward the communities we have hurt. And we must institutionalize all of this into the way we educate ourselves and others, both in the structures of our institutions and in the focus and content of what we teach. The mission of our field is to advance equity. To do that, we must choose to use our power and platforms to demand and pursue justice.



**SPHIS Dean Craig Blakely moderated a discussion on racism as a public health issue. Dr. Monica Wendel and Trinidad Jackson, MS, MPH, Senior Research Associate, Office of Public Health Practice, participated in this discussion. [Click to view a recording of the event.](#)**



## Student Op-Ed: Take Action or... Die!

by: Jason A. Deakings, PhD Student, Department of Health Promotion & Behavioral Sciences; President, SPHIS SGA; HSC ODI Health and Social Justice Scholar

“I am sick and tired of being sick and tired!” - Fannie Lou Hamer

The proverbial “s\*#t” has hit the fan! I know that we are all sick of talking about COVID-19, but I believe that COVID-19 has forced people to sit, be still, and witness the continued injustices that plague people of color, specifically, Black people in the United States. To belong or identify with a population that is seated in privilege is to voluntarily and even involuntarily ignore the oppression and trauma experienced by Black people in this country. This sudden charge and outrage towards social injustice by White ‘allies’ is problematic in its timing, however, necessary to move the needle towards equity. Many scholars have argued on whether or not it is the responsibility of the oppressed to educate the oppressor on their mistakes, oppressive experiences, and manage the pain of the oppressor when realizing their wrongfulness. Whatever the case, 2020 has caused people from of all stations in life to scream the phenomenal Fannie Lou Hamer’s epic quote from 1964 when sitting in front of the Credentials Committee of the Democratic National Convention in Atlantic City. Discrimination of any kind, in any form, is wrong and folks are tired of it! Although the threat has remained throughout time, even more so now has the population, specifically Black people, realized how crucial it is stopping these injustices because it is a matter of LIFE and DEATH!

Similar to the majority of students in the public health field, I am extremely concerned with the social determinants of health and the disproportionate negative impact they can have on people of color in this country. Black lives and Black bodies, historically and presently, have not mattered in the U.S. From Trayvon Martin, to Louisville’s very own Breonna Taylor, the deaths of INNOCENT Black people have been wildly con-



Jason A. Deakings, PhD Student, Department of Health Promotion & Behavioral Sciences; President, SPHIS SGA; HSC ODI Health and Social Justice Scholar

torted in media and communications to be almost a deserved end of life sentencing. As James Baldwin said, “To be a negro in this country and to be relatively conscious is to be in a rage almost all the time.” I was enraged, I am currently enraged, and so are many other students who are relatively conscious! I, along with my peers, searched for ideal and helpful

ways to be involved in the movement and fight for justice without being problematic and being a distraction. Protests, seminars, panel discussions, community meetings, nothing was off the table for consideration. We not only wanted to voice our frustrations of the trauma that the lack of justice caused the community, but we also wanted to lend our privilege of education to the struggle! Where can we fit? I’m not from Louisville, Minneapolis, Georgia, but I shared a lived experience with people in those communities of being Black in America! Their lost loved ones could have easily been my own! Therefore, it was never a question of “Why get involved?”, the better question was “Why wouldn’t I?”.

After receiving an MSPH from Meharry Medical College, and now my experience as a doctoral student here at the University of Louisville, I realized the field of public health needs less talk and more action! Less blame and more action! We talk the talk of social justice and system transformation, but when it’s time to take action and use our knowledge to reform institutions, nothing happens! Why do we exist then? I am not denying the advancements and innovations in public health that have benefited the population across demographic distinctions. However, I am challenging the field of public health to go further and truly seek and obtain social justice. Grassroot and community work has ignited my love for public health and the positive impact it can have on the population at large. Frequently, in my public health education I have heard that the best way to learn is in practice, and as a student I haven’t often gotten the opportunity to practice! This experience has opened my eyes to new op-



opportunities within the field and provided me with a kickstart motivation piece to continue the education process, despite the hurdles that come along with being a Black student at a predominantly white institution.

Ultimately, from my participation in anti-racism activities, I would like to see sustained change! In addition to violent crimes against Black people, education, housing, food justice and access to resources are issues that need to be addressed during this time of cultural unrest and beyond! With the racist/cultural and disease pandemic happening concurrently, foundational issues that were present in this country's creation (i.e. RACISM) have been exacerbated and the current public outcry, resistance WILL NOT STOP! While I have chosen to protest, be vocal, be present on the street and in the Louisville and larger Black communities, I also realize that not everyone can serve in that capacity, so there is always opportunity to serve the movement in a number of ways, and I attempt to share that with as many students as I can! Included below are some organizations that are doing real work to stop the imbalance of health and equity for Black people in Louisville. Systemic oppression and Racism, along with any other public health issue that we choose to attack, requires a multi-level approach to illicit positive outcomes! The work is not done, lives are still being lost, injustices are still taking place! My choice is to take action, because I refuse to let myself or my community die!

#### Resources:

- Black Lives Matter – Louisville <http://www.blackliveslouisville.org>
- No Justice No Peace – Louisville <https://www.facebook.com/groups/575230786763297/>
- Change Today, Change Tomorrow <https://change-today.org>
- Louisville Community Bail Fund <https://actionnetwork.org/fundraising/louisville-community-bail-fund/>
- Black Market Kentucky <https://www.facebook.com/BlackMarketKY/>

## WELCOME NUBIA BENNETT, M.ED.



Nubia's prior experience comes from Louisville Metro Government's Office for Safe and Healthy Neighborhoods. As the Youth Specialist, she was charged with the development and engagement of a youth advisory council to executive city leadership and community building, with a special interest in civic engagement and youth violence prevention utilizing a public health approach. In 2019, Nubia was honored as one of Louisville Business First's Forty under 40.

Nubia is no stranger to higher education as she has worked at both Spalding University and Indiana University Southeast. As a Student Success Coordinator, her work focused heavily on Diversity and Inclusion, as well as the first-year experience of conditionally admitted students and students of color. She also has a background in instructional design, program development and project management. She received both her Bachelor's in Communications and her Master's of Education from the University of Louisville.

In her new role, Nubia will primarily enhance social justice education and training initiatives across campus. We are incredibly honored to have Nubia join our team and we look forward to experiencing her brilliance and creativity around advancing the work of social justice, equity and anti-racism here at UofL.

While Nubia certainly stands on her own merit, she also brings with her the legacy and spirit of her father, the great Dr. J. Blaine Hudson. Please help us welcome Nubia Bennett back to her alma mater! Go Cards!



## ULSD Diversity Committee Webinar

by: P. Gay Baughman, D.M.D., Clinical  
Professor

At the University of Louisville School of Dentistry, Dean T. Gerard Bradley, has developed a Diversity, Equity and Inclusion plan. As part of the plan, he has committed resources to promote educational events by the Diversity Committee. One such event was held on Monday, October 5, 2020.

The Diversity Committee hosted an interactive webinar, *The Impact of Intersectionality in Social Justice and Health Equity*. The presenters were Sonya G Smith, Ed.D., J.D., Chief Diversity Officer, American Dental Education Association and Tita Gray, Ed.D., M.B.A., Senior Vice President, Access, Diversity and Inclusion, American Dental Education Association. There were introductions by Dean Bradley and Karen West, American Dental Education Association CEO/President.

In recent months, the Black Lives Matter Movement, anti-racism calls for action, and the COVID-19 pandemic have further magnified the effects that social determinants of health and other related disparities play on the health and well-being of historically underrepresented populations. Research demonstrates that power, privilege and discrimination not only severely disrupt the lives of underrepresented and marginalized communities, but their eradication has proven stubborn, resulting in the declining health of many in these communities. The complexity of these issues further adds to the need to examine issues of health disparities and inequities using a social justice lens. The interplay of intersectionality and related individual identities on health care solutions, systems, policies and practices add



Sonya Smith, ADEA Chief Diversity Officer



Karen West, ADEA CEO and President

another critical layer from which we must examine the status quo.

The webinar provided an overview of the impact of intersectionality and social justice on health equity within our nation. Health equity was discussed using a social justice framework and intersectionality with an emphasis on barriers and opportunities for improving health equity for our most vulnerable populations. Over 100 staff, students and faculty attended. ULSD values the “Cardinal Principles”.

#BLACKLIVESMATTER



## Inspiring a New Generation of Doctors

by: *Leondra M. Gully, M.Ed., Associate Director Cultural Center, Coordinator Louis Stokes Alliance for Minority Participation Program*

The population being serviced by the medical profession in the United States continues to become more racially diverse but representations of minoritized populations working in the field, specifically Black and Latinx, has not increased at the same rate despite efforts by organizations including the Association of American Medical Colleges (AAMC), National Institutes of Health (NIH), and others (Nelson, 2002). While the number of Black and Latinx students pursuing undergraduate degrees has steadily increased over the years, the number of those matriculating into medical school has not increased at the same rate.

Black and Latinx prospective medical students encounter a number of barriers when applying to medical school and lack the support needed. Hadinger (2017) found that information, guidance and support from mentors, family and peers played a significant role in students' acceptance to medical school. Students reported guidance from mentors helped them navigate the application process, interview preparation and school selection.

In an effort to address the need for diversity in the medical field, the Porter Scholars in Medicine Program (PSMP) was created through a partnership between the University of Louisville/Norton Children's Hospital Division of Pediatric Emergency Medicine (UL PEM) and the Woodford R. Porter Scholarship program. The goals of this program are to build connections with students, provide increased clinical exposure, advice and guidance regarding career selection as well as



PORTERS IN MEDICINE

information about the medical training and application process, and general support for students awarded the Woodford R. Porter Scholarship.

Named after the first African American trustee at the University of Louisville, the Woodford R. Porter Scholarship program serves to provide academic, personal, and professional support to recipients. Created in 1984, the Porter Scholarship is the largest Black scholarship organization at the University of Louisville. By providing robust mentorship and educational experiences to Porter Scholars who are interested in a career as a physician, the PSMP program aims to increase the number of students who matriculate to medical school.

Coordinated by Leondra Gully and Dr. Brit Anderson, the program has four components including clinical experiences, personal and professional development programming, medical school admission prep and mentorship. The program's 25 participants will be paired with 22 mentors from the University of Louisville/Norton Children's Hospital Division of Pediatric Emergency Medicine (UL PEM) department and will meet regularly throughout the Fall and Spring semester.

#BLACKLIVESMATTER



## School of Medicine Establishes Endowed Fund to Combat Racial Inequality

by: Julie Heflin, Office of Communications and Marketing

UofL medical faculty leaders have pledged \$50,000 toward a \$1 million goal to address long-standing racial inequities in medical education.

The University of Louisville School of Medicine's Endowed Excellence Fund for Diversity has been established by several department chairs to address systemic racism. This is in response to UofL President Neeli Bendapudi's challenge asking for ideas and support in making UofL the nation's premier anti-racist metropolitan research university.



School of Medicine faculty, students and residents take part in #WhiteCoats4BlackLives

"I am proud and deeply grateful for the leadership of these faculty who are using their philanthropic and other financial resources to create a fund that will promote diversity at the School of Medicine both now and for the future," said Toni Ganzel, dean of the School of Medicine.

The endowment has been established by:

- Sean Francis, chair of Obstetrics, Gynecology & Women's Health
- Ronald Gregg, chair of Biochemistry and Molecular Genetics
- William Guido, chair of Anatomical Sciences & Neurobiology
- Irving Joshua, chair of Physiology
- Maureen McCall, professor of Ophthalmology and Visual Sciences
- Craig S. Roberts, chair of Orthopaedic Surgery

"This might have more impact at UofL than anything else I have done," Gregg said.

The endowment is expected to be used for scholarships, resident stipends, faculty recruitment and retention packages and other unforeseen opportunities. A dean-appointed selection committee composed of diverse members of the School of Medicine faculty, staff and students will help guide spending decisions.

To learn more about UofL's anti-racism agenda and diversity efforts, please visit the following websites:

- [UofL's Cardinal Anti-Racist Agenda](#)
- [UofL School of Medicine Office of Community Engagement and Diversity](#)
- [HSC Office of Diversity and Inclusion](#)
- [UofL Office of Diversity and Equity](#)
- [Commission on Diversity and Racial Equality](#)

Consider making a gift using the secure online giving page, follow [give.louisville.edu/eefd](https://give.louisville.edu/eefd).

Faculty and staff have the option to make contributions by payroll deduction to "UofL Endw Excellence Diversity" [Click here](#) for instructions for setting up payroll deduction through ULink.

# #BLACKLIVESMATTER



## Women’s Center Sponsors Annual Empowerment Luncheon

by: Phyllis M. Wenn, M.Ed., Program Coordinator, UofL Women’s Center

*\*"No more segregation, no more segregation, no more segregation me. And before I'd be a slave I'll be buried in my grave. And go home to my Lord and be free." ~Mrs. Mattie Jones*

The UofL Women’s Center 18th Annual Empowerment Luncheon will take place on Tuesday, November 10, 2020 with guest speaker Mrs. Mattie Jones, a long-time Civil Rights leader and social justice advocate.

Jones, who has been active in the civil rights movement for over six decades, will speak in the Center’s virtual format event on Microsoft Teams, 11:30 a.m. until 1 p.m. Her topic is “The Strength of One Woman Can Impact Generations.”

During her community activism, she helped organize countless demonstrations, public conversations, and boycotts focusing on everything from desegregation to women’s and worker’s rights and environmental justice. In 2020, the City of Louisville presented Jones with the Martin Luther King, Jr. Freedom Award, honoring a lifetime of social justice work.

In addition to the speaker, the Women Center will acknowledge recipients of the 2020 Tachau Gender Equity Award, which recognizes a member of the U of L community who has done significant work toward gender equity; and the Nichols Award, which is presented to a graduate or professional school student to support academic and professional enrichment.

If you are interested in attending, register on Eventbrite <https://bit.ly/33E85CI> by November 4. When you register, you will be provided a link to sign in for the Microsoft Teams event.

For additional details, email [womenctr@louisville.edu](mailto:womenctr@louisville.edu) or call 852-8976.

(\*Quote above from an article in the Courier-Journal. To learn more about Mrs. Jones, [read the entire article here.](#))



Mrs. Mattie Jones

## Congratulations to the UofL Women’s Center Scholarship Recipients

by: Phyllis M. Webb, Program Coordinator, UofL Women’s Center

This past August 2020, the students listed below received scholarships from generous donors in the following categories.

- Shereka Leshea Harris, Political Science, Law & Public Policy major; Dr. Ann T. Allen Endowed Scholarship
- Bulmaro Migel Gonzalez Ortega, Nursing major; the Women’s Club, University of Louisville Scholarship
- Rachel Meredith, Communicative Disorders major; the Women’s Club, University of Louisville Scholarship
- Daniela Montanez-Huguez, Biology major, the Women’s Club, University of Louisville Scholarship
- Sarah Norris, Organizational Leadership & Learning major; the Women’s Club, University of Louisville Lelia Sublett Scholarship
- Kalyn Maddox, Nursing major; the Women’s Club, University of Louisville Minority Single Parent Scholarship
- Samiyra Seay, Communications major; the Women’s Club, University of Louisville Minority Single Parent Scholarship

Thank you to all of the donors, and congratulations to the recipients. Best wishes on a successful academic school year!

# #BLACKLIVESMATTER



# Reflections on Restorative Justice Community Building

by: Bláz Bush Gully, Director, LGBT Center, Health Sciences Center

Let's be honest, things are hard right now. Connecting with people feels like playing that old minesweeper game, at any point someone could say something that feels like clicking on a mine. Especially if this is someone who you are just meeting for the first time.

I too often see people try to create space when things get hard, like town halls or discussions, and almost from the beginning I observe the person leading the session say something that hurts and distances at least a third of the participants. This is usually said as they attempt to show they care and are here to listen. And if it isn't the person leading then it is one of the early people talking. Often, this can lead to those folks who are hurt taking power back in the space by naming the harms, and speaking from that hurt angry place to demand change. Or, they simply check out and lose a little more hope that things will change. And change needs to happen, hopefully we can all agree on that.

I find these spaces more and more difficult to observe and participate in. I believe the issue is the format. Most people leading town halls have never been trained on facilitating difficult conversations. When people create town halls they are often someone in an administrative role whose main function is not creating constructive space and conversations... but they understand that if they don't try to listen then more harm will occur. What they don't understand is that creating space that is not conducive to accountability and transformation also



causes harm.

These common pitfalls with our current strategies are why I've recently invested time and energy into learning Restorative Justice (RJ). Restorative Justice according to David Karp in "Restorative Justice for Colleges and Universities" is:

*"a philosophical approach that embraces the reparation of harm, healing of trauma, reconciliation of interpersonal conflict, reduction of social inequality, and reintegration of people who have been marginalized and out-cast. RJ embraces community empowerment and participation, multi-partial facilitation active accountability, and social support. A central practice of restorative justice is a collaborative decision-making process that includes harmed practices, people*

*who caused harm, and others to seek a resolution that includes.*

*A: accepting and acknowledging responsibility for the harmful behavior.*

*B: Repairing the harm caused to individuals and the community, and*

*C: working to rebuild trust by showing understanding of the harm, addressing personal issues, and building positive social connections."*

RJ is typically described as having three tiers of interventions: Community Building Circles, RJ Conferencing, and Re-entry. Community Building Circles are often seen as an initial stage in building capacity and skill for people to engage in RJ work. However, there are those in Restorative Jus-



tice Spaces who feel that community building can be as powerful and as justice oriented as the other, often better known, aspects of RJ. As Justine Darling, Restorative Justice Coordinator at University San Diego, recently stated:

*“I do see Community Building as Restorative Justice, because there is definitely healing to sit and listen to the stories of others in spaces we so rarely build anymore. I see it as a form of justice for ourselves and our community that in a society that tends to push us away, we find ways to build together.”*

So, how does a community building circle differ from a town hall? Format is a key difference. RJ uses Indigenous practices from all over the world of sitting in circle and an emphasis on community impact and accountability over individuality. Sitting in circle (even in concept when virtual) emphasizes the equity of everyone involved. Everyone can see each other and no sides of tables or a platform is used to create physical differences of power or sides, even if there may still be institutional hierarchy.

The goal is to create a space where community is here to address the issues at hand, and so the entire community is also responsible for working to find solutions. In the town hall setting, typically the person with the most perceived power is there to listen and hear from the people gathered and those gathered shout out concerns as they desire to. Often the person listening may get defensive, dismissive, or make promises and commitments which may not actually lead to any change but attempt to pacify people in the moment.

In circle, there is a great deal of intentionality in creating the space and the questions asked. Instead of an open “say anything” format, questions are carefully chosen that will elicit the kind of space and dialogue needed to help bring those together. Storytelling is also key. Instead of, “tell me what would help” as a starting point the facilitator may start with something that helps bring everyone into the space. A question such as, “Tell about a time when you saw great positive change take place and how it made you feel.” This question, for example, keeps the focus on hearing

about each other’s experiences of change, and may also set the stage for us to reflect on how positive change can be. Hopefully, this helps those be open to making needed changes here.

Hearing stories from other people is too rare, especially in the workplace where we may often desire anonymity over deep authentic connection in the hope of perceived safety and disconnection from people who we did not choose to connect to... but

who we must be around... daily. However, simply sitting and listening to someone share something that was important to them can be powerfully eye opening and build on each other’s humanity and understanding of each other.

The next question could then go deeper and get people to start to confront what is happening in this moment, “Tell about how this incident impacts us as a community, and you as a person in this community.” This will hopefully elicit stories from those involved that will give everyone a deeper understanding of the many ways an incident may be impacting people. With this knowledge everyone can move forward with deeper empathy for what people may be carrying around with them.

And then the hope would be to move to a question that helps people think of what needs to happen. “What could, or would need to change that would help us as we move forward after this incident and what role do you want to play in making that change happen.” Again, the focus continues to be on the community and how we as a community are accountable to shape the community.

Now, in power dynamics perhaps not everyone can make the changes they want to see happen. However, in a community model, perhaps even those without great power to make institutional decisions for change can offer to write down a new structure or program that would help and provide that to those who can make change. Perhaps other people in the circle can then offer to join them in that work. Perhaps they will choose to create a small support group for those who are still hurting. Perhaps the change is to ask for others in this space to step-up so they don’t have to do all the advocating for change themselves. Again,







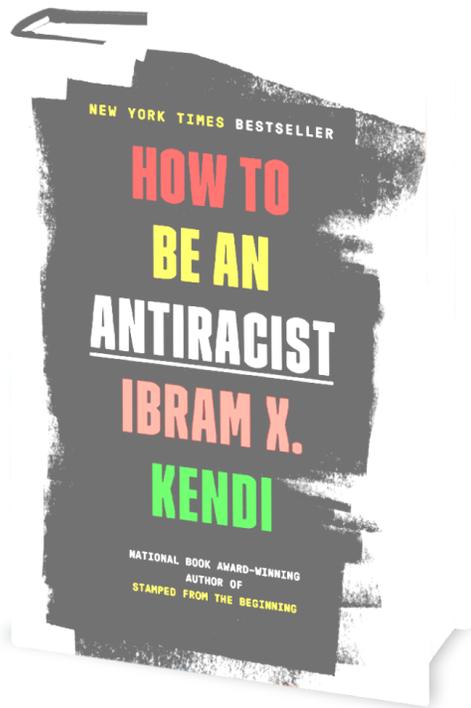
# How to be an Antiracist Book Project

By: Nubia Bennett, M.Ed, Program Coordinator, Diversity Education and Inclusive Excellence

Diversity Education and Inclusive Excellence will be launching its newest book discussion project in December, and is inviting all faculty, staff, students and alumni to apply. This project will focus on Dr. Ibram X. Kendi's New York Time's bestseller *How to Be an Antiracist*.

The book discussion is in alignment with President Neeli Bendapudi's plan for the university to become a "premier anti-racist metropolitan research university" and the Cardinal Anti-Racism Agenda. The agenda entails a phased process, which includes action steps across the university to become a "national model of anti-racism" and to ensure that race will not negatively impact anyone's experience at the University of Louisville. To achieve this goal, we need to move beyond conversations about racism and into antiracist action, but we cannot do so effectively without a shared understanding of what it means to be antiracist and how to take appropriate action as individuals or collectively.

Through the "How to Be an Antiracist" (HTBA) book discussion project, DEIE seeks to establish shared understanding, and empathy-building, while working to foster a more equitable and inclusive culture at the university



## Stay Tuned...

- Applications for book discussion cohort will launch Monday, October 12, 2020
- Open to all faculty, staff, alumni, students & community
- Virtual Kick-off meeting December 2020

For additional information, email us at [diveduc@louisville.edu](mailto:diveduc@louisville.edu) or visit <https://louisville.edu/diversity>

and in our community through a six-month-long book study that culminates in antiracist action plan and a series of relevant community conversations.

If you are interested in participating in the discussion cohort please [apply here](#) by November 1<sup>st</sup>. You do

**"The only way to undo racism is to consistently identify and describe it--and then dismantle it." -Ibram X. Kendi**

## ANTIRACIST BOOK DISCUSSION PROJECT

- We need to move beyond conversations about racism and into antiracist action but cannot do so without a shared understanding of what it means to be antiracist & how to take appropriate action as individuals & collectively.
- Through the "How to Be an Antiracist" (HTBA) book project, DEIE seeks to establish shared understanding, empathy-building, while working to foster a more equitable and inclusive culture at the university & in our community.
- 6-month-long book study that culminates in antiracist action plan & a series of relevant community conversations.

A collaborative effort of Diversity Education & Inclusive Excellence, President's Office & Sr. Assoc. VP for Diversity & Equity

not have to apply to be a part of the community conversations, as they are open to the public and will be announced in January. If you have any questions, feel free to contact [Nubia Bennett](#), Program Coordinator for Diversity Education and Inclusive Excellence.



# Thoughts on Racism from an “Old White Guy”

By: J. Christopher States, Ph.D.  
Professor, Vice Chair for Research, Associate Dean for Research



Author

“There is a type of individual who is just - there is something about them where people truly do not see us as people.” John Ridley, in interview on NPR’s Morning Edition, June 5, 2020

Dr. V. Faye Jones asked me to write this column years ago. I have started many times, but maybe this time will be different. The quotation from John Ridley’s interview this morning struck a chord in me. It summed up the problem that I have recognized for many decades. We are in a turbulent time with people rightfully protesting, yet again, opposing police brutality against Black people. I am old enough to remember the protest marches in the ‘60s. I remember MLK saying he had to go to Chicago to see real hate. ‘Déjà vu all over again’ these past few months. When will this blight of racism end? This column is by no means an attempt to say that I, a now senior aged White man, can fully understand the pain experienced by Black Americans. It is only a story of my personal experiences witnessing racism in this



Fig.1. Author’s first grade class. Public School #24, Albany, NY.

country. I hope that it exposes yet another depth that racism reaches in this country and how it is sustained. It is much more than ‘implicit’ bias.

I have seen racism and fought it all my life. Fig. 1 shows my first grade class. At the time it was Public School #24. Now it is the “Thomas O'Brien Academy of Science and Technology”. A very fancy name for a still failing school. Here’s from the website: “Thomas S. O'Brien Academy of Science & Technology is a public, magnet school located in Albany, NY. It has 437 students in grades PK, K-6 with a student-teacher ratio of 13 to 1. According to state test scores, 16% of students are at least proficient in math and 24% in reading.” Apparently, in more than 60 years, nothing has changed, except maybe the demographics. Half the kids in that photo could not read a single word in the first grade primer. If we just showed up for school, that was enough. The White kids and the Black kids mixed in school, but not outside. “They” (the black students) lived on the other side of Morton Avenue, and we (the white students) were told not to go there. Note that the entire area was a red-lined area. Racism lesson 1: Keep us separated and divided.

In the middle of the next school year, my family moved ‘uptown’ and I then attended Public School #16. My second grade class photo shows the

demographic difference. I was sent to the Principal’s office the first day for ‘improper attire’. Apparently, jeans and a t-shirt were not up to ‘uptown’ standards. Everyone in that class could read. More than a third were Jewish, most of the Catholic kids went to parochial schools. Protestants were rare. There was one Black family whose kids went to Public School #16. The oldest was about 8 months younger than I, and was in a class behind mine. We were Cub Scouts together. My mother was the Den Mother. (Yes, we had Den ‘Mothers’ not Den ‘Leaders’ like now). His family lived about 4 -5 blocks further uptown than mine. His father was a lawyer for NY State. Mine, as my mother would say, was ‘unreliable’. We met at the Den Mother’s house in those days. His mother asked if I would walk him



Fig.2. Author’s second grade class. Public School 16, Albany, NY.

home after den meetings. My mother however never understood that, since we were essentially the same age. Occasionally, on my way back home, I would be accosted by other White kids with them shouting an epithet referring to our friendship. Sometimes there would be 3 or 4 of them and they would get in my face. I was a small kid and it was not a wise thing to fight back, sometimes I had to. The same thing happened when he and I were in little league together. Fortunately, we were on the same team, so



Fig.3. Author's little league team.

neither of us had a lot of friends, but nobody bothered us when we were together. Racism lesson 2: Intimidate those who dare to fraternize – especially when you can get them alone.

We drifted apart for a few years after elementary school but got together again in high school. We had a great adventure the summer after I graduated. We traveled around the northeast for 6 weeks. Occasionally we stayed with people we knew, a high school art teacher in Maine, friends of his in Boston, my father in NY City, and 'crashed' wherever in between. The time in Boston was an awakening for me, as it was the first time I had experienced being the only White person for blocks around. I went to a state school, he to Harvard. We were off in different worlds and unfortunately never found our way back together. He passed about five years ago..

I moved to western Canada for my post-doctoral fellowship. It was there I was introduced to racism directed at other identities. There were virtually no Black people around, so Native Americans and those from the Indian subcontinent were the primary targets of racism. I saw the Prime Minister, Justin Trudeau, on TV the other day. He talked about watching events in the US, and then said that Canada has its own problems with racism. Let's hope they are able to face their own problems with racism. Racism lesson 3: It doesn't matter what color people are if they're not 'White'.

My family background also gave me

an early glimpse at racism in the U.S. All my grandparents emigrated from Sicily around the turn of the 20th century. I always hear about the Mafia when being of Sicilian heritage is mentioned, but that is just the tip of the iceberg. In the US in the 19th and early 20th century, Sicilians were viewed as not 'really White' and referred to as 'dagos', 'guineas' or 'wops'. I even heard those epithets as a child in the '50's and 60's. Few people are aware that Sicilians also were lynched, mainly, but not exclusively, in the Deep South, although certainly at nowhere near the frequency that Black people have experienced in the U.S.. My mother grew up in Brooklyn. She related to me the story of the German Catholic church that kept dogs outside to keep Sicilians out. These views held by northern Europeans toward southern Europeans still persist even within the European Union. We can see it in the resistance to help 'PIGS' (Portugal, Italy, Greece, Spain) countries in the recent economic bailouts, Middle Eastern/North African migration, and viral pandemic crises. Recently, EU borders were being opened – except for people coming from these southern countries. Racism lesson 4: Racism spreads a wide blanket.

We moved to Cincinnati in the '80's and were looking for a place to live. We went to an appointment to view a house for rent and were met by a conservatively dressed, middle aged Black man. He showed us the house and he told us about his family that had lived there. As we were talking on the porch, many in the neighborhood found something to do in their front yards. We liked the neighborhood and liked the house. I later learned that Cincinnati neighborhoods are like a chessboard. Black and White squares throughout the city. Neighborhoods divided along racial lines. It reminded

me of when I was in first grade. Back to lesson #1.

We also lived in Metro Detroit for over a decade. I worked at Wayne State University and my lab was in the old Kresge headquarters building on Cass Park. That was where the riot started in 1967. The 'magnet' Cass Technical High School was on the next block. The guidance counselor and I went out to lunch together one day to talk about a program to bring CTHS students into our labs for research experience. There were no science labs at CTHS and the students were starving for opportunity. I got NIH funding to start a research apprentice program in our labs, giving opportunities to over 60 kids in 11 years. I like to think it made a difference in their lives and mine.

My wife and I bought our first house just north of the city. We were astonished when we saw the original restrictions on the property that prohibited 'coloreds' from being on the property except as servants. Thankfully, those restrictions were outlawed. Nonetheless, some of my neighbors were buzzing when the Black CTHS students who worked in my lab would come for picnics in my back yard. A retired sheet metal worker lived next door to me. While he was helping me with a home renovation, he told me a story. He related how the bosses would get a White guy to agree to a lower wage by telling him that they could get a Black man to do the job for a dollar an hour less. Racism lesson 5: Pit us against one another.

I have been in Louisville now for over twenty years. I must say it was a bit of a culture shock moving here. We had young kids and were advised to buy a house in Oldham County - 'for the schools'. Sometime after we moved, I wanted to learn about the place and went to the Oldham County



History Center. That is where I learned that up until the 1970's Black children were not allowed to attend high school in the county. Racism lesson 6: Withhold educational opportunities

Around the Juneteenth holiday this year the Emancipation Proclamation was read on NPR. I learned something that morning. I always knew that it freed slaves only in the Confederate States. What I learned is that it did not apply to a number of counties in those states then under Union Army control. I did a bit of reading to learn that the legal end of slavery came on December 18, 1865, two years after the Emancipation Proclamation, when it was ratified by three-quarters of the states. I also learned that Kentucky rejected the 13th amendment in 1865 and did not ratify it until 1976. Racism lesson 7: Racism dies hard.

So I ask you. How are we to go to move this country forward to that 'more perfect union' where all people are treated equally and given equal opportunity? We have passed laws, to little lasting effect. New laws don't change hearts, but only give us tools to rout out the worst actors. In addition to group action like protesting for systemic changes, it takes individual action on the part of White people to leverage their White privilege and make opportunities happen for Black and Brown people in their spheres of influence. We must act if this country is to live up to its ideals and survive as a democracy.



# STAFF/FACULTY SESSIONS ON RACIAL TRAUMA

WEDNESDAYS @ 7-8PM

For additional information, or to receive the MS Teams link  
please email Jon Aaron Moody at [jamood01@louisville.edu](mailto:jamood01@louisville.edu)

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The session is a safe space for participants to process what  
they're experiencing and to build community.

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These sessions will be led by therapists  
Lauren Muir, MA, LPCC, CCTSF, and Renesha  
Martin, MA, LPCA.

<https://martinandmuir.com/>

The primary focus will be racial trauma and  
topics chosen by participants. Contact  
[hscodi@louisville](mailto:hscodi@louisville) with questions





# The Faces of HLI

by: L Samuel King, HLI Intern & Marcos Morales, HLI Program Coordinator



Despite the constraints of COVID-19, the Hispanic/Latinx Initiatives (HLI) is off to another great semester. Through the utilization of virtual

meetings and the usage of online platforms such as Instagram, the HLI has stayed programmatically very active. Throughout Hispanic Heritage Month HLI hosted 5 events. Two of those events being the monthly workshop, La Cultura Cura (Cultura Heals) and the Kentucky Latinx Brilliance Panel. None of this would've been possible without an active HLI team. Below is quick snapshot of some of the faces HLI supports and also works with (as peer mentors and intern).

"Hello! My name is Samuel King! I'm currently a second year in the College Student Personnel Graduate program. I have a passion for advocating for marginalized identities and my career ambitions are rooted in research assessing and promoting the emerging Latinx undergraduate population nationwide. I currently am In-



Samuel King

tern for Marcos Morales through the Cultural Centers Latinx Initiatives on campus. I am also on Dr. Laurie McCubbin's research team through the Counseling Psychology program. Our research focuses on resiliency and thriving among marginalized identities. I enjoy weightlifting, listening to music, and spending time with family.

Through my time working with the Hispanic/Latinx Initiatives I have gained sense of connection to a culture I had previously not known nor explored due to being adopted out of the culture at a young age. I have been able to interact with individuals who share my racial identity at a level I had not prior and this has helped further narrow my career interest through the recognition of the need for promoting and advocating for Latinx individuals who are often times marginalized."

Now let us introduce two of our



Miguel Gonzalez

Compa Peer Mentors, Miguel Gonzalez and Jocelyn Garcia:

"My name is Miguel Gonzalez! I'm currently a Sophomore majoring in Nursing. I hope to become a Pediatric Nurse Practitioner one day! Personally, I enjoy running, playing soccer,

drawing, listening to music, and hanging out with my loved ones. The best benefit that I've gained from working with HLI is having the opportunity to get to learn and know more about people, especially in our Hispanic/Latinx community at UofL."

"Hi, my name is Jocelyn Garcia! I am a senior majoring in Interior Design. My goal is to later specify in commercial design. Things I like to do in my free time include spending time with friends and family, music,



Jocelyn Garcia

painting/drawing and reading. The most beneficial thing I have gotten from working with HLI has been the opportunity to meet new people and the ability to be part of the Latinx community here at UofL."

Finally, as we mentioned before, we host a once a month workshop series called La Cultura Cura (LCC) (Culture Heals). The LCC is a Latinx-centered monthly gathering to build community, heal, and decolonize education. The registrations links to these events can be found on the HLI's Instagram page @UofLLatinx or by email, uoflhli@louisville.edu . The two upcoming LLC workshops will be centered on Sarah Nuñez with Sarita's Herbal Remedies and Aflorar Herbal Collective on 10/20 and Mariachi History and Storytelling on 11/17



# UofL Recognized as a 2020 Higher Education Excellence in Diversity (HEED) Award Designee and a 2020 Diversity Champion by Insight Into Diversity Magazine

by: Julie Heflin, Office of Communications and Marketing

As a recipient of the annual HEED Award, a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion throughout their campus, UofL will be featured, along with 89 other recipients, in the November 2020 HEED Award issue of *INSIGHT Into Diversity* magazine.

*INSIGHT Into Diversity* also recognizes selected institutions — those that rank in the top tier of HEED Award recipients — as Diversity Champions. These institutions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities, across academic programs and at the highest administrative levels. Known for visionary leadership, Diversity Champions are institutions that serve as role models and set the standard for thousands of other U.S. college campuses

striving for inclusive excellence.

“UofL is a visionary leader among institutions of higher education striving for inclusive excellence throughout their campus,” said Lenore Pearlstein, publisher of *INSIGHT Into Diversity* magazine. “As a Diversity Champion school, UofL exceeds everyday expectations by developing successful strategies and programs that serve as

models of excellence for other higher education institutions.”

“We are honored by this recognition of our commitment to diversity and inclusion, but we need to do more and go beyond this work to move toward an antiracism agenda,” said V. Faye Jones, M.D., Ph.D., chief diversity officer and interim senior associate vice president for diversity and equity. “UofL has pledged to take a stand against systemic racism. We will use the momentum of this time to actively engage in the ongoing hard work that is necessary to make transformational change in all areas of the institution.”

For more information about the HEED Award or the Diversity Champion recognition, visit

[insightintodiversity.com](http://insightintodiversity.com).



Top Colleges for Diversity



Top Colleges for Diversity